



PROPOSAL SUMMARY AND TRANSMITTAL FORM

Proposed School Information			
Charter School Name:	Lamad Academy Charter School		
Education Corp. Name:	Lamad Academy Charter School, Inc.		
Education Corp. Status:	New Education Corporation	Proposal Type:	Standard New School Proposal
School District (or NYC CSD):	NYC CSD 18	Opening Date:	8/1/2019

Proposed Grades and Enrollment		
Charter Year	Grades	Enrollment
Year 1	6	125
Year 2	6-7	250
Year 3	6-8	375
Year 4	6-8	375
Year 5	6-8	375

Proposed Affiliations (if any)	
Charter Management Company ("CMO"):	n/a
CMO Public Contact Info (Name, Phone):	n/a
Partner Organization:	n/a
Partner Public Contact Info (Name, Phone):	n/a

Lead Applicant Contact Information					
First Lead Applicant Name:		Reverend Alfred Cockfield			
Applicant is a:	<input type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input checked="" type="checkbox"/> School Administrator	<input type="checkbox"/> District Resident	<input type="checkbox"/> Education Corp./Charter School
Organization Name:					
Applicant Mailing Address:		[REDACTED], Bayswater, NY 11691			
Primary Phone #:	[REDACTED]	Secondary Phone #:	[REDACTED]	Email:	[REDACTED]
Second Lead Applicant Name:		n/a			
Applicant is a:	<input type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input type="checkbox"/> School Administrator	<input type="checkbox"/> District Resident	<input type="checkbox"/> Education Corp./Charter School
Organization Name:					
Applicant Mailing Address:					
Primary Phone #:		Secondary Phone #:		Email:	
List additional lead applicants in the "Other" section.		<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Additional Applicants Listed in "Other"			

Media/Public Contact Information (required)			
Name:	Reverend Alfred Cockfield	Phone #:	(718) 913-0100
Email:	alcockfield@gmail.com		

Lead Applicant Signature	
Signature:	
Date:	6/25/2018

By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Program Design**MISSION STATEMENT**

“Lamad Academy Middle School will prepare and inspire students to successfully and enthusiastically pursue advanced mathematics and science education in their secondary and post-secondary careers. With American economic and national security dependent on the development of a scientifically-trained and technically-skilled workforce, LACS will graduate a cadre of such future talent by immersing its students in an academically rigorous standards-based curriculum with a principal emphasis on mathematics and science.”

KEY DESIGN ELEMENTS

Among the school's key design elements that promote strong student performance and are aligned with its math and science-focused mission are the following:

SCHOOL CULTURE

LACS founders know that the school culture is one of the most critical factors in ensuring the success and achievement of all students. Our school community will establish and maintain an environment of high expectations of all its students- both academically and behaviorally- such that it is palpable to visitors entering the building. Students will also benefit from the support of an intimate family culture. Such a community will encourage all students, especially at-risk students most in need of support and intervention, to succeed, to feel safe, and to take the risks necessary to succeed without fear of ridicule by their peers or community.

LACS founders recognize that school must instill in students not only content knowledge and skills, but also lifelong habits and behavior to support success; the school will build a culture of achievement and excellence in both scholarship and self-discipline. LACS students will aspire to behave responsibly and honestly, focus on learning and achievement, and show kindness and respect to adults, other students and themselves, at all times. Students are expected to attend class regularly, to arrive at school and at their classes on time, to complete assignments, to comply with the discipline code, to focus their attention on schoolwork and to apply themselves fully to their studies. School staff will model appropriate behavior—e.g. respect for self and others, through both words and actions—and will support and recognize students in making the connection between the expected behaviors and success in school and in life.

Further, the founders of LACS recognize that high expectations are at the core of any successful program to improve the achievement of at-risk students, and that all members of the school community must possess the unrelenting belief that all students can learn. At LACS, the school's commitment to high expectations will be reflected in curricula, instruction, and the interactions between students and adult members of the school community.

EMPHASIS ON MATH AND SCIENCE, AND INTEGRATION OF MATH AND SCIENCE ACROSS ALL SUBJECT AREAS

As the mission of LACS is to not only prepare but inspire students in the successful and enthusiastic pursuit of advanced study in math and science in high school and college, LACS will take the unique approach of integrating math and science in all subjects. This integration will provide an opportunity for students to make natural and meaningful connections between and among multiple content areas.

ELA and Social Studies teachers will collaborate with Math and Science teachers to provide cross-curricular experiences for students. To increase reading comprehension and writing skills, students should have the experience of reading a variety of texts such as science journals that contain challenging but news worthy topics, news articles that describe specific mathematical applications, innovations and inventions, and biographies of past and current scientists and innovators (from Galileo to Thomas Edison to Mark Zuckerberg and Elon Musk). Active exploration of a topic will promote discussion and the use of language arts (reading, writing, listening, speaking, and thinking). Students build upon their current knowledge base and connect what they know with what they are learning through lesson activities that provide them multiple opportunities to observe, make conjectures, hypothesize, and be encouraged to collect, organize, and describe data.

The integration of math and science content into the middle school curricula will use best practices for introducing teachers to and supporting them (through professional development) in the delivery of innovative instructional strategies and fostering connections with the professional STEM community. For example, students will be introduced to (and teachers will be trained and supported in) the Scratch software program developed by MIT to support self-directed learning and interactive media-rich projects, including animated stories, interactive newsletters and tutorials, online news shows, book reports, greeting cards, music videos, science simulations, and sensor-driven art and music projects. Students will build expertise in telling stories (interactive journalism) that include Scratch animation.

As students share Scratch projects, they begin to develop as computational thinkers: they learn core computational and mathematical concepts, while also learning important strategies for designing, problem solving, and collaborating. At the same time, students begin to see themselves as computational creators, confident and capable of designing, creating, and expressing themselves with computational media, not merely interacting with it. LACS students will be digital natives, and most likely active end-users of innovation and technology before they even enter the school, through iPads and iPhones, and various social media applications such as Facebook and Snapchat. LACS's goal is to expand their horizons by seeing themselves not as merely an end-user, but rather as the next innovator. To do this, it is not enough to provide them with academic knowledge and tools- we must also engage and motivate them through exciting, creative and relevant learning experiences.

DATA-DRIVEN INSTRUCTIONAL FRAMEWORK

LACS leaders and teacher will focus on data obsessively to inform a variety of instructional best practices to differentiate instruction in both homogeneous and heterogeneous groupings of students to deliver the school's rigorous, standards-based curriculum. Instructional methods will include, but not be limited to, the gradual release of responsibility model, teacher-directed instruction, student-directed instruction, project-based instruction, inquiry-based instruction, collaborative-team teaching, sheltered instruction, computer-assisted instruction and push-in/pull-out with support of instructional specialists. While the instructional models will vary according to content area as well as student needs, all teachers will utilize an overarching framework in how the lesson is structured. The framework is a data-driven one and involves continual assessment and reflection. A preponderance of research links the examination of assessment data to inform and improve instruction to higher student achievement, including studies demonstrating that effective accountability occurs when external and internal measures are aligned and used in coordinated fashion by schools to support improvements in student learning. Observers will see the following commonalities across all lessons at LACS: assessment at the start of the lesson or unit to ensure students are ready to learn what is about to be taught, continual assessment throughout the lesson or unit to ensure that students are grasping concepts as lessons and units progress and assessment at the end of the lesson or unit to determine if students are able to synthesize what has been taught.

Continually assessing students through effective checks for understanding is an integral element of strong instruction. Throughout the course of the lesson or unit, teachers must frequently gauge students' level of understanding in formal and informal ways. They could take the form of pivotal oral questions to exit tickets to more summative assessments or unit exams. Teachers must be able to be flexible in their lessons to be ready to move backwards or forwards depending on student readiness, to understand where their teaching missed the objective, and make the necessary real time adjustments when students fail to grasp a concept. Teachers must always know what their students do not know as well as the depth of what they understand. This requires constant and continual assessments of students' skill and knowledge through a variety of methods.

PROGRESS MONITORING

LACS will support its teachers in the data-driven aspect of instruction through the school's commitment to implementing a progress monitoring system. Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. At LACS, the school's "Progress Monitoring Process" provides the framework for instructional leaders and teachers to monitor the progress of students on an individual, aggregate and disaggregated basis and make informed adjustments and/or changes to curriculum, instruction and professional development priorities.

Teachers will engage in the Progress Monitoring Process to determine the effectiveness of their instruction on their students' meeting performance benchmarks. Teachers will be expected to engage in this process both in individual preparation but importantly in collaboration with their colleagues, and the school will have designated time on the daily and weekly calendars for teachers to come together to engage in Progress Monitoring. Teachers will meet in grade level teams, within and across content area specialties and with instructional specialists with oversight from the Principal and Assistant Principals on a regularly basis throughout the year, to evaluate the progress of the struggling students from their performance on ongoing student assessments and student classroom observations. Through this process a plan of action is collaboratively developed for students who do not

meet these benchmarks so that their needs will be addressed. The plan of action involves short-term and long-term strategies to improve student achievement. Scope and sequence and pacing guides are discussed and evaluated during this process to determine what, if any, refinements need to be made for the subsequent semester. The Progress Monitoring Process allows teachers to make real time modifications to the lesson plans and instructional strategies to address the needs of struggling students while also informing the school's instructional leaders about broader changes in the school's educational program that will be necessary to support high student achievement.

EXTENDED DAY AND EXTENDED YEAR

LACS has set an ambitious course of study and has high expectations for its students. We are well aware of the fact that many, if not the majority, of our students will come to us with significant weaknesses and lacking in the study skills necessary for success.

In order to provide students with the time on task necessary to overcome academic deficits and be imparted with the self-motivation and habits of success to meet LACS's academic expectations, the school model includes both an extended day and extended year. Students will attend school from 7:45 am-5:00 pm Monday-Thursday, while Friday dismissal will be at 4:00 pm. The extended day allows for extended blocks of instruction in each core subject of ELA (90 minutes), math (90 minutes), science (60 minutes) and social studies (60 minutes) while also allowing students to have instruction in Spanish, Music, Physical Education/Health and Technology. All students will participate in one hour of academic intervention from 4:00-5:00 p.m. Monday through Thursday as part of our plan to build the bridge to high expectations and focus on driving all students to reaching their highest potential.

Students will attend school for 190 days (exclusive of the Summer Bridge Program and Saturday Academy, as described below).

SUMMER BRIDGE PROGRAM

All incoming 6th graders (and students entering LACS for the first time in the upper grades), will participate in a 4-week Summer Bridge Program beginning in July. The purpose of the Summer Bridge program is to assess students' achievement in math and ELA to jumpstart academic interventions, to give students a head start on the first year's curriculum, and to allow students to bond together and acclimate to the school's culture, values and expectations.

SATURDAY ACADEMY

Saturday Academy, like afternoon Academic Intervention, will be mandatory for all students regardless of achievement level. Saturday Academy will run from 10 a.m.-1 p.m. on two Saturdays per month during the school year beginning in October. Saturday Academy will provide another opportunity for students to engage in tutoring sessions to overcome academic deficits, address current academic challenges, or pursue projects at an accelerated pace.

BRIEF OVERVIEW OF ACADEMIC PROGRAM

LACS is a proposed Grade 6-8 charter middle school that will serve children in CSD 18 in Brooklyn. LACS founders know that high quality math and science education programs will provide students from all walks of life with a competitive edge in this increasingly global marketplace and world, and seek to create a high quality middle charter school that prepares its students not merely in the knowledge and skills in the math and sciences but also instills a true passion for these subjects, to increase the likelihood they will pursue advanced studies in these areas and ultimately contribute as practitioners in these fields. Given the statistics in CSD 18, which demonstrate persistent underperformance, LACS founders anticipate that the majority of the students who enroll in the school will bring significant academic deficits and underdeveloped habits that predict academic success that LACS will purposefully imbue (i.e. regular school attendance, a strong work ethic, good study skills, and self-discipline, etc.). LACS leadership and staff must simultaneously meet these challenges while promoting a rigorous academic

curriculum, steeped in math and science, with high expectations for student academic performance and student behavior. The LACS school model has been designed to overcome these challenges, optimize student potential and engagement, and focus on outcomes so that the school will be able to achieve its mission and empower students for success in high school, college, and career.

School Management

MANAGEMENT STRUCTURE

LACS is governed by the Board of Trustees and will be managed by an Executive Director. The Executive Director will be in charge of Operations, School Culture, Community Relations, Budget and Finance, Fundraising, and communication with the Board.

The school's primary instructional leader will be a Principal supported by two assistant principals with responsibility for overseeing math and science teachers and curricula, and humanities teachers and curricula, respectively. These leaders will monitor instruction and support all teachers through coaching and professional development to maximize academic outcomes and fulfill the school's mission, vision, and accountability plan goals.

ROLE OF CMO OR PARTNER(S)

LACS will not partner with a CMO or other organization at this time.

School Facility Plans

LACS's first choice is to secure shared space in an existing NYCDOE facility in CSD 18. The founders of LACS have been in discussion with the NYCDOE about potential availability in CSD 18.

Board Member Names and Biographical Summaries

Reverend Alfred Cockfield, has more than ten years of experience in the field of Education, youth development and civic and community engagement. Since 2013, he has been the Executive Director of the Battalion Christian Academy Schools in Brooklyn, NY and Far Rockaway, Queens where he manages a diverse portfolio including recruitment and retention, partnership alliances, staff development and educational development whose programs use an engaging interactive approach to transform the lives of children. At Battalion Christian Academy schools, Reverend Cockfield has built a robust value-added alliance network among Christian and secular school administrators to work in partnership with Battalion Christian Academy Schools to ensure successful outcomes for the children and communities they serve. Prior to his work with Battalion Christian Academy Schools, Reverend Cockfield has served as the Chief Operating Officer at Gods Battalion of Prayer Ministries. In this capacity he develops, monitors and implements education policies, locates and secures land and funding to establish Christian schools, create and maintain signature programs and manage the day to day operation of the facility. He has also served with global leaders at conferences and conducted trainings in support of the youth education and development in New York City and around the world, including Nigeria, Africa the Caribbean and Guyana, South America. Reverend Cockfield holds a BS in Business Administration and Religious Studies and a minor in Music Business from Nyack College. He later returned to Nyack College where he earned a Masters of Business Administration and International Business Marketing and Management. He continues to be a central part of the communities and lives he touches through his passion for children and quality education. He also serves on the 67th Precinct Clergy Council and is an active member of Toast Masters International Garden City Chapter. Reverend Cockfield is a native New Yorker with family roots in Guyana. He was raised in Far Rockaway, Queens, however, he considers himself a true Brooklynite as he has spent most of his professional career and development in Brooklyn.

Abenaa Frempong-Boadu is an artist, writer and educator with over 20 years experience in early childhood and primary education. Her multi-cultural background and creative work have taken her around the world, allowing her the opportunity to experience a wide variety of cultures and diverse circumstances. She is a self-described global citizen and an avid student who believes that connecting with others through art transcends language barriers and speaks to the core of a human being. Her perspective and experiences as an artist now serve her well as an educational leader, consultant and coach. Abenaa is passionate about life-long learning. She is passionate about seeing others find joy in new experiences and discover abilities and passions of their own. Her work is grounded in an understanding of child development and experiential learning. This naturally lends itself to her role as a business and academic leader in Phyl's Academy Preparatory School - one of the largest Universal Pre-K programs in Brooklyn, NY. Abenaa coaches teaching staff in best practices, crafting intentional experiences where children learn through play and exploration. A graduate of Brooklyn College and Columbia University's Teacher's College, she is also a certified CLASS observer, and works to guide teaching professionals towards more effective interactions. She assists in creating engaging environments so children are naturally motivated to get involved and simply discover learning along the way. Through this important work she hopes to affect outcomes positively for teachers and students alike, and therefore for the community at large. Abenaa also continues to work creatively and is currently completing her second children's book.

Adrian Brijadder is an experienced Tax Senior in the New York Metro Real Estate group. He joined PwC's Tax practice in 2014. Prior to joining PwC, Adrian spend three years as a budget analyst for the US Department of the Interior in Washington DC. Adrian's aspiration to become a CPA lead him to apply for a PwC seasonal position which eventually resulted in a full-time offer. Adrian completed all four parts of the CPA exam in 2013 and became a NYS licensed CPA in 2014. Adrian graduated from Howard University with a Bachelor of Business Administration degree with a concentration in Accounting in 2010. Adrian is originally from Brooklyn and graduated from Paul Robeson High School before attending Howard. Adrian currently resides in Brooklyn.

Barbara Cockfield is a higher education professional with cross-cultural communication skills, successful multi-departmental collaboration experiences, and demonstrated leadership skills that ensure the success of students. For the past 21 years she been an educator; the last 14 of them have been in higher education. Her experience has been in both the field equity, diversity and inclusion working with students of diverse populations to ensure their success to complete college and meeting their life goals, and student affairs to include enrollment management, organization development, programming, student development, fiscal planning, project management, supervision

and teaching. Barbara also has a background in event planning for large conferences and seminars. She is a highly motivated, forward-thinking individual dedicated to being an advocate for students, faculty and staff. In 2006 Barbara assisted in the founding of the Black, Brown & College Bound Summit- an annual national summit focused on access, retention and graduation for Black and Latino Males in higher education. Over the years, speakers such as General Colin Powell, Dr. Luis Ponjuan, Mr. Hill Harper, esquire, Dr. Pedro Noguera, Mr. Earvin "Magic" Johnson, Dr. Freeman Hrabowski III and Mr. Jose Antonio Vargas were in attendance and provided motivation for the students to persist and graduate from college. The Summit provided an opportunity for participating higher education institutions from across the country to strengthen their collaborative efforts to address shared concerns. In the last decade, the Summit has grown from 200 to 1,200 participants from over 20 states.

Ericka Keller truly has a heart for community development and revitalization. Attending school on full academic scholarships and graduating Magna Cum Laude, Ericka earned her Bachelors of Arts, Master of Science and Professional Certification degrees from New York University, Brooklyn College, and the College of St. Rose, respectively. Ericka commenced her career as a junior high school teacher and served 10 years as NYC Department of Education Principal before taking over the family business of construction and development. Ericka built upon the company's history as a HUD 202 General Contractor building senior housing for faith- based sponsors and transitioned the organization into the development of affordable housing with faith- based organizations and church partners. Brisa currently has 1,112 units of affordable housing either completed, under construction or in the predevelopment stages, all with faith- based organizations and churches. She has received several awards and citations during the course of her careers including, the 2012 National Association of Professional Women (NAPW) "Woman of the Year Award" and the 2016 "General Contractor and Emerging Developer of the Year Award" from the New York State Association of Minority Contractors.

Frederick Underwood graduated from Samuel J. Tilden High School, received his BA in Liberal Studies from the State University of New York at Stony Brook, and his Masters and Advanced degrees in Educational Administration from Cambridge College in Boston, Mass. Determined to stand as a shining example for other young men of color in our communities, Mr. Underwood decided to dedicate himself to education. In 1992 he started teaching, and since then his career has evolved dramatically from his initial role as a teacher, where he was fortunate to receive the mentorship of then principal, former CSA President, Ernest Logan, to Dean of Students, to Assistant Principal at the jewel of Bedford---Stuyvesant, Boys & Girls High School. But God had more in store, and handpicked from over 2,000 applicants, Fred Underwood was one of only 2 African American males accepted to the 2007/2008 Cohort of the prestigious New York City Chancellor's Leadership Academy which prepared him for the role of principal at a Middle School and his subsequent administrative position as Assistant Principal of Organization at the Nelson Mandela School for Social Justice. He is the recipient of numerous awards, most notably the UFT Principal Appreciation Award, and the Black Men of Distinction Award from former Brooklyn Borough President, Marty Markowitz. He is a member of Malik Fraternity, Hiram Lodge Prince Hall Free & Accepted Masons, an ordained Pastor, and a Trustee Board member of the Jubilant Pentecostal Holy Church.

Kenneth J. Halperin is in charge of the firm's complex litigation and construction case units. He also handles a wide variety of cases in the areas of general negligence, automobile liability and premise liability. He is responsible not only for the litigation aspects of the case, but also the day to day management of the cases in which he and other attorneys in his group are involved. His primary goal, and that of the firm, is to work closely with all of our clients on their cases from inception through settlement or trial. Ken's goal is to maximize every client's recovery by focusing on each aspect of their claim that leads to large settlements and verdicts. This includes ensuring that all of his client's pain and suffering claims are documented not only for treatment that they have had, but as important, treatment that they will need in the future; maximizing recovery of lost wages and other collateral sources, like pension and annuities; and finally focusing on the calculation of future medical expenses that his client's may endure and thus need to be compensated for. Along with several other attorneys at WRSK Ken also regularly lectures on construction site workplace safety at several NYC local union halls during the union members local meetings and mandatory trade instruction classes. Ken also takes an active role in the community and in organizations that are important to our practice. He is a member of the New York State Bar Association and The New York State Trial Lawyers Institute, where he is a member of the Labor Law Committee. He is also the incoming President (2017) of the Jewish Lawyers Guild. Ken is a former member of the Kings County Judicial Screening Committee where he was charged with the responsibility of screening Judicial candidates who are running for

election. Ken takes great pride in performing pro bono legal work on behalf of the community as well. In the past he has volunteered to help sick children at the Ronald McDonald House in New York City and also provided pro bono legal services for an organization that assists indigent women in need of free legal representation. Currently, he provides pro bono legal services as part of the City Bar Association Cancer Advocacy Program, which provides free legal services to cancer patients involved in disputes with their insurance companies. Ken is also on the Board of Directors of the Precious Dreams Foundation. This foundation raises money to provide comfort items such as blankets, pillows and stuffed animals to inner city children before they are moved into foster homes.

Kwesi McDavid is a data-driven mathematician, digital strategist and political activist. Two decades of experience in digital strategy and data analysis with corporate clients and Fortune 500 companies—including AT&T, Reuters, Nokia, DirectTV and Verizon—have refined Kwesi’s unique ability to analyze people, data, cultures and the political environment that binds these things together. Kwesi combines his love for people and culture with mathematical precision at modeling and measuring the human experience, or user flow, as it is commonly referred to in digital circles. Understanding culture as the defining force and fabric of organizations enables him to listen, document, and transform the way business stakeholders see and experience their data—and ultimately how they market their products and services. Born to Guyanese parents and raised stone’s throw from the Riverside Church, a historic bastion of progressive thought in Harlem, Kwesi has strong ties to its multicultural community. In 2001, his commitment to social transformation took him to the South Bronx where he taught math and web development to at risk students for five years, and to the local political scene where Kwesi provided services to candidates David Granger and David Patterson to increase their base and developed expertise in constituent branding and services. The Obama years have brought new opportunities to help culturally heal America. This catharsis presents a real opportunity for brands to differentiate themselves through diversity, community outreach, and social responsibility. Kwesi formed the BlackBallot.com to meet this challenge and to engage with businesses to drive new conversations, increase diversity, and measure socially responsible solutions. Kwesi earned a BA from Cornell University’s Engineering s Research with a Minor in African Studies and Masters in Applied Math from CCNY.

Nicole S. Turner is an educational consultant, owner and trainer at Educator’s Caravan, LLC and is passionate about education. In addition to her work at Educator’s Caravan, she serves teachers and students in the capacity of an Instructional Coach and a member of the 1st cohort of Opportunity Culture Multiple Classroom Leaders for the State of Indiana. Nicole has over 10 years of diverse experience in K-12 educational settings. She has spent time as a classroom teacher, lead teacher, differentiated accountability coach, district and building level instructional coach, assistant principal, dean of students, textbook company trainer, AdvancEd diagnostic review team member and school improvement and turnaround specialist for the Indiana Department of Education. Nicole works with school districts providing school improvement consultation and training in instructional strategies, instructional coaching program development and training in curriculum and instruction programming. She also presents at national and regional conferences on various professional development topics supporting instructional coaching and classroom strategies. Nicole hosts online trainings, courses and virtual resources to teachers and instructional coaches internationally. She is completing her first book. Nicole earned her Bachelor’s from Calumet College, her Master’s from Oakland City University in Elementary Education, and her Building Level Administration Certification, Oakland City University. Nicole is a member of the Alpha Kappa Alpha Sorority Incorporated, the National Sorority of Phi Delta Kappa, the Indiana State Teacher Association, the National Alliance for Black School Educators, and the Indiana State Reading Association.

Mr. Rubain J. Dorancy, Esq. founded TRIAD Consulting Strategies Inc. five years ago to provide professional development and strategic support to schools and districts to ensure compliance and adherence to public policy, regulations, and federal and state laws. TRIAD Consulting Strategies has delivered leadership development and management consulting services to over 50 schools over the past three years. Additionally, TRIAD Consulting Strategies has delivered services to to more than 1,500 educators, 500 parents, and 2,500 students across the NYC DOE. As an advisor and consultant to NYC DOE schools and service providers, Mr. Dorancy conducts planning sessions as well to enhance the quality of teams. For 25 years, Mr. Dorancy has been directly involved in public education and support services to students in the New York City Department of Education of which 15 years were as an administrator and executive in the NYC DOE. He led professional development initiatives, advocacy support, and leadership development for school administrators, school counselors, district staff, and special educators to ensure that students were receiving appropriate services.

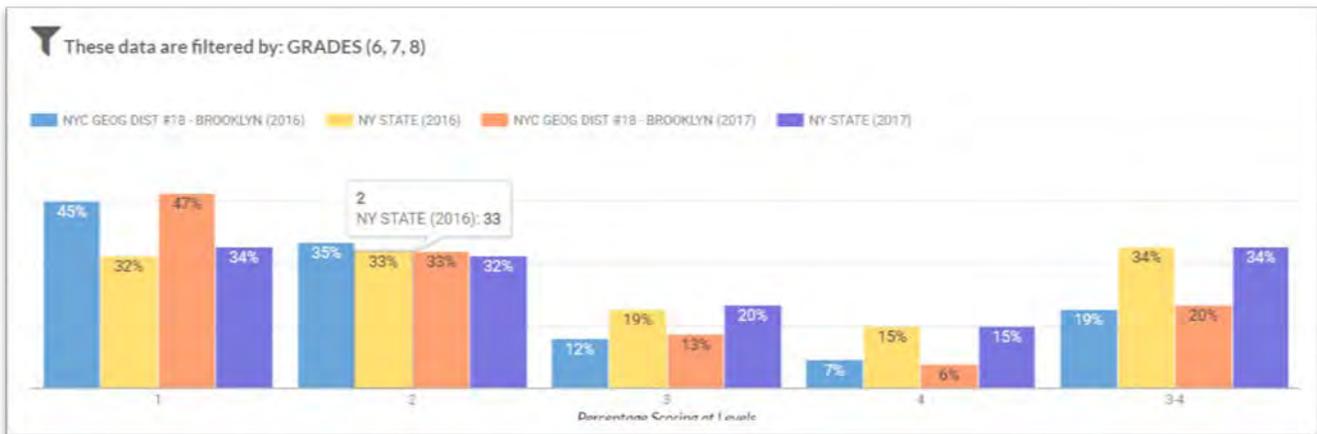
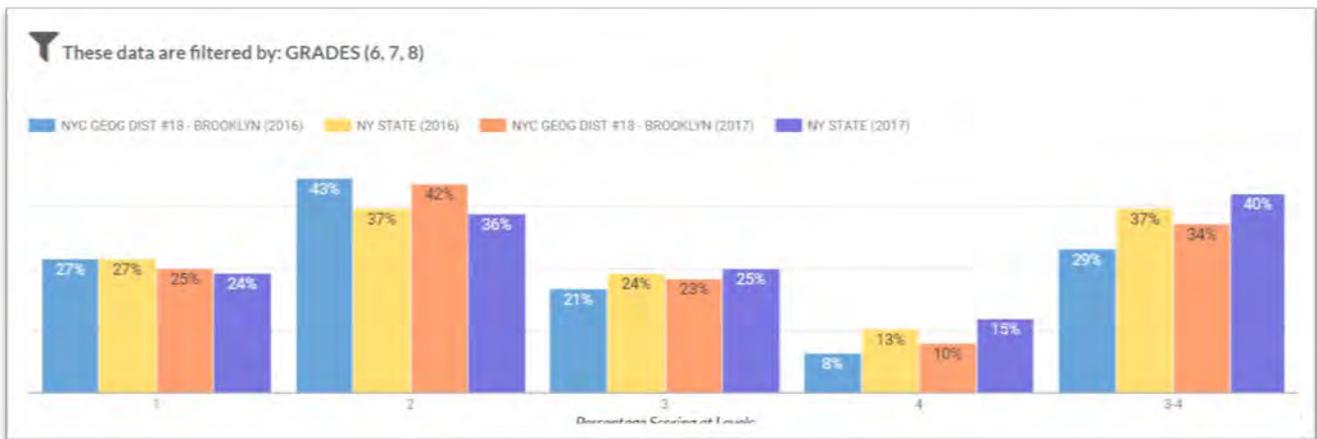
Mr. Dorancy provides workshops and technical assistance to NYC DOE employees, organizations and has served as an education policy consultant to policymakers and elected officials. He has also advocated for hundreds of individual parents and students to assist them in obtaining special education services, tutoring, and accommodations. Finally, he also provides advice and representation to students in general education in the private and public schools. In addition to TRIAD Consulting Strategies, Mr. Dorancy is also a partner in The Dorancy Law Firm PLLC, which is a special education law practice to ensure that Students with Disabilities are protected under the law. He earned his Juris Doctorate degree from Brooklyn Law School, a Master's degree in Public Administration from Baruch College, and Post-Master's Professional Diploma and Advanced Certificate in School District Administration from Long Island University.

Other

n/a

out, Caribbean Americans have moved into the many one- and two-family homes or to one of the several large public housing developments. The CSD currently educates 16,508 students, but in recent years, several large and chronically underperforming high schools such as Canarsie and South Shore have closed, contributing to neighborhood instability and uncertainty about where adolescent and post-adolescent students can access education options that will prepare them adequately for success in college and career.

According to the 2016-17 New York District Report, 93.6% of CSD 18 students identified as black and Hispanic, 80.1% of its students qualified for free- or reduced-priced lunch, 17.6% of all tested students in grades 3-8 were designated as students with disabilities, and 5.8% were classified as English language learners. Students across all tested grades and all racial groups in the district struggle to meet proficiency standards in ELA and math. Only 34% of 6-8th grade students scored proficient on the 2017 New York State ELA exam and only 20% proficient in math. CSD 18's students consistently perform significantly below citywide and statewide averages in both subjects.



There is no doubt based on the prevailing statistics in CSD 18 that the majority of the students who enter LACS as 6th graders will bring academic deficits, particularly in ELA and math and may be lacking in the habits of academic success that will be expected at LACS (i.e. regular school attendance, a strong work ethic, good study skills, self-discipline, etc.). LACS must simultaneously be able to successfully meet these challenges while promoting a rigorous academic curriculum, steeped in math and science, with high expectations for student academic performance and student behavior. LACS's school model has been designed to meet these challenges and to promote strong student academic achievement and engagement so that the school will be able to achieve its mission.

(B) PROGRAMMATIC IMPACT

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

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

CSD 18's current school offerings do not meet the educational needs of its students, as evidenced by the state test scores noted throughout this response. While several charter schools are located in this district, only four serve middle school students in grades six through eight. Several charter networks operate schools in these neighborhoods, including Uncommon, Ascend, and Explore; each maintain lengthy waitlists of students and families anxious to access high quality charter seats. Location, grade span, and performance results for each of the CSD 18 charter middle schools are presented in the tables on the following pages.

CHARTER SCHOOLS IN NYC CSD 18- STUDENT PROFICIENCY RATES 2016-17

NAME	TESTING GRADES	ELA PROFICIENCY RATE	NYC ELA AVERAGE	MATH PROFICIENCY RATE	NYC MATH AVERAGE
Brooklyn Ascend Charter School	3-8	49%	41%	53%	38%
Explore Excel Charter school	3-8	35%		32%	
The Cultural Arts Academy at Spring Creek Charter School	3-6				
Kings Collegiate Charter School	5-8	42%		44%	
Leadership Prep Canarsie Charter School	3, 5-8	46%		50%	

CSD 18 also has ten traditional district schools that serve middle school grades, as seen below.

TRADITIONAL PUBLIC SCHOOLS IN NYC CSD 18

NAME	GRADE SPAN
Brooklyn Science and Engineering Academy	6-8
East Flatbush Community Research School	6-8
I.S. 068 Isaac Bildersee	6-8
I.S. 211 John Wilson	6-8
I.S. 285 Meyer Levin	6-8
Middle School for Art and Philosophy	6-8
Middle School of Marketing and Legal Studies	6-8
The Science and Medicine Middle School	6-8
P.S. 235 Janice Marie Knight School	K-8
P.S. 66	K-8

CSD 18 also has several private, and parochial, options.

PRIVATE SCHOOLS SERVING MIDDLE SCHOOL GRADES IN CSD 18

NAME	GRADES
Bais Meir	Junior-Senior High School
Excelsior School	Junior-Senior High School
Catherine LaBoure	Middle School for Special Education

With its relatively modest enrollment of 375 students at scale, and the founders’ intention to serve students from predominantly under-resourced families, LACS is unlikely to have a significant impact on private schools in CSD 18 as their tuitions are out of reach for low-income families.

As referenced in LACS’s Key Design Elements and throughout the other responses in this charter application, the proposed school would offer something new and much needed to CSD 18: a school that focuses on achievement in the critical areas of literacy, mathematics, science, and technology that will maximize student achievement. LACS will be successful where other options have not because of the school’s commitment to high dosage tutoring for all students, relevant and dynamic curriculum, and building excitement and pride into each student’s educational journey in order to prepare them for stable and well-paying careers in high-growth STEM fields.

(C) FISCAL IMPACT

Complete the fiscal impact table in the budget template and include a copy of it with this response.

Discuss the fiscal impact of the school on other public and non-public schools in the area including:

- Enrollment expectations;*
- Per Pupil Allocation assumptions;*
- Dollar amount the proposed charter school anticipates receiving from each district in per pupil funding;*
- Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);*

- *Projected budget for the school district of location (please note the source and year for this figure); and,*
- *Yearly projected impact as a percentage of each sending district's budget (for districts projected to send at least 10 students).*

The table below illustrates LACS's projected fiscal impact on its district of location over its initial charter term. In the school's first year of operation, it plans to serve 125 students, which amounts to \$1,815, 875 in per pupil funding from New York state. At scale, which the school would reach in its third year and maintain as constant through year five, LACS will serve 375 students for a total of \$5,447,625 in per pupil funding. As part of its conservative budgeting approach, the team has not projected any increases in this revenue source over time. As the table demonstrates, even at scale, LACS will have only a minimal fiscal impact of 0.033% on CSD 18.

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2019-20)	125	14,527	1,815,875	875,250	2,691,125	24,300,000,000	0.011%
Year 2 (2020-21)	250	14,527	3,631,750	1,750,500	5,382,250	24,300,000,000	0.022%
Year 3 (2021-22)	375	14,527	5,447,625	2,625,750	8,073,375	24,300,000,000	0.033%
Year 4 (2022-23)	375	14,527	5,447,625	2,625,750	8,073,375	24,300,000,000	0.033%
Year 5 (2023-24)	375	14,527	5,447,625	2,625,750	8,073,375	24,300,000,000	0.033%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			The applicant group derived the district's operating budget figure from its website at schools.nyc.gov/AboutUs/funding/overview/default.htm				
OTHER NOTES:							

RESPONSE 2(A)(B). ADDRESSING THE NEED

(A) MISSION

Provide the mission statement for the proposed charter school.

“Lamad Academy Middle School (LACS) will prepare and inspire students to successfully and enthusiastically pursue advanced mathematics and science education in their secondary and post-secondary careers. With American economic and national security dependent on the development of a scientifically-trained and technically-skilled workforce, LACS will graduate a cadre of such future talent by immersing its students in an academically rigorous standards-based curriculum with a principal emphasis on mathematics and science.”

(B) KEY DESIGN ELEMENTS

Provide a clear and concise overview of the proposed charter school’s key design elements, i.e., those aspects of the school critical to its success. Provide an analysis of any research, evidence of effectiveness, or examples of existing programs, which support the selection of these elements. The response should include a brief discussion of how the school will determine if it is effectively executing its key design elements in a way that is aligned with its mission. This should not exceed five pages in length.

Among the school’s key design elements that promote strong student performance and are aligned with its math and science-focused mission are the following:

Culture of High Expectations

LACS founders know that the school culture is one of the most critical factors in ensuring the success and achievement of all students. Our school community is one that has high expectations of all its students- both academically and behaviorally- also benefits from the support of an intimate family culture. Such a community will encourage all students, especially at-risk students most in need of support and intervention, to succeed, to feel safe, and to take the risks necessary to succeed without fear of ridicule by their peers or community.

LACS founders recognize that school must instill in students not only content knowledge and skills, but also lifelong habits and behavior to support success; the school will build a culture of achievement and excellence in both scholarship and self-discipline. LACS students will aspire to behave responsibly and honestly, focus on learning and achievement, and show kindness and respect to adults, other

students and themselves, at all times. Students are also expected to attend class regularly, to arrive at school and at their classes on time, to complete assignments, to comply with the discipline code, to focus their attention on schoolwork and to apply themselves fully to their studies. School staff will model appropriate behavior—e.g. respect for self and others—and will support and recognize students in making the connection between the expected behaviors and success in school and in life.

Further, the founders of LACS recognize that high expectations are at the core of any successful program to improve the achievement of at-risk students, and that all members of the school community must believe that all students can learn.¹ At LACS, the school's commitment to high expectations will be reflected in curricula, instruction, and the interactions between students and adult members of the school community. Under the leadership of the Principal, all school staff and stakeholders will treat students respectfully, hold students accountable to high standards of achievement, and demonstrate on an ongoing basis their expectation that all students will learn and succeed.

Data-Driven Instructional Framework

Teachers at LACS will use a variety of instructional best practices to differentiate instruction in both homogeneous and heterogeneous groupings of students to deliver the school's rigorous, standards-based curriculum. Instructional methods will include, but not be limited to, the gradual release of responsibility model, teacher-directed instruction, student-directed instruction, project-based instruction, inquiry-based instruction, collaborative-team teaching, sheltered instruction, computer-assisted instruction and push-in/pull-out with support of instructional specialists. While the instructional models will vary according to content area as well as student needs, all teachers will utilize an overarching framework in how the lesson is structured. The framework is a data-driven one and involves continual assessment and reflection. A preponderance of research links the examination of assessment data to inform and improve instruction to higher student achievement, including studies demonstrating that effective accountability occurs when external and internal measures are aligned and used in coordinated fashion by schools to support improvements in student learning.^{2 3} Observers will see the following commonalities across all lessons at LACS: assessment at the start of the lesson or unit to ensure students

¹ *Strengthening At-Risk Students' Affiliation with the School*, a research brief prepared for the Principal's Partnership (a program of the Union Pacific Foundation) by Christi Edge, Secondary Education, University of South Florida, 2009, <http://www.principalspartnership.com/affiliation.pdf>

² Elmore, R., & Abelman, C. (1999). *When accountability knocks, will anyone answer?* Philadelphia: Center for Policy Research in Education.

³ Fullan, M. (2001). *The new meaning of educational change* (3rd ed.). New York: Teachers College Press.

are ready to learn what is about to be taught, continual assessment throughout the lesson or unit to ensure that students are grasping concepts as lessons and units progress and assessment at the end of the lesson or unit to determine if students are able to synthesize what has been taught.

Continually assessing students through effective checks for understanding is an integral element of strong instruction. Throughout the course of the lesson or unit, teachers must frequently gauge students' level of understanding in formal and informal ways. They could take the form of pivotal oral questions to exit tickets to more summative assessments or unit exams. Teachers must be able to be flexible in their lessons to be ready to move backwards or forwards depending on student readiness, to understand where their teaching missed the objective, and make the necessary real time adjustments when students fail to grasp a concept. Teachers must always know what their students do not know as well as the depth of what they understand. This requires constant and continual assessments of students' skill and knowledge through a variety of methods.

Progress Monitoring

LACS will support its teachers in the data-driven aspect of instruction through the school's commitment to implementing a progress monitoring system. Progress monitoring is a scientifically based practice⁴ that is used to assess students' academic performance and evaluate the effectiveness of instruction. At LACS, the School's "Progress Monitoring Process" provides the framework for instructional leaders and teachers to monitor the progress of students on an individual, aggregate and disaggregated basis and make informed adjustments and/or changes to curriculum, instruction and professional development priorities.

Teachers will engage in the Progress Monitoring Process to determine the effectiveness of their instruction on their students' meeting performance benchmarks. Teachers will be expected to engage in this process both in individual preparation but importantly in collaboration with their colleagues, and the school will have designated time on the daily and weekly calendars for teachers to come together to engage in Progress Monitoring. Teachers will meet in grade level teams, within and across content area specialties and with instructional specialists with oversight from the Principal and Assistant Principals on a regularly basis throughout the year, to evaluate the progress of the struggling students from their performance on ongoing student assessments and student classroom observations. Through this process a plan of action is collaboratively developed for students who do not meet these benchmarks so that their

⁴ Office of Special Education Programs (OSEP): *National Center on Student Progress Monitoring*.

needs will be addressed. The plan of action involves short-term and long-term strategies to improve student achievement. Scope and sequence and pacing guides are discussed and evaluated during this process to determine what, if any, refinements need to be made for the subsequent semester. The Progress Monitoring Process allows teachers to make real time modifications to the lesson plans and instructional strategies to address the needs of struggling students while also informing the school's instructional leaders about broader changes in the school's educational program that will be necessary to support high student achievement.

Co-Teaching Model and Robust Instructional Supports

Leveraging the data-driven instructional framework is LACS's staffing model which allows for English Language Arts and mathematics to be co-taught by two English teachers and two math teachers in the Grade 6-8 span. The co-teaching model reduces the student-teacher ratio from 28:1 to 14:1. This co-teaching model, particularly within the critical courses of English and math, facilitates a greater level of differentiated instruction and small group instruction in a class of heterogeneous learners, particularly in a school community where we expect to serve a large percentage of at-risk students. It accomplishes this by allowing the co-teachers to work together in a variety of forms.

In addition, at every grade level LACS will have one special education teacher. This will allow LACS to support a Collaborative Team Teaching (CTT) setting on each grade level should students have IEPs that require such a setting. While research has demonstrated that this inclusion model had beneficial outcomes for students with special needs^{5 6}, the CTT setting is also for beneficial for the general education students in the classroom, particularly ELLs and students in need of academic intervention, for whom the different teaching strategies, adaptations and accommodations made within the class for students with disabilities will also be effective in addressing their learning needs.

LACS will also have robust roster of instructional and student support specialists to ensure the academic and social/emotional needs of all students are met. The school will invest in staffing specifically assigned to 6th grade, anticipating that students new to LACS will require the most support to acclimatize to its expectations. Specifically, LACS will have one special education teacher on every grade level, and one reading specialist for each span: Grade 6 and Grades 7-8, an ESL Teacher and additional math support with a Math Specialist in those years when the staffing of the grade level Math

⁵ Banerji, M., & Dailey, R. (1995). A Study of the effects of an inclusion model on students with specific learning disabilities. *Journal of Learning Disabilities*, 28(8), 511-522.

⁶ Marston, Douglas. *The Journal of Special Education*, Vol. 30, No. 2, 121-132 (1996)

teachers is insufficient for them to provide supplemental support outside of their daily schedules. Finally, LACS will have one social worker for each span: Grade 6 and Grades 7-8. The collaboration between classroom and subject teachers and these instructional and student support specialists will further support a differentiated learning environment and therefore benefit *all* learners.

Emphasis on Math and Science, and Integration of Math and Science Across All Subjects

As the mission of LACS is to not only prepare but *inspire* students in the successful and enthusiastic pursuit of advanced study in math and science in high school and college, LACS will take the unique approach of integrating math and science in all subjects. Typically, educators focus on the integration of literacy across all subjects (and LACS will in fact emphasize literacy, particularly speaking and writing, across all subject areas), LACS will also look to connect math, science and technology across the curriculum.

The math and science curricula will continue to improve students' ability to become fully fluent in mathematical reasoning and scientific inquiry and to understand the importance and relevance of science and technology issues in our society. The educational offerings will also seek to inspire all students, not just those with the keenest interest and ability in these areas, to become the next generation of scientists, mathematicians and innovators. The key goal of integrating science and math across the curriculum is to reinforce these skills in other subject areas by engaging students in scientific and mathematical communication, problem solving, science investigation activities and other higher-order thinking skills. This integration provides an opportunity for students to make natural and meaningful connections between and among multiple content areas.

ELA and Social Studies teachers in Grades 6-8 are expected to collaborate with Math and Science teachers to provide cross-curricular experiences for students. To increase reading comprehension and writing skills, students should have the experience of reading a variety of texts such as science journals that contain challenging but news worthy topics, news articles that describe specific mathematical applications, innovations and inventions, and biographies of past and current scientists and innovators (from Galileo to Thomas Edison to Mark Zuckerberg and Steve Jobs). Active exploration of a topic promotes discussion and the use of all the language arts (reading, writing, listening, speaking, and thinking). ELA teachers use the writing process to provide extended writing opportunities to support mathematical reasoning and problem solving and to think freely and raise questions about a topic or idea (i.e. how innovations start with math and science; a summary of the major mathematicians and the

developments of mathematical thought over the centuries). Students build upon their current knowledge base and connect what they know with what they are learning. As new ideas are gleaned from a variety of reading and writing experiences, they become integrated with previously learned information. Students are able to appreciate that the ideas they are exploring are not only pertinent in the math and science classrooms, but they often are important historical events. They learn the historical and social contexts of important scientific discoveries and controversies. Through the exploration and study of historical events, as well as significant themes and ideas throughout history, students gain the information and tools necessary to become critical and informed thinkers about their world. Additionally, students engage in tasks that provide them multiple opportunities to observe, make conjectures, hypothesize, and be encouraged to collect, organize, and describe data.

The integration of math and science content into the middle school curricula will use best practices for introducing teachers to and supporting them (through professional development) in the delivery of innovative instructional strategies and fostering connections with the professional STEM community. For example, students will be introduced to (and teachers will be trained and supported in) the Scratch software program developed by MIT to support self-directed learning and interactive media-rich projects, including animated stories, interactive newsletters and tutorials, online news shows, book reports, greeting cards, music videos, science simulations, and sensor-driven art and music projects. Students will build expertise in telling stories (interactive journalism) that include Scratch animation.

As students share Scratch projects, they begin to develop as computational thinkers: they learn core computational and mathematical concepts, while also learning important strategies for designing, problem solving, and collaborating. At the same time, students begin to see themselves as computational creators, confident and capable of designing, creating, and expressing themselves with computational media, not merely interacting with it. Currently, our prospective students are the end-users of innovation and technology—iPads, iPhones, Facebook, Twitter, and the latest apps. But our goal is to expand their horizons by seeing themselves not as merely an end-user, but rather as the next innovator. To do this, it is not enough to provide them with academic knowledge and tools we must also engage and motivate them through exciting, creative and relevant learning experiences.

Strong Instructional Leadership and a Commitment to Professional Development

Strong instructional leadership must be at LACS helm in order for the school to be successful in meeting its ambitious agenda. LACS will have an administrative structure in place that allows for the Principal to be focused, to the greatest degree possible, on instructional leadership. At LACS, the Principal is

supported in his or her role as instructional leader by the Assistant Principal for Math and Science (beginning with Year 1) and the Assistant Principal for Humanities (beginning Year 2). These instructional leaders will be responsible for ensuring that the LACS rigorous curriculum is delivered through high quality instruction and students are meeting performance objectives. This means LACS teachers must be provided with support to ensure high quality instruction in the classroom.

LACS school design clearly supports its commitment to professional development. Teacher schedules incorporate designated time during each day for the instructional staff to work individually and collectively with the Principal and Assistant Principals and/or to plan individually, or with their co-teachers or collaborate with their colleagues within and across grade levels. In addition, there is designated time each week where teachers will have a concentrated block of time to (1) engage as a group in comprehensive professional development around specific pre-determined topics or topics in response to needs identified by instructional staff or student assessment data; (2) to break out into smaller groups by grade level or across grade level to cross-plan how each grade will cover similar topics in different and increasingly advanced ways; (3) to convene Child Study Teams around specific students who have been demonstrating needs and challenges; (4) to plan together to deliver effective and collaboration in the co-teaching model or around instructional specialists pushing into the classroom; and importantly (5) to engage in Progress Monitoring at the classroom level, grade level, content area level and school level to evaluate the performance of individual students and students in aggregate and disaggregate in order to inform instruction.

Extended Day and Extended Year

LACS has set an ambitious course of study and has high expectations for its students. We are well aware of the fact that many, if not the majority, of our students will come to us with significant academic deficits and lacking in the behavior patterns necessary for success.

In order to provide students with the time on task necessary to overcome academic deficits and be imparted with the self-motivation and habits of success to meet LACS' academic expectations, LACS will have both an extended day and extended year. Students at LACS will attend school from 7:45 am-5:00 pm Monday-Thursday, while Friday dismissal will be at 4:00 pm. The extended day allows for significant daily time to be devoted to the core subjects of ELA (90 minutes), math (90 minutes), science (60 minutes) and social studies (60 minutes) while also allowing students to have instruction in Spanish, Music, Physical Education/Health and Technology. All students will participate in one hour of academic intervention from 4:00-5:00 Monday through Thursday. As part of our plan to build the

bridge to high expectations, we are requiring *all* students to participate in academic intervention. As such, academic intervention during the extended day portion is for all students regardless of their competency or level of academic achievement. Students who are behind will receive additional assistance; students who are on or above grade level are advanced. Students will be placed in small groups with ratios of 1:1, 3:1, 5:1 and 10:1 utilizing teachers, peer tutors, and potentially, college students, to deliver instruction.

Students will attend school for 190 days (exclusive of the Summer Bridge Program and Saturday Academy programs described below). Many high-performing charter school models, including the KIPP and Uncommon Schools charter networks, incorporate extended-day and year into their school designs.

Summer Bridge Program

All incoming 6th graders (and students entering LACS for the first time in the upper grades), will participate in a 4-week Summer Bridge Program beginning in July. The purpose of the Summer Bridge program is to assess students' achievement in math and English, to address students' gaps in knowledge, to give students a head start on the first year's curriculum, and to allow students to acclimate to the school's culture, values and expectations.

Saturday Academy

Saturday Academy, like afternoon Academic Intervention, is mandatory for all students regardless of achievement level. Saturday Academy will run from 10 a.m.-1 p.m. on the first and second Saturday of each month during the school year beginning in October. Saturday Academy provides another opportunity for students to engage in tutoring sessions to overcome academic deficits, address current academic challenges, or continue on an accelerated pace. Saturday academic sessions are not new to the charter school arena and have been implemented with successful academic results.

RESPONSE 2(C). DRAFT ACCOUNTABILITY PLAN

*Complete the Accountability Plan template available on the Institute's website at: <http://www.newyorkcharters.org/reporting-requirements/accountability-plan-draft/>. The web page includes additional detail to assist the applicant in drafting the required SUNY academic Accountability Plan. This Response should serve as a **draft** based on the applicant's understanding of the Institute's accountability requirements and align with the proposed school model. Institute staff will work with successful applicants in the school's first year of operation to finalize the plan.*

LAMAD ACADEMY CHARTER SCHOOL ACCOUNTABILITY PLAN FOR THE ACCOUNTABILITY PERIOD 2019-2024

ACADEMIC GOALS:

GOAL I: ENGLISH LANGUAGE ARTS

Goal: Students will be proficient readers and writers of the English Language.

Absolute Measures

- Each year, 75% of all tested students who are enrolled in at least their second year will perform a proficiency of the New York State English language arts exam for grades 6-8.
- Each year, the school's aggregate Performance Index (PI) on the state English Language Arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measures

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 6-8 will be above the state's unadjusted median growth percentile.

GOAL II: MATHEMATICS

Goal: Students will demonstrate competency in the understanding and application of mathematical computation, modeling, reasoning, and problem solving.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State mathematics exam for grades 6-8.
- Each year, the school's aggregate Performance Index (PI) on the state mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.
- Each year, the school will exceed its predicted level of performance on the state mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measures

- Each year, under the state's Growth Model the school's mean unadjusted growth percentile in mathematics for all tested students in grades 6-8 will be above the state's unadjusted median growth percentile.

GOAL III: SCIENCE

Goal: Students will use technology, mathematics, design principles, and scientific concepts to generate hypotheses, conduct and analyze investigations, and represent conclusions.

Absolute Measures

- Each year, 75% of students who are enrolled in at least their second year will perform at proficiency on the New York State science exam in grade 8.

Comparative Measures

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

GOAL IV: NCLB

Goal: The school will make Adequate Yearly Progress.

Absolute Measure

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

RESPONSE 3(A)(F). PROPOSAL HISTORY INCLUDING COMMUNITY OUTREACH

(a) Applicant Information: Indicate whether each applicant is a parent, teacher, administrator, and/or community resident as required by the Act. Provide a brief biographical description for the applicant(s) including relevant background and experience. Include applicant resume(s) as Response 3(h) - Founding Team Resumes.

Reverend Cockfield, the lead applicant for the proposed LACS, is a school administrator. He has worked for the God's Battalion of Prayer Church Ministries for eleven years, which includes Battalion Christian Academy. He is currently the Executive Director of Battalion Christian Academy.

(b) Proposal History: Describe how the applicant team formed and the relationship of its members to each other. Clearly describe the process that the founding group used to develop the proposal. Discuss any assistance the founding group received from outside advisors, for example, support organizations, or consultants (even if these outside advisors are not active members of the founding group).

The following individuals make up the Applicant Team. Should the school be chartered, they will all transition to the founding Board of LACS.

As is discussed in the response below, the LACS application had been submitted twice before to both New York State authorizers, and both times the applicant team withdrew the application. However, the current applicant team is of significantly different composition, while still maintaining the benefit of several historical members who have leveraged their past experiences to this process. For this reason, and the amount of time that has passed since the school's first submission, the group characterizes this proposal as new.

The LACS group has added more strength to the applicant team, and engaged in a long term, thoughtful proposal revision process to strengthen the deficiencies of past charter applications. The LACS team worked closely with Rev. Cockfield who interfaced with his team on the application draft, with significant assistance from one of the group's newest members: Nicole Turner, a school improvement and curriculum specialist. Each member of the Founding Group was engaged in the development of the charter application, not only through virtue of their involvement with the charter school plans for the last several years, but also in areas of community engagement and community

which was a critical component of the application. A select group of Founding Group members reviewed and edited charter application drafts and the final application is the product of that review process.

(c) *List of Founding Team Members*: No additional team members have been added since the letter of intent submission. Please see Response 3h for founding team resumes.

(d) *Board Members*

- *Provide a brief narrative describing the methods used to recruit and select board members.*

The LACS board is comprised of professionals, mostly from the greater Brooklyn and New York City area. As the composition of the group shifted over time, current members identified the need for certain skill sets and recruited a number of new members who shared the school's mission and vision. Each new trustee was vetted and interviewed by the full board prior to receiving an invitation to officially join the group in its efforts to secure a charter.

- *Attach resumes for any board member added since the Letter of Intent Submission with Response 3(i) - Board Member Credentials.*

No additional board members have been added since the letter of intent submission. Please see trustee information forms for all members in *Response 3i*.

- *Use the Proposed Board Members table to identify a minimum of five proposed board members. In circumstances where one or two persons affiliated with a CMO will serve on the education corporation board, a total of at least six or seven trustees must be identified when the proposal is submitted. Refer to the Guidance Handbook for more details. **Proposed board members should intend to serve the school through its first charter term, if approved.***
- *Under the heading "Position on the Board," please note any leadership and/or affiliations that proposed board members would hold. For example: "Board Chair," "Board Member – CMO Representative," etc. Under the heading "Committee Affiliations (if any)," please note any committees on which a proposed trustee would serve.*
- *Include any currently vacant seats that the board would fill at a later date and specify the date. For example, if the board intends to add the head of the school's Parent Teacher Organization as an ex-officio member after PTO elections in December of the 1st year, that member should appear in the table below as: Name*

- TBD; Position on the Board – PTO Representative; Committee Affiliations – TBD; and Area of Expertise and/or Additional Role at School – Parent; and, indicate whether role would be “Voting,” or non-voting and/or “Ex-Officio.”

PROPOSED BOARD MEMBERS						
TRUSTEE NAME	POSITION ON THE BOARD (OFFICER OR CONSTITUENT REPRESENTATIVE)	COMMITTEE AFFILIATIONS (IF ANY)	EXPERTISE AND/OR ROLE AT SCHOOL (PARENT, STAFF, ETC.)	VOTING	EX-OFFICIO	
• Abenaa Frempong-Boadu	Trustee	TBD	Early education, communications	Yes		
• Adrian Brijadder	Trustee	TBD	Finance, budgeting	Yes		
• Alfred Cockfield	Trustee	TBD	Community engagement, operations	Yes		
• Barbara Cockfield	Trustee	TBD	Higher Education	Yes		
• Rubain J. Dorancy	Trustee	TBD	Organizational Leadership	Yes		
• Kenneth J. Halperin	Trustee	TBD	Legal	Yes		
• Ericka Keller	Trustee	TBD	Facilities/Construction, business. K-12 education	Yes		
• Kwesi McDavid	Trustee	TBD	Data analysis, political strategy	Yes		
• Nicole S. Turner	Trustee	TBD	K-12 education	Yes		
• Frederick A. Underwood	Trustee	TBD	K-12 education, school leadership	Yes		

(e) Description of Community Outreach Efforts

Explain:

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

Community Outreach Methods:

The following methods were used to support the community awareness campaign and to meet the requirements of actively soliciting community input in the proposed school design:

1. A website to inform the community about LACS, reflect the current efforts to submit a proposal to the SUNY Charter Schools Institute for authorization, and to solicit feedback in two ways: via an online survey or email for open comments. The website, www.lamadacademy.org, is updated regularly provide updated information on the progress of the school including notices about public forums and informational meetings at houses of worship, youth programs, and other organizations that serve families with children who would be eligible to attend LACS when it opens. It also serves as a warehouse for LACS marketing documents, which people can access, download and disseminate. The Interest Survey (discussed below) is available on the website both as a downloadable PDF and an online survey.



- The team created a flier about LACS for widespread public dissemination. This document is also available in Spanish.

Informational Outreach to Date:

The following informational outreach has taken place with stakeholders and is ongoing. Initial outreach efforts took place during the period prior to the submission of the Letter of Intent on May 31, 2018.

- Fliers and surveys were distributed at church services at the following houses of worship in CSDs 17 and 18 in Brooklyn:
 - Bereca Baptist Church
 - New Life Tabernacle

- Full Gospel Assembly of God
 - First Baptist Church
 - God's Battalion of Prayer Church
- April 9, 2018: Reverend Cockfield addressed CEC 18 to share the proposed school's mission, vision, and key design elements, inform them of his intention to submit an application to the SUNY Charter Schools Institute, and solicit feedback and input to help inform the design of the school and to address any questions the CEC members may have. The CEC members wanted to know if LACS would seek to co-locate in public space, whether certain student subgroups would receive a weighted preference in the lottery, and how the school's focus would inform the educational experience of students who attend the school.
 - May 5, 2018: Before and after scheduled church services at the Christian Fellowship Seven Day Adventist Church, Reverend Cockfield and his team distributed fliers, surveys, gave a Q&A session to parishioners with school-aged children and grand-children, and had attendees sign petitions to demonstrate their support.
 - May 5, 2018: The LACS team distributed 225 fliers on Church Avenue and Utica Avenue between 1-4:30 p.m.
 - May 6, 2018: Before and after scheduled church services at the Tabernacle of Praise, Reverend Cockfield and his team distributed fliers, surveys, and offered a Q&A session to parishioners with school-aged children and grand-children.
 - May 13, 2018: Before and after scheduled church services at Bereca Baptist Church, Reverend Cockfield and his team distributed fliers, surveys, and offered a Q&A session to parishioners with school-aged children and grand-children.
 - May 20, 2018: Before and after scheduled church services at God's Battalion of Prayer Church, Reverend Cockfield and his team distributed fliers, surveys, and offered a Q&A session to parishioners with school-aged children and grand-children. Attendees signed petitions to demonstrate their support.
 - May 16, 2018: Reverend Cockfield presented at CEC 17; members were interested to learn about the school and posed questions for the Applicant Team that were answered to their satisfaction. The CEC wanted to know if the school would offer music and other non-core academic courses; they indicated they believed children had to have a balance of core content and enrichment. LACS plans to offer music, Spanish and physical education/health as part of the regular academic program, and

will potentially offer additional enrichments after school. The CEC articulated their support for a small scale, independent charter designed to benefit its direct community, and not tied to a charter management group or network. Further, many CEC members have known the Applicant Team members for a long time and are aware of the good work they have done in community. The Applicant Team kept meeting notes from the CEC meeting, including a list of questions asked and responses. This will be a regular protocol at all community and informational meetings so that verbal feedback is also reviewed and considered in the design of the school.

The following list of community outreach efforts took place after the May 31, 2018 Letter of Intent Submission:

- Applicant Team member Rev. Alfred Cockfield has been proactive in informing elected officials about the proposed school. All these elected officials have expressed strong support of the proposed school and the Applicant Team has included letters of support from many of them with this full application in *Response 15e*.
- Members of the Team met with Sesame Flyers and secured a letter of support.

The previous discussions exemplify the kinds of input and support that the team received from presentations and meetings held in the community. There were three consistent questions that were raised:

1. Would you co-locate in an existing NYCDOE facility? Why or why not?
2. Would student subgroups might get a preference for the school?
3. How would LACS meet the social and emotional needs of students?

Many of the questions which arose during informational meetings belied an underlying mistrust of charter schools, particularly around the issue of facilities where on more than one occasion, stakeholders complained that many groups said they would not co-locate but then did. LACS's honest and candid approach to stakeholders resonated with them. Finally, because many of the members of the team were known quantities to stakeholders who valued their contributions to the community, the fact that it grew organically out of Central Brooklyn was important as many view management companies as "outsiders."

The LACS applicant team feels the feedback it received was all in support of the proposed model- it validated the team's instincts. The team was able to address the concerns of stakeholders to their

satisfaction and received no pushback to consider something other than what they are proposing to offer to meet the educational and programmatic need of children in CSD 18. The team is confident at this time that its model as is laid out in this application reflects the needs expressed by the community.

(d) Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

- *Indicate whether this proposal was previously withdrawn from or rejected by the SUNY Trustees. If yes, provide:*
 - i. The name of the proposed charter school(s) when previously submitted;*
 - ii. The date(s) of the previous submission(s); and,*
 - iii. A summary of what has changed in the proposal since its previous submission(s) and the reasons therefore.*
- *Indicate whether the applicant and/or founding team has previously applied for a charter from a charter entity other than the SUNY Trustees, e.g., the Board of Regents. If yes, provide:*
 - i. The name of the charter entity;*
 - ii. The name(s) of the proposed school(s) and the date(s) when the application(s) were submitted;*
 - iii. The status of the application(s);*
 - iv. If any members of the founding group withdrew an application for a substantially similar school from consideration by a charter entity or if such an entity ever denied such an application, provide the reasons for the withdrawal or denial. If the charter entity provided any formal written documentation to explain or justify the decision to not move the application forward (resulting in an applicant withdrawal or denial of the application), attach the document as part of this Response. If the application was granted, but the charter school is no longer in existence, please provide an explanation; and,*

In 2011 and 2012, the LACS applicant group (largely of differing composition) submitted an application to NYSED and to the SUNY Charter Schools Institute, with the same proposed school name. Both times, the applicants chose to withdraw the application as it was not recommended for approval. The resulting letter of justification from SUNY is attached.

- v. *Describe any changes made to the application following the withdrawal or denial of the application evident in this proposal.*

Specific changes that were made to this iteration of the proposal in response to the SUNY Charter Schools Institute's last letter of justification, include an expanded leadership team to allow instructional staff to focus more exclusively on curriculum and pedagogical practice without the distractions of a variety of operational responsibilities. Also, the proposed school has no business or financial relationship with any faith-based institution. The curriculum and assessment protocols reflect current standards for student performance and mastery, as well as best practices in assessment and program evaluation utilized in many high performing charter schools in New York City.



Charter Schools Institute
The State University of **New York**

41 State Street, Suite 700
Albany, New York 12207

www.newyorkcharters.org

January 2, 2013

VIA ELECTRONIC AND FIRST CLASS MAIL

Ms. Pamela Washington


Re: Application to Establish Lamad Academy Charter School

Dear Ms. Washington,

Let me begin by thanking you for the time and effort that you and your planning team devoted to the proposal to establish Lamad Academy Charter School ("Lamad Academy"). We appreciated not only the time devoted to the proposal but also the commitment the team demonstrated in coming to meet with us. The SUNY Charter Schools Institute (Institute) recognizes that this is a challenging endeavor and commends you for the work that you and your team did to develop the proposal.

As you know, the Institute manages the competitive Request for Proposal (RFP) process on behalf of the Board of Trustees of the State University of New York (SUNY Trustees) in accordance with the New York Charter Schools Act (Act). Per the January 2012 RFP and the Act, all proposals from the January 2012 RFP Spring and Summer cycles had to be approved by the SUNY Trustees' Charter Schools Committee and forwarded to the Board of Regents by November 1, 2012 in order for a charter to be issued by December 31, 2012. As you are aware, after a review by Institute staff and a panel of external experts, the Institute determined that there were significant areas of concern regarding the Lamad Academy proposal that prevented us from moving it forward in our review process. As the Institute did not recommend the proposal for approval by the Charter Schools Committee, the Committee did not vote to approve it prior to November 1st. As a result, the proposal cannot be approved and SUNY will take no further action on it. If you still seek to open a charter school, you would have to submit a new proposal pursuant to a future RFP.

The Institute's review process includes multiple steps, each of which are opportunities to assess the capacity of groups that intend to open a charter school. At each step, Institute staff must weigh all of the evidence available to them at that time to make the determination of whether or not a group should move forward within the review process. This includes first an evaluation of the

To Learn
To Search
To Serve



paper proposal that the applicants submit to present their plan for a new school. If the paper proposal is sufficiently strong, the Institute evaluates the responses provided by the founding group during an applicant interview. The Institute may then ask the applicants to engage in a Request for Amendments (RFA) process where the applicants have a specific amount of time to address concerns and provide clarifications about areas identified by the Institute. The following list of concerns pertains to areas identified throughout the entire review process, including specific concerns that arose through the RFA process.

The Institute's intent in providing this information is to communicate some, but not all of its concerns generated during the review process. The Institute's ongoing experience approving, monitoring and ultimately evaluating schools for charter renewal continues to inform our understanding of what it takes to open and run a successful charter school, and provides an increasingly critical lens through which we evaluate new proposals. While the school design and content of your proposal is ultimately up to you, it still must meet SUNY standards and demonstrate a strong likelihood of achieving a high level of student performance.

General Concerns

- Reviewers were concerned that, even after the RFA process, the proposal contained numerous inconsistencies and lacked clarity in some areas. Examples are noted below. Furthermore, the applicants struggled to submit RFA responses in a complete and timely fashion and consistent with the conventions and expectations laid out in the RFP and the RFA.
- The Institute is aware of an on-going dispute between the founding group and a consultant hired to help the group develop the Lamad Academy proposal over payment for the consultant's services. The Institute is concerned about the applicant group's failure to resolve this dispute.

Introduction of School Plans

- The proposal only minimally addresses the concerns expressed by the New York State Education Department (NYSED) in not moving forward in their process previously submitted versions of the Lamad Academy proposal. Additionally, the applicants did not disclose that they had also previously submitted a proposal for the Lamad Academy to the New York City Department of Education (NYCDOE).

Academic Success

- The proposal contains some inconsistencies around the proposed assessment program, notably it is not clear if the school would use Stanford assessments, Scantron assessments or both, and how either one is would align to the school's curriculum and drive the on-going review and revision of the curriculum. Furthermore, while the proposal includes a description of teacher developed performance based assessments, it is not clear how the

school would ensure that these assessments are valid and reliable measures of student progress.

- The applicants' response to the Institute's request for additional detail regarding the intervention program and the identification of students possibly in need of special education services lacked sufficient detail. For example, it is unclear how the school would ensure that the Saturday tutoring program would be managed and monitored to ensure that program is aligned to state standards and would adequately support students in making up academic deficits.

Organizational Capacity

- Even after the applicant's submissions related to the Institute's RFA, the proposal continues to contain numerous inconsistencies. Please note that these inconsistencies in general (and specifically, those other concerns noted under the "Organizational Capacity" heading in this letter) call into question even some of the otherwise potentially strong elements of the academic program presented in the proposal. Collectively, these inconsistencies made it challenging for the Institute to assess all elements of the proposal, including the proposed budget. The following includes some, but not necessarily all of these inconsistencies:
 - Some responses indicate that two general education teachers would teach 5th grade, while other responses indicate that fifth grade would have one general education teacher and a science and math teacher. The revised staffing plan also contains information that is inconsistent with the proposal narrative regarding the number of math and science teachers. The description of the staffing plan also includes the statement "We feel that with at least 1.5 math positions....". It is not clear why the applicants refer to 1.5 math positions in consideration of other information found throughout the proposal.
 - The discussion of the school's professional development program refer to "the mathematics and science specialist"; however the proposed staffing chart includes a mathematics specialist and a separate science specialist.
 - Contradictions exist between the applicants' cover letter response and the modified application section. The proposal revision indicates that all students will attend extended day from 4 p.m. to 5 p.m. The cover letter indicates 30-46% of students will attend the extended day program. In addition to lacking clarity for the academic components of the application, these inconsistencies raise questions regarding the budgets presented and the proposed school's capacity to staff the school in a manner that supports the overall program design.
- The applicants propose a myriad of duties fall to the principal making the Institute question if the applicants understand the requirements of opening a new school while at the same time ensuring the creation of a strong instructional program and a strong school culture.

Exacerbating this concern are the proposed cuts to leadership staff should the school not receive public space. In that scenario, the budget modifications proposed a significant increase in the number of duties that fall to the principal. For example, the principal would have to oversee the professional development for science and social studies staff, and would be responsible for overseeing after school remediation. The Institute feels that the principal's responsibilities were not carefully considered against the challenges particular to Year 1 for new charter schools.

- Founding board plans submitted with RFA modifications were not entirely consistent with information heard during the applicant interview. For example, Pamela Washington, who was identified as the proposed board chair during the interview, is not noted as the proposed board chair in Response 15(c) – Proposed Founding Board Members.
- At the urging of the Institute, the applicants removed Alfred Cockfield from the board and indicated that Cheryl Kilkenny would not serve as the board's treasurer, to avoid any real or perceived conflicts of interest with God's Battalion of Prayer Church (which would lend Lamad Academy start-up funds and with which the individuals are associated). However, the applicants did not address the Institute's broader request to describe how the school would avoid any real or perceived conflicts of interest between the school and the church (which would conceivably extend beyond the simply removing these two individuals from specific positions).
- The original application lacked the "hiring and personnel policies and procedures of the school"; the applicant had only included a summary of what the school would adopt if approved. The personnel policies provided in response to the Institute's follow up requests appear to be largely copied from the internet from a charter school in Little Rock, Arkansas, and do not address each of the issues indicated in the original proposal (e.g., additional incentive pay, separation of church and state, co-teaching). As presented in response to the Institute's request, the policies are not specifically tailored to address each of the items identified in the applicant's original proposal and create inconsistencies with other aspects of the Proposal, specifically with respect to benefits programs that are not fully accounted for in the budget.
- Plans for the recruitment and compensation of a strong teaching staff capable of implementing the program required additional detail. It is unclear how the compensation levels identified in the budgets provided by the applicants would attract and retain the high quality teaching staff required by the design, especially in light of the extended day demands placed on the instructional staff.
- While the applicants addressed the Institute's request to demonstrate how the school would carry out programmatic audits by providing a memorandum of understanding (MOU) with a consultant to provide specific auditing services, this MOU did not discuss the cost of such services and no money is specifically allocated for the programmatic audit within the proposed budget.

Ms. Washington

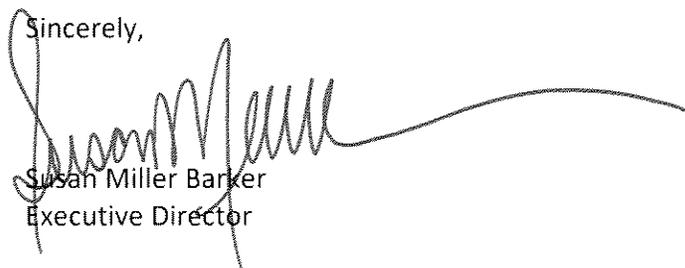
January 2, 2013

Page 5 of 5

- As the proposal indicates the God's Battalion of Prayer Church will provide the school, if granted a charter, with a \$150,000 loan, the Institute requested the applicants provide an MOU or loan agreement that included evidence the church is in a good financial position and able to provide the loan. The Institute also requested evidence that such a loan would be unsecured and interest free as described by the applicants in the interview. The applicants provided information to address this request. However, the promissory note provided appears to contain errors and assumptions that are unexplained. For example, the note indicates that the church anticipates that the school would receive a charter on or about January 31st, 2013 and repayment would commence nine months later, but later states that nine months after receiving the charter would be September 2014. In addressing the repayment terms of the note, the response lacks clarity as to how the repayment terms of 28 months of monthly payments (2.3 years) were derived and the rationale for starting the repayment period on September 2014.
- The proposal indicates that the school would experience a budget shortfall for two of the first five years if the school is not able to locate in public facilities (despite the cuts noted above that the applicants propose to address budget shortfalls that would negatively impact the academic program). In particular, in FY 2016, the school's annual loan repayment totals \$64,286 while at the same time, there is a projected budget shortfall of \$63,969. The proposal does not articulate how the school would manage this shortfall or describe any contingency planning or shifts in priorities to address the shortfalls.
- The applicants failed to provide a modified budget narrative to address the changes in the budgets. The budget narrative provided to address the Institute's request was the same as the original submission with no adjustments based on the revised budgets submitted.

The Institute truly recognizes and appreciates the effort that went into the development of the proposal to establish Lamad Academy Charter School and we hope that the information herein provides you with a better understanding of SUNY's requirements and expectations. If you have any questions regarding the review process, please do not hesitate to contact Sean Fitzsimons, Director of Applications, at: [REDACTED]

Sincerely,

A handwritten signature in black ink, appearing to read "Susan Miller Barker", with a long, sweeping horizontal line extending to the right.

Susan Miller Barker
Executive Director

Cc: Rev. Cockfield

Reverend Alfred Cockfield

Reverend Alfred Cockfield, has more than ten years of experience in the field of Education, youth development and civic and community engagement. Since 2013, he has been the Executive Director of the Battalion Christian Academy Schools in Brooklyn, NY and Far Rockaway, Queens where he manages a diverse portfolio including recruitment and retention, partnership alliances, staff development and educational development whose programs use an engaging interactive approach to transform the lives of children. At Battalion Christian Academy schools, Reverend Cockfield has built a robust value-added alliance network among Christian and secular school administrators to work in partnership with Battalion Christian Academy Schools to ensure successful outcomes for the children and communities they serve.

Prior to his work with Battalion Christian Academy Schools, Reverend Cockfield has served as the Chief Operating Officer at Gods Battalion of Prayer Ministries. In this capacity he develops, monitors and implements education policies, locates and secures land and funding to establish Christian schools, create and maintain signature programs and manage the day to day operation of the facility. He has also served with global leaders at conferences and conducted trainings in support of the youth education and development in New York City and around the world, including Nigeria, Africa the Caribbean and Guyana, South America.

Reverend Cockfield holds a BS in Business Administration and Religious Studies and a minor in Music Business from Nyack College. He later returned to Nyack College where he earned a Masters of Business Administration and International Business Marketing and Management. He continues to be a central part of the communities and lives he touches through his passion for children and quality education. He also serves on the 67th Precinct Clergy Council and is an active member of Toast Masters International Garden City Chapter. Reverend Cockfield is a native New Yorker with family roots in Guyana. He was raised in Far Rockaway, Queens, however, he considers himself a true Brooklynite as he has spent most of his professional career and development in Brooklyn. My heart is to transform the lives of children, youth and the disadvantaged in our community of East Flatbush and beyond.

REVEREND ALFRED COCKFIELD, II

SUMMARY OF QUALIFICATIONS

Seasoned Executive Pastor with 13 years experience of increasing responsibility in congregational leadership for God's Battalion of Prayer Church in Brooklyn, Far Rockaway, Delaware, Illinois, Nigeria, South Africa, Guyana and St. Vincent & the Grenadines. Chief government affairs strategist for Battalion Christian Academy (BCA) and God's Battalion of Prayer Churches for purposes of securing funding, representing the political interest of BCA and God's Battalion of Prayer Churches, forging alliances through community engagement with community leaders, stakeholders, law enforcement and other religious groups. Proven success in shepherding individuals to Christ, engaging the community in missionary work and community outreach, and devising strategies to sustain long-term operational goals and growth. Consistently demonstrated success in advancing church and educational goals to increase enrollment, increase revenue and promote BCA as an innovative leader in Christian education.

PROFESSIONAL MEMBERSHIPS & AFFILIATIONS

67th Precinct Clergy Council: Gods Squad, Toast Masters International Garden City Chapter, National Black MBA Association

EDUCATION

Nyack College, Nyack, NY

Master of Business Administration, International Business and Marketing & Management, May 2007

Nyack College, Nyack, NY

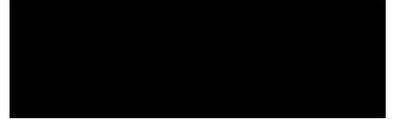
Bachelors of Arts, Business Administration & Management and Religious Education, May 2001

Abenaa Frempong-Boadu

Abenaa Frempong-Boadu is an artist, writer and educator with over 20 years experience in early childhood and primary education. Her multi-cultural background and creative work have taken her around the world, allowing her the opportunity to experience a wide variety of cultures and diverse circumstances. She is a self-described global citizen and an avid student who believes that connecting with others through art transcends language barriers and speaks to the core of a human being. Her perspective and experiences as an artist now serve her well as an educational leader, consultant and coach.

Abenaa is passionate about life-long learning. She is passionate about seeing others find joy in new experiences and discover abilities and passions of their own. Her work is grounded in an understanding of child development and experiential learning. This naturally lends itself to her role as a business and academic leader in Phyl's Academy Preparatory School - one of the largest Universal Pre-K programs in Brooklyn, NY. Abenaa coaches teaching staff in best practices, crafting intentional experiences where children learn through play and exploration. A graduate of Brooklyn College and Columbia University's Teacher's College, she is also a certified CLASS observer, and works to guide teaching professionals towards more effective interactions. She assists in creating engaging environments so children are naturally motivated to get involved and simply discover learning along the way. Through this important work she hopes to affect outcomes positively for teachers and students alike, and therefore for the community at large. Abenaa also continues to work creatively and is currently completing her second children's book.

Abenaa Frempong-Boadu

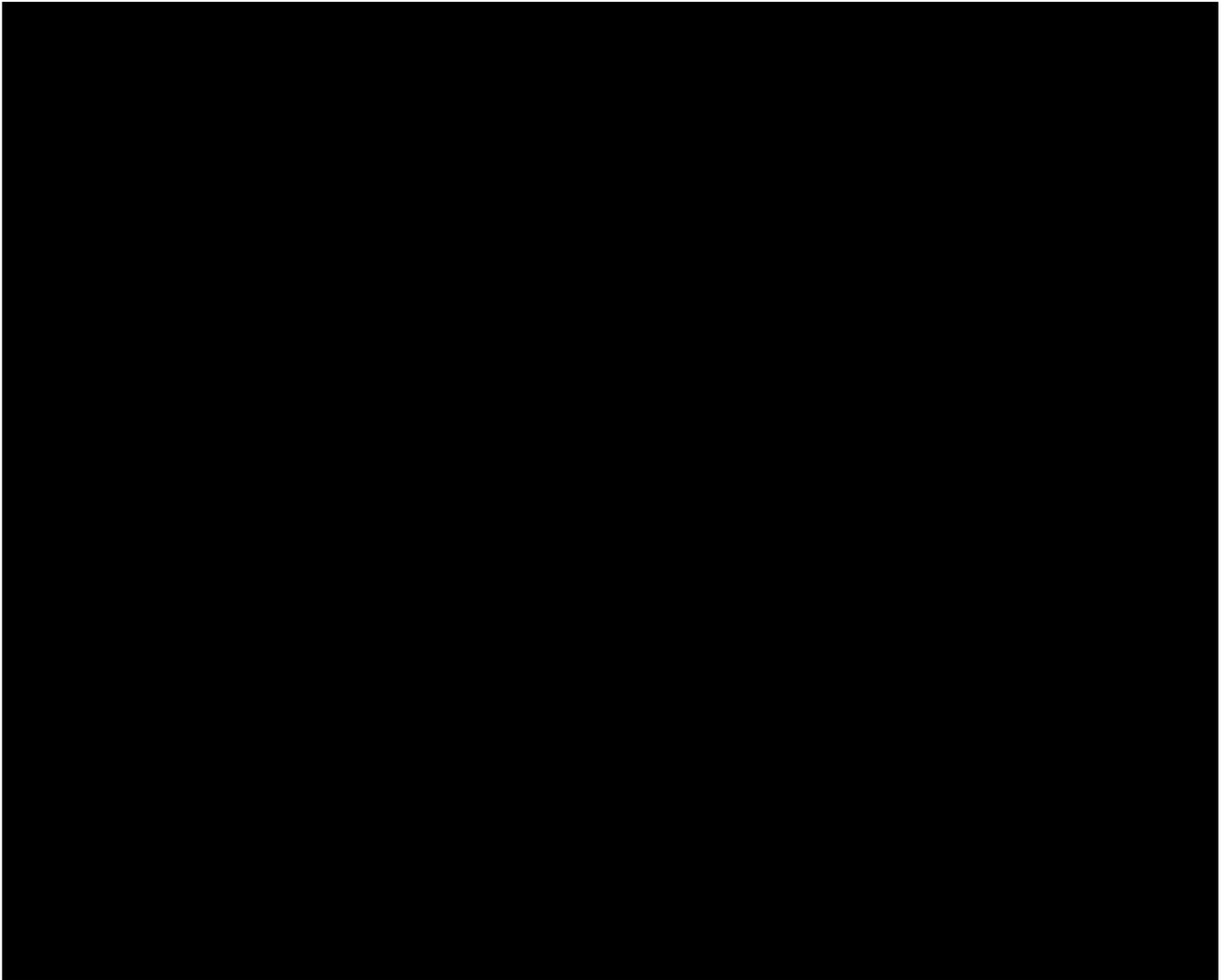


Objective: To utilize my skills & further professional development for myself and others as an educator, artist, writer and speaker.

EDUCATION B.A. in Early Childhood Education,
Brooklyn College, (Cum Laude)

M.A. in Communications, Computing and Technology in Education
Columbia University, Teacher's College, (Magna Cum Laude)

CERTIFICATION Permanent, N- 6 069775841
CLASS, Pre-K Observer Certification





References furnished on request.

Adrian Brijadder is an experienced Tax Senior in the New York Metro Real Estate group. He joined PwC's Tax practice in 2014. Prior to joining PwC, Adrian spend three years as a budget analyst for the US Department of the Interior in Washington DC.

Adrian's aspiration to become a CPA lead him to apply for a PwC seasonal position which eventually resulted in a full-time offer. Adrian completed all four parts of the CPA exam in 2013 and became a NYS licensed CPA in 2014.

Adrian graduated from Howard University with a Bachelor of Business Administration degree with a concentration in Accounting in 2010. Adrian is originally from Brooklyn and graduated from Paul Robeson High School before attending Howard. Adrian currently resides in Brooklyn.

EDUCATION: **HOWARD UNIVERSITY**, Washington, DC
Bachelor in Business Administration, Concentration in Accounting, 2010
Citigroup Scholarship

SKILLS: Proficient in Microsoft Word, Excel, Outlook and PowerPoint, Lotus Notes, GoSystem Tax RS



**EXTRACURRICULAR
ACTIVITIES:**

- National Park Service Fundamentals II Grand Canyon, Arizona (2012)
- National Association of Black Accountants (NABA), Member
- American Institute of Certified Public Accountants (AICPA), Member
- iMentor - Mentor

BARBARA COCKFIELD



Barbara Cockfield is a higher education professional with cross-cultural communication skills, successful multi-departmental collaboration experiences, and demonstrated leadership skills that ensure the success of students. For the past 21 years she has been an educator; the last 14 of them have been in higher education. Her experience has been in both the field equity, diversity and inclusion working with students of diverse populations to ensure their success to complete college and meeting their life goals, and student affairs to include enrollment management, organization development, programming, student development, fiscal planning, project management, supervision and teaching. Barbara also has a background in event planning for large conferences and seminars. She is a highly motivated, forward-thinking individual dedicated to being an advocate for students, faculty and staff.

In 2006 Barbara assisted in the founding of the Black, Brown & College Bound Summit- an annual national summit focused on access, retention and graduation for Black and Latino Males in higher education. Over the years, speakers such as General Colin Powell, Dr. Luis Ponjuan, Mr. Hill Harper, esquire, Dr. Pedro Noguera, Mr. Earvin “Magic” Johnson, Dr. Freeman Hrabowski III and Mr. Jose Antonio Vargas were in attendance and provided motivation for the students to persist and graduate from college. The Summit provided an opportunity for participating higher education institutions from across the country to strengthen their collaborative efforts to address shared concerns. In the last decade, the Summit has grown from 200 to 1,200 participants from over 20 states.

Barbara’s primary goals as a higher educational professional include (1) student development (2) student support and advocacy, (3) a diverse learning environment (4) promoting students involvement, and (5) creating educational experiences outside the classroom. She believes that all students can learn and that as educators we must find the fire that will ignite their passion to succeed. Diversity refers to the variety of differences between people within an organization. Anything that makes us unique is part of the definition of diversity and inclusion puts diversity into action. Inclusion is a state of being valued, respected and supported to ensure success for all students. Barbara’s desire is to see students successfully navigate the educational system and to improve educational outcomes for all students

BARBARA COCKFIELD



EDUCATION

M.Ed. Administration & Supervision, University of South Florida, Tampa, Florida

B.S. Behavior Disorders, University of South Florida, St. Petersburg, Florida

A.A. Liberal Arts, St. Petersburg College, St. Petersburg, Florida

CERTIFICATION

National Council for Behavioral Health: Mental Health First Aid – October 2017

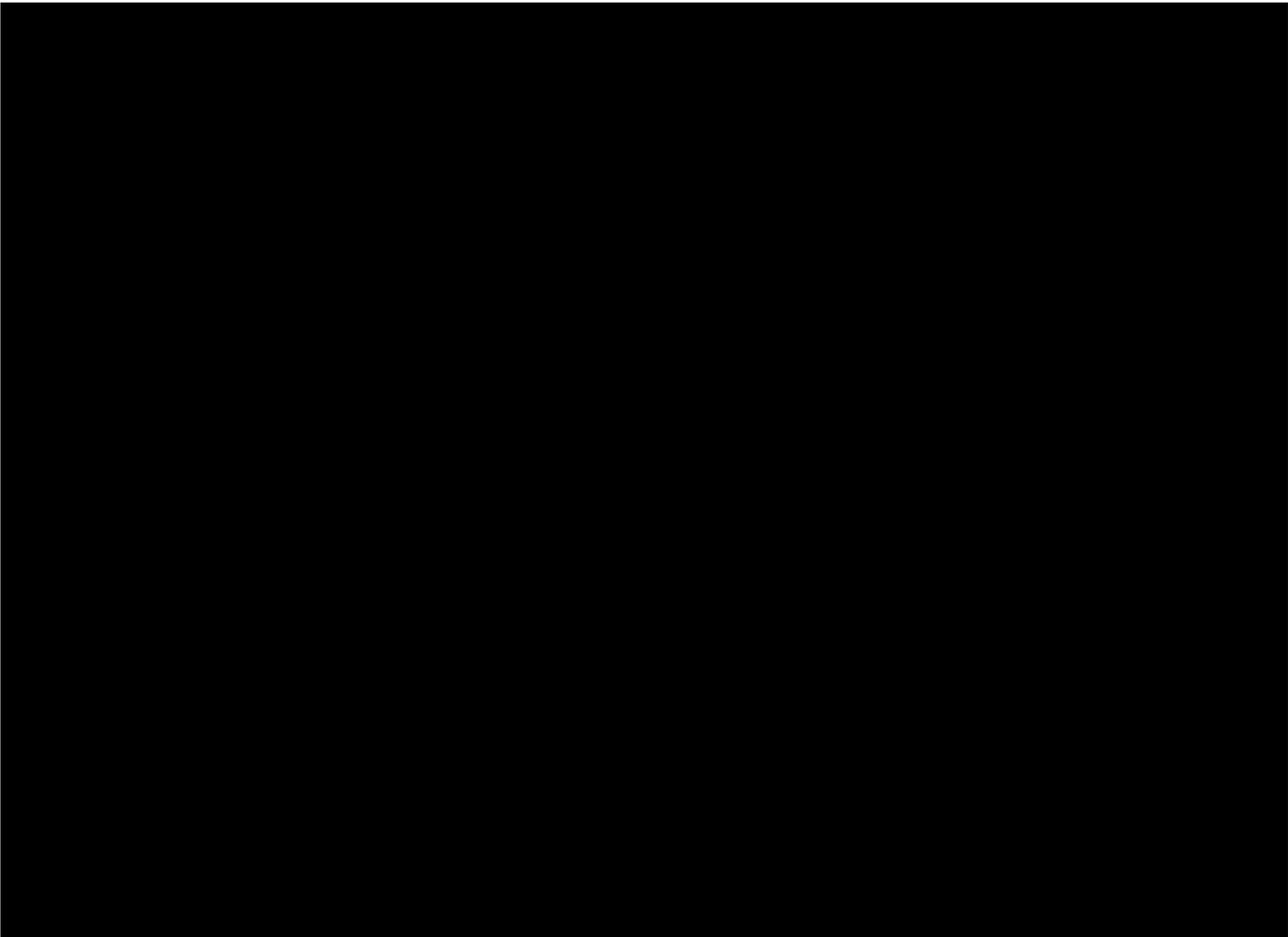
About Face: Turning Away From Hate, Train the Trainer- May 2016

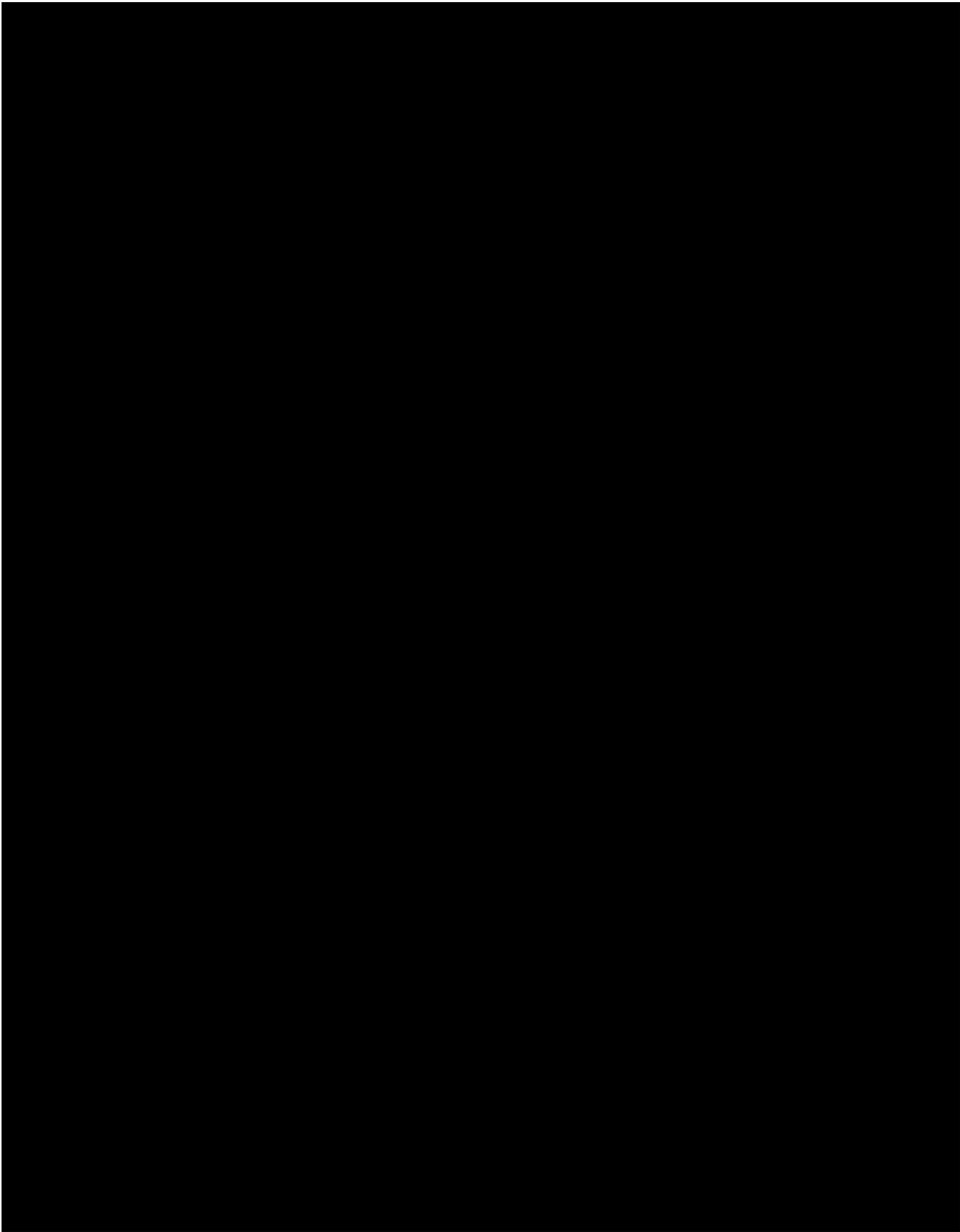
National Council on Black American Affairs (NCBAA) Leadership Development Institute for African American Midlevel Administrators in Community Colleges (LDI) - Class of 2013

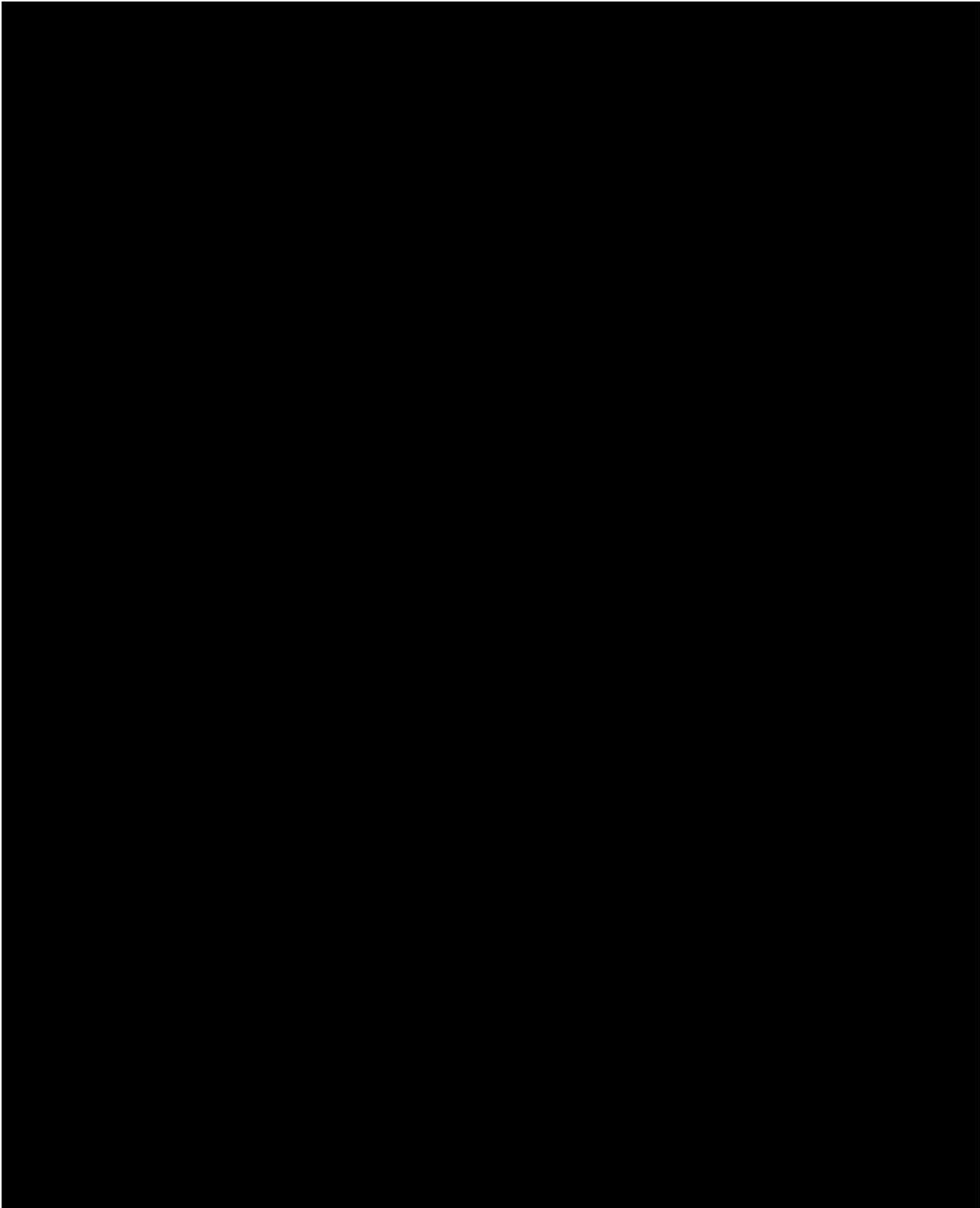
Certificate of Achievement of the Class of 2013.

National Council on Student Development Leadership Institute (NCSD) – Class of 2012

Certificate of Achievement of the Class of 2012.







PROFESSIONAL AFFILIATIONS

Association of Florida Colleges (AFC)

Member

National Council on Black American Affairs (NCBAA)

Vice President of Membership, Hillsborough Community College Chapter

National Council on Student Development (NCSD)

Member

AWARDS

Outstanding Leadership & Mentorship Award-

University of South Florida- Collegiate 100 Students

Outstanding Leadership Award-For a Decade of Service

Hillsborough Community College- BBCB Summit

Outstanding Service –Board Member

I Can Community Education Coalition Inc.

COMMUNITY AFFILIATIONS

I Can Community Education Coalition Inc.

Board Member

2009-2012

Pinellas County Urban League-Women's Guild

Corresponding Secretary

2011-2012

American Heart Association- Tampa Bay Heart Walk

Team Captain Hillsborough Community College **2012-2016**

Delta Sigma Theta Sorority, Inc.

Chair - Tampa Metropolitan Alumnae Chapter, Fundraising Committee

2016-2017

Chair - Tampa Metropolitan Alumnae Chapter, Arts and Letters Committee

2011-2014, 2015-2016



Brisa Builders Corporation
Brisa Builders Development LLC

Ericka Keller Wala, Chairperson/CEO



Ericka Keller truly has a heart for community development and revitalization. Attending school on full academic scholarships and graduating Magna Cum Laude, Ericka earned her Bachelors of Arts, Master of Science and Professional Certification degrees from New York University, Brooklyn College, and the College of St. Rose, respectively. Ericka commenced her career as a junior high school teacher and served 10 years as NYC Department of Education Principal before taking over the family business of construction and development.

Ericka built upon the company's history as a HUD 202 General Contractor building senior housing for faith-based sponsors and transitioned the organization into the development of affordable housing with faith-based organizations and church partners. Brisa currently has 1,112 units of affordable housing either completed, under construction or in the predevelopment stages, all with faith-based organizations and churches. She has received several awards and citations during the course of her careers including, the 2012 National Association of Professional Women (NAPW) "Woman of the Year Award" and the 2016 "General Contractor and Emerging Developer of the Year Award" from the New York State Association of Minority Contractors.

ERICKA KELLER WALA

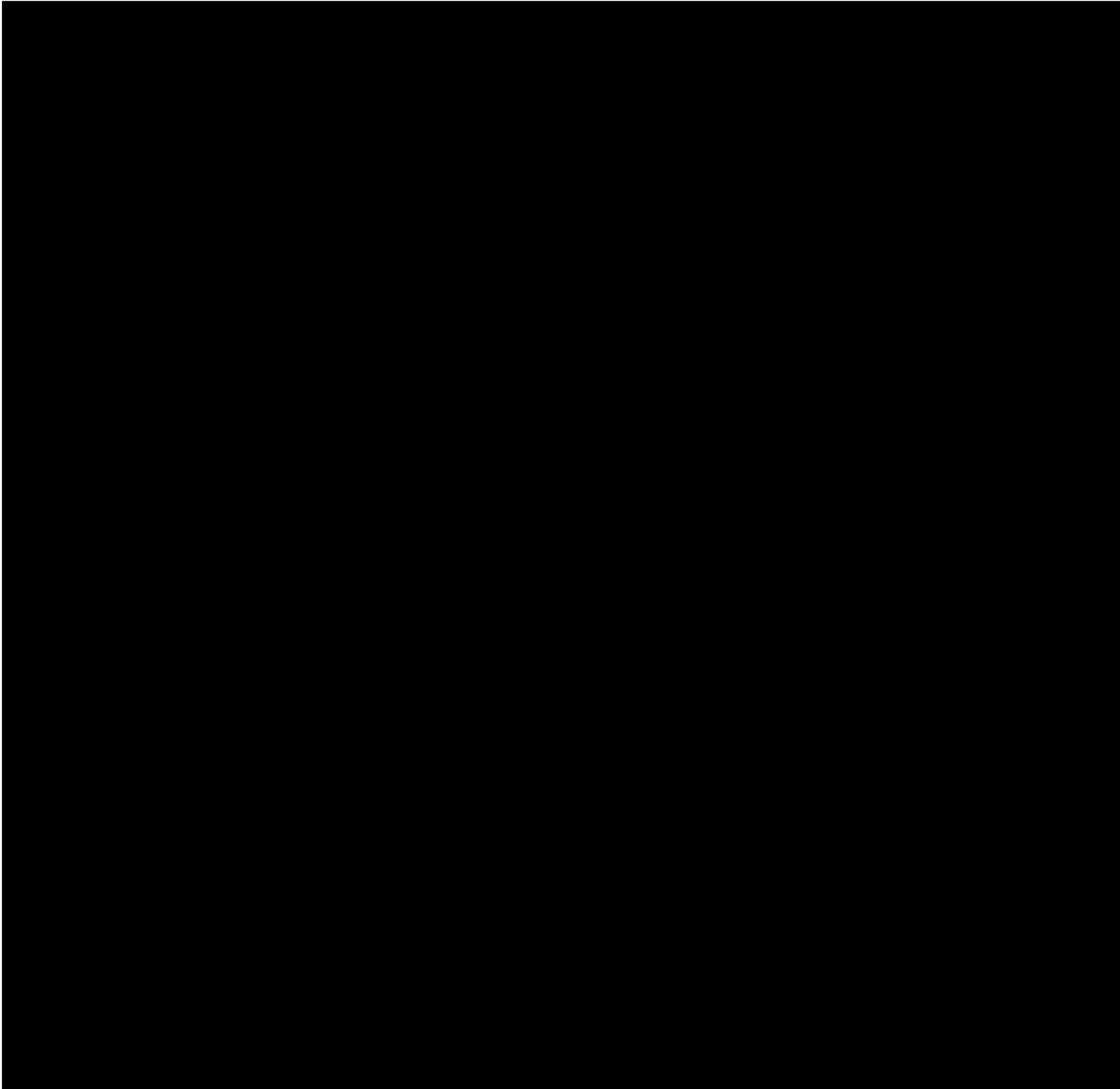
EDUCATION

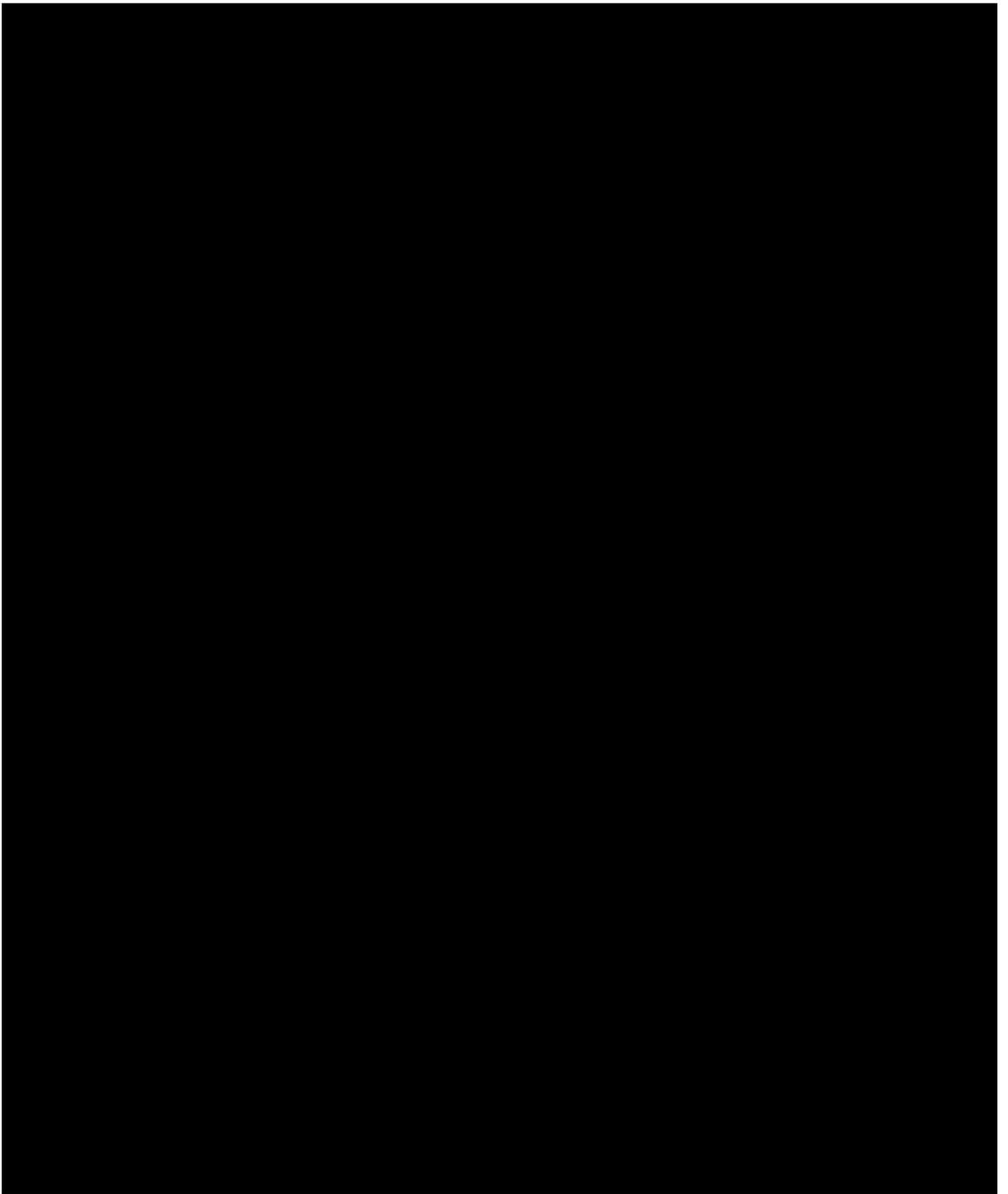
College of Saint Rose
Educational Administration
& Supervision Professional
Certification (SAS/SDA)
August 2001
Magna Cum Laude

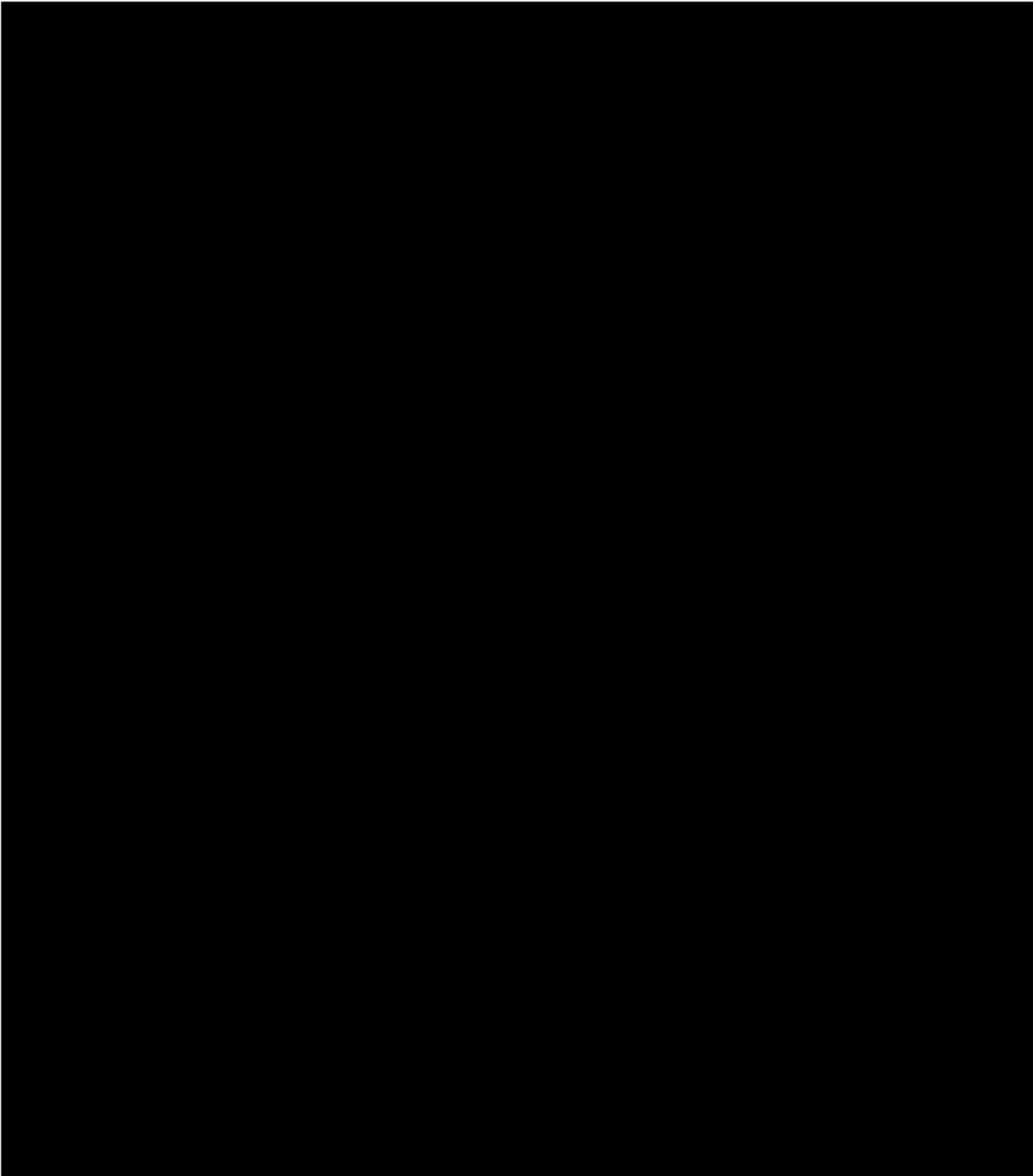
City University of New York, Brooklyn College
School Psychology
Masters of Science in Education
February 1997
Summa Cum Laude

New York University
College of Arts and Sciences
Bachelors of Arts in Psychology
May 1992
Martin Luther King Scholar
Cum Laude

EXPERIENCE









REFERENCES FURNISHED UPON REQUEST

Proverbs 3:5

Trust in the LORD with all your heart
and lean not to your own understanding;

Born and raised in the heart of Bedford Stuyvesant, Brooklyn, Frederick Underwood is a living, breathing example of the power of God.

Growing up in the Sumner Houses in the 1970s, there were many naysayers who tried hard to convince him that there wasn't much in his future to look forward to—including many of his neighbors and teachers—but these people weren't aware of the plan that God had for his life, and the power of the prayers that would get him there.

Despite the many naysayers, challenges and obstacles, Frederick Underwood graduated from Samuel J. Tilden High School, received his BA in Liberal Studies from the State University of New York at Stony Brook, and his Masters and Advanced degrees in Educational Administration from Cambridge College in Boston, Mass.

Determined to stand as a shining example for other young men of color in our communities, Mr. Underwood decided to dedicate himself to education. In 1992 he started teaching, and since then his career has evolved dramatically from his initial role as a teacher, where he was fortunate to receive the mentorship of then principal, former CSA President, Ernest Logan, to Dean of Students, to Assistant Principal at the jewel of Bedford-Stuyvesant, Boys & Girls High School.

But God had more in store, and handpicked from over 2,000 applicants, Fred Underwood was one of only 2 African American males accepted to the 2007/2008 Cohort of the prestigious New York City Chancellor's Leadership Academy which prepared him for the role of principal at a Middle School and his subsequent administrative position as Assistant Principal of Organization at the Nelson Mandela School for Social Justice.

He is the recipient of numerous awards, most notably the UFT Principal Appreciation Award, and the Black Men of Distinction Award from former Brooklyn Borough President, Marty Markowitz. He is a member of Malik Fraternity, Hiram Lodge Prince Hall Free & Accepted Masons, an ordained Pastor, and a Trustee Board member of the Jubilant Pentecostal Holy Church.

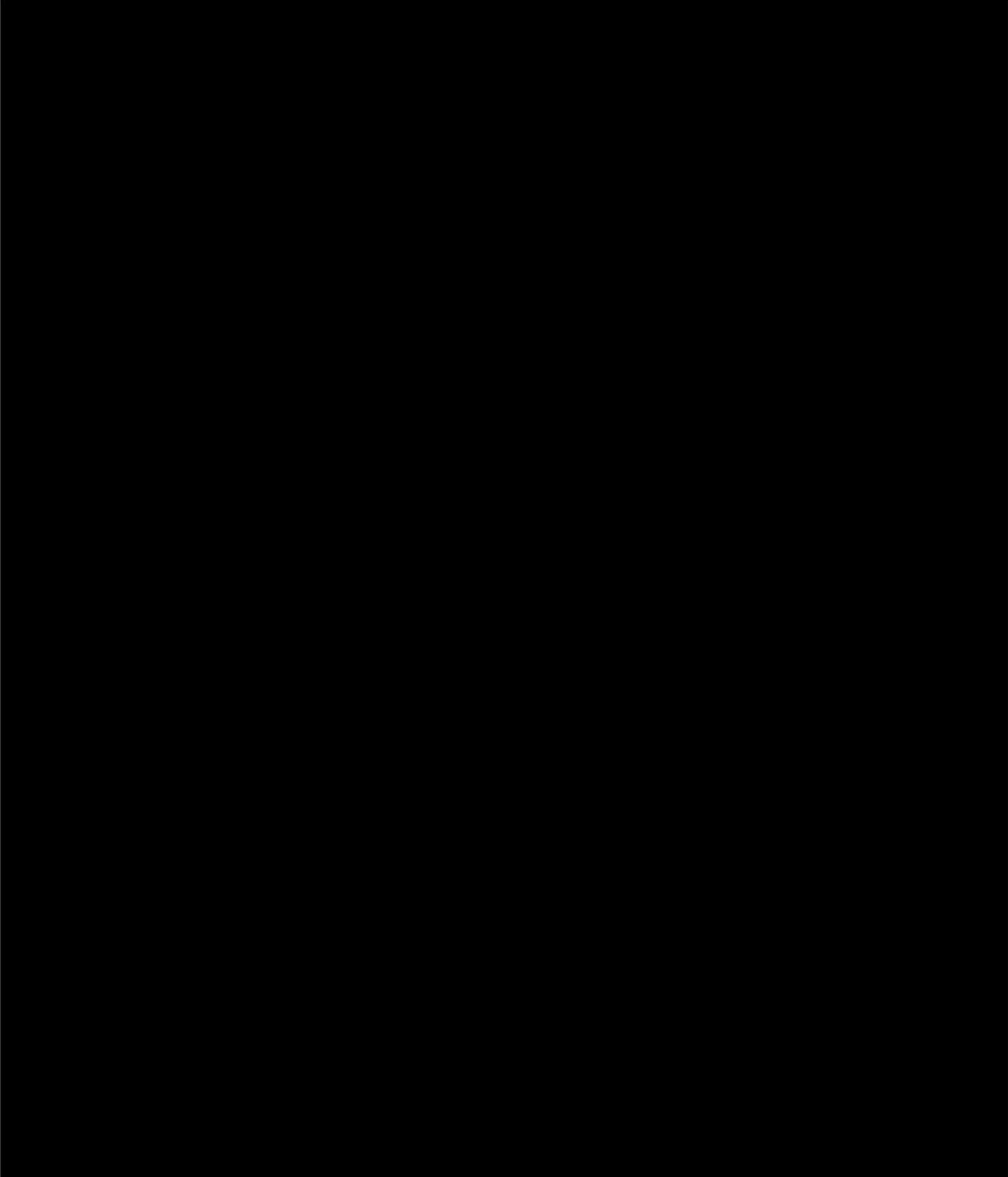
Mr. Underwood lives in Brooklyn with his wife, Lesleigh, and his 2 children, Alanna and Jaden.

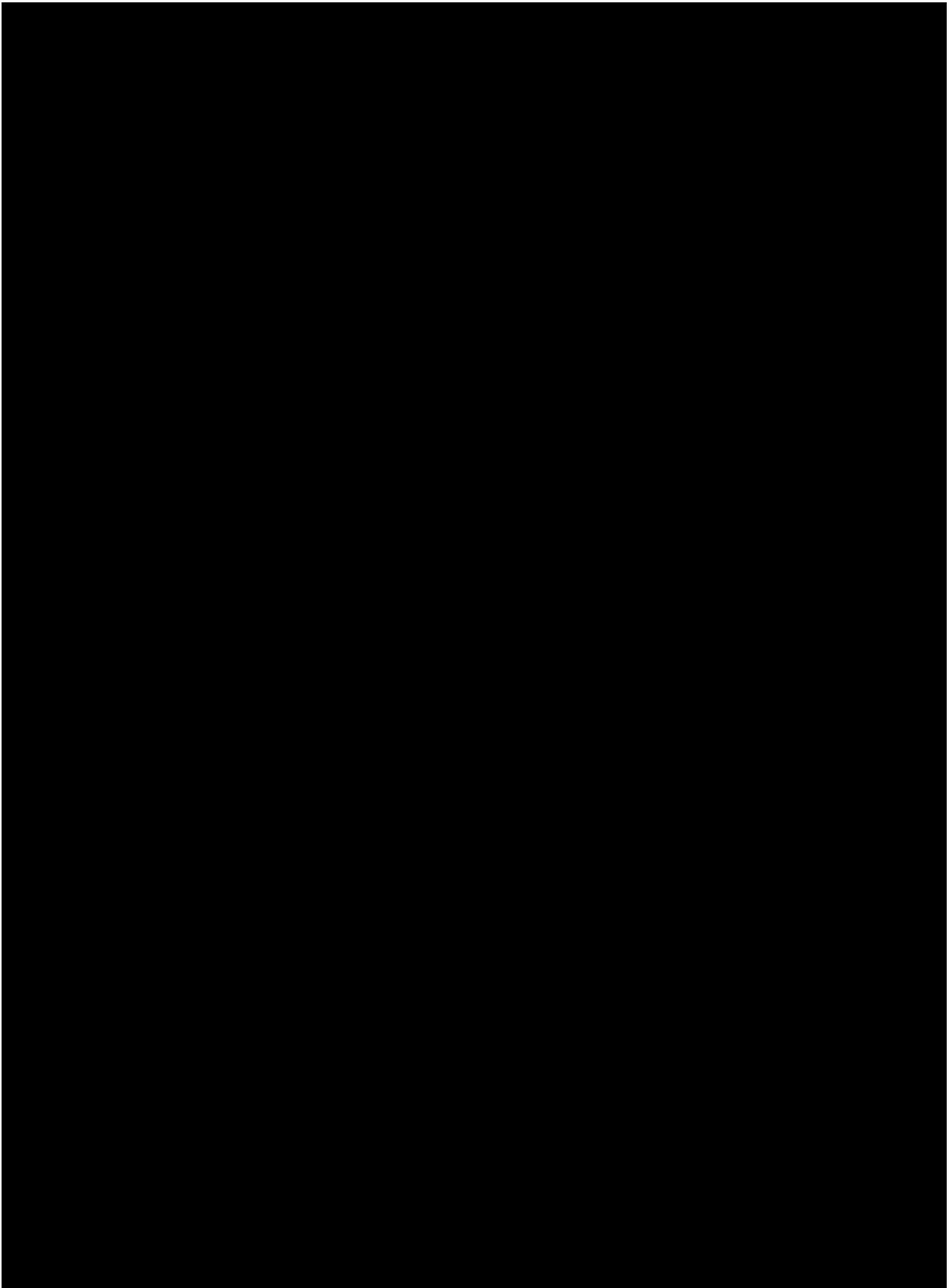
Frederick A. Underwood

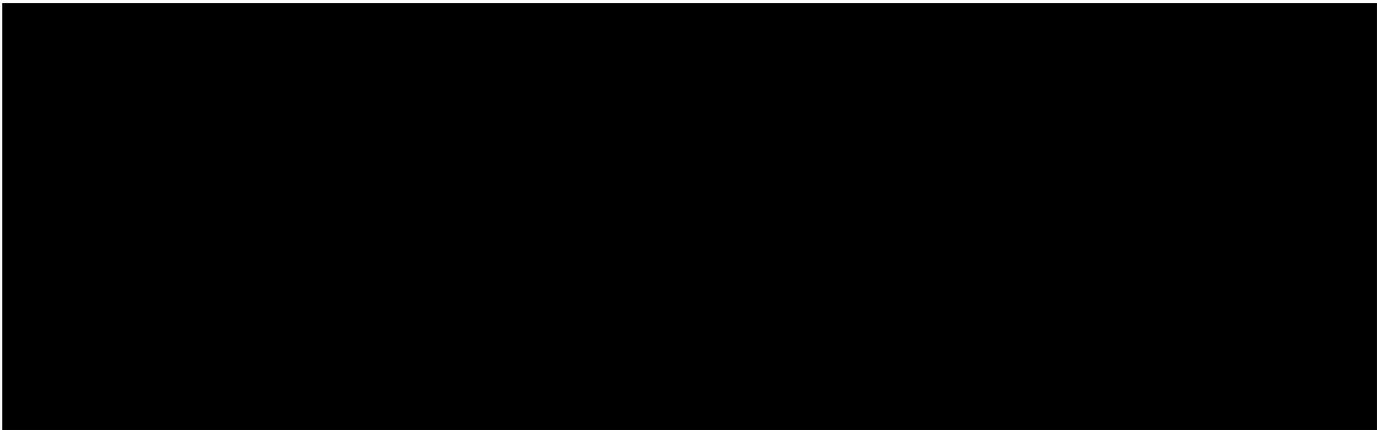
MAJOR ACCOMPLISHMENTS:

- Created and hosted an annual Meyer Levin's Community Day that markets and supports small businesses in our District. It also gives parents, who may also be entrepreneurs, an opportunity to network and establish productive relationships within the community.
- Served on the inaugural committee for the city's Specialized High School Preparatory Program entitled, "Project 2011" that has now transitioned to the DREAM program. Our school was selected as the host school for the first group of 6th graders selected in this program.
- Created the Meyer Levin's Specialized High School Program.
- Created Advanced Placement classes that prepares students for each of the following regents exams in Integrated Algebra, Living Environment and United States History.
- Negotiated Partnerships with:
 - Brooklyn Clergy Coalition and the One Family, One Community Initiative to accept President Obama's "My Brother Keeper" community challenge and offer critical support services to African American and Latino boys.
 - New Pathways to offer our students and community free mental health screening and in-house support.
 - Smile Dental clinic to provide free dental screening and services to our community.
 - NYPD's Youth Explorers program to offer free summer school and character building to District 18 families.
 - Medgar Evers College to implement our interactive gaming and living environment programs. Participating teachers are provided with professional development and additional funding to subsidize projects and trips.
 - Sports and Arts Foundation to include a wrap around summer program. Students who are mandated to attend summer school are also offered seats in this free program. This allows students extended opportunities to develop both academically and socially through the array of extra-curricular activities that this program entails.
- Led and spearheaded the flood elimination project, which eradicated a 25-year systemic issue that made our classrooms and offices on the lower level inhabitable.
- Implemented a system called "Pupil Path" that allows our parents to track their child's grades and communicate regularly with our staff.
- Re-established the Magnet Performing Arts Program for District 18 by implementing screening requirements for students to audition in any of the following programs:
 - Steel Pan Orchestra
 - Drama
 - Dance
 - Instrumental Band
 - Chorus
- Created a Student Leadership Program which:
 - Provides summer jobs for 7th grade students
 - Includes a year-long mentoring program
 - Includes additional academic enrichment and remediation support
 - Provides students with conflict resolution

- Developed an innovative educational program, called Operation: Boys to Men, for low achieving male students







COMMUNITY ACTIVITIES/AWARDS/HONORS:

- 2014 Outstanding Entry Program in Science, Math and Robotics Program
- 2014 UFT Principal Appreciation Award
- 2010 Certificate of Excellence – Rehoboth Cathedral
- 2004-2006 Staff Perfect Attendance Award at Boys and Girls High School, Brooklyn, NY
- 2003 & 2004 recipient of the P.S./I.S. 35 Special Service Award
- 2002 UFT Award for Academic Excellence and School Service
- 1999 Staff Recognition Award, P S./I.S. 35
- 1997 & 2001 Black Men of Distinction Award – Brooklyn President Marty Markowitz
- 1997 Most Improved Academics in Social Studies, Whitelaw Reid - M.S. 57, Brooklyn, NY
- University 200% Community Service Award at SUNY at Stony Brook
- Member of Malik Sigma Psi Fraternity, Inc.
- Member of Hiram Lodge No. 23, Free & Accepted Mason (Prince Hall) Brooklyn, NY
- Member of the Board of Trustees of the Jubilant Pentecostal Holy Church, Inc., Brooklyn, NY

EDUCATION:

2004	Cambridge College	CAGS/SAS	Educational Administration
2000	Cambridge College	M.A.	Integrated Studies
1989	SUNY@ Stony Brook	B.A.	Liberal Studies

CERTIFICATIONS

- NY State SAS
- NY State Certified Teacher of Secondary Social Studies

Kenneth J. Halperin, Esq

Wingate, Russotti, Shapiro & Halperin, LLP

Ken is in charge of the firm's complex litigation and construction case units. He also handles a wide variety of cases in the areas of general negligence, automobile liability and premise liability. He is responsible not only for the litigation aspects of the case, but also the day to day management of the cases in which he and other attorneys in his group are involved. His primary goal, and that of the firm, is to work closely with all of our clients on their cases from inception through settlement or trial. Ken's goal is to maximize every client's recovery by focusing on each aspect of their claim that leads to large settlements and verdicts. This includes ensuring that all of his client's pain and suffering claims are documented not only for treatment that they have had, but as important, treatment that they will need in the future; maximizing recovery of lost wages and other collateral sources, like pension and annuities; and finally focusing on the calculation of future medical expenses that his client's may endure and thus need to be compensated for.

Along with several other attorneys at WRSH Ken also regularly lectures on construction site workplace safety at several NYC local union halls during the union members local meetings and mandatory trade instruction classes.

Ken also takes an active role in the community and in organizations that are important to our practice. He is a member of the New York State Bar Association and The New York State Trial Lawyers Institute, where he is a member of the Labor Law Committee. He is also the incoming President (2017) of the Jewish Lawyers Guild. Ken is a former member of the Kings County Judicial Screening Committee where he was charged with the responsibility of screening Judicial candidates who are running for election.

Ken takes great pride in performing pro bono legal work on behalf of the community as well. In the past he has volunteered to help sick children at the Ronald McDonald House in New York City and also provided pro bono legal services for an organization that assists indigent women in need of free legal representation. Currently, he provides pro bono legal services as part of the City Bar Association Cancer Advocacy Program, which provides free legal services to cancer patients involved in disputes with their insurance companies.

Ken is also on the Board of Directors of the Precious Dreams Foundation. This foundation raises money to provide comfort items such as blankets, pillows and stuffed animals to inner city children before they are moved into foster homes.

Kenneth J. Halperin, Esq. Wingate, Russotti, Shapiro & Halperin, LLP

Memberships

- Super Lawyers 2011 - 2017
Selected as 10 Best Attorneys (New York) –
by the American Institute of Personal Injury Attorneys - 2017

Education

- J.D., Brooklyn Law School
- B.A., University of NY at Albany

Bar Admissions

- New York

Court Admissions

- U.S District Court, Eastern District of NY
- U.S. District Court, Southern District of New York

Organizations

- President Elect - Jewish Lawyers Guild
- New York State Trial Lawyers Institute
- American Bar Association
- Board of Directors - Precious Dreams Foundation
- City Bar of New York - Cancer Advocacy Program
- Former Member - Kings County Judicial Screening Committee

Kwesi McDavid

Kwesi McDavid is a data-driven mathematician, digital strategist and political activist. Two decades of experience in digital strategy and data analysis with corporate clients and Fortune 500 companies—including AT&T, Reuters, Nokia, DirectTV and Verizon—have refined Kwesi’s unique ability to analyze people, data, cultures and the political environment that binds these things together.

Kwesi combines his love for people and culture with mathematical precision at modeling and measuring the human experience, or user flow, as it is commonly referred to in digital circles. Understanding culture as the defining force and fabric of organizations enables him to listen, document, and transform the way business stakeholders see and experience their data—and ultimately how they market their products and services.

Born to Guyanese parents and raised stone’s throw from the Riverside Church, a historic bastion of progressive thought in Harlem, Kwesi has strong ties to its multicultural community. In 2001, his commitment to social transformation took him to the South Bronx where he taught math and web development to at risk students for five years, and to the local political scene where Kwesi provided services to candidates David Granger and David Patterson to increase their base and developed expertise in constituent branding and services.

The Obama years have brought new opportunities to help culturally heal America. This catharsis presents a real opportunity for brands to differentiate themselves through diversity, community outreach, and social responsibility. Kwesi formed the BlackBallot.com to meet this challenge and to engage with businesses to drive new conversations, increase diversity, and measure socially responsible solutions.

Kwesi earned a BA from Cornell University’s Engineering College Program in Operations Research with a Minor in African Studies and Masters in Applied Math from CCNY.

KWESI McDAVID

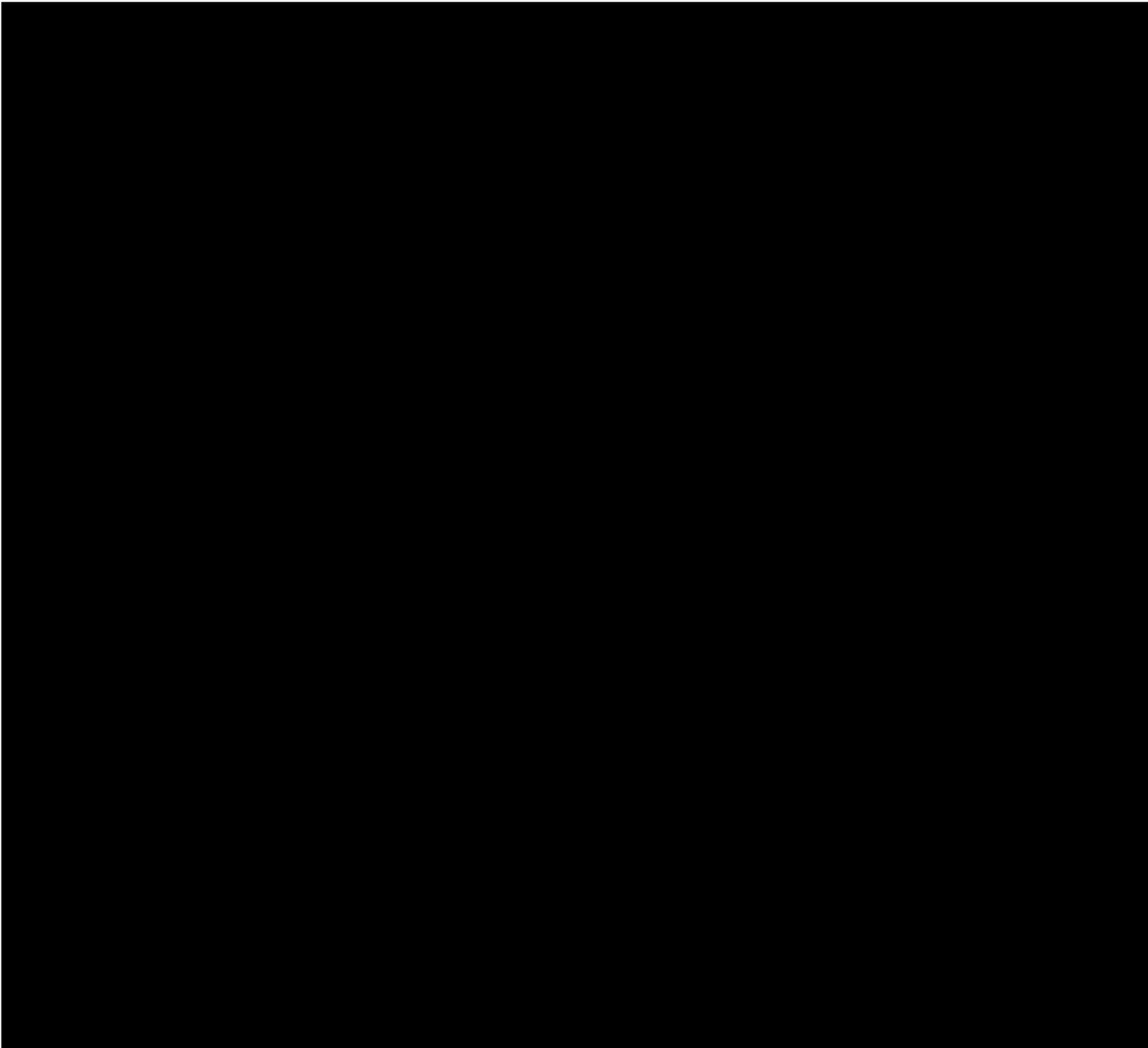


PROFESSIONAL SUMMARY

I am a hybrid analyst who can visualize data mentally, make abstract connections and model solutions. I utilize my technical expertise and mathematical logic to resolve data analytic issues and establish relationships across business units via calm and collaborative processes

SKILLS

Google Analytics | Joomla | Google Analytics | Hadoop | Linux | MySQL | Access Excel | CRM | SEO | Dashboard Development | Adobe/Omniture | Web Development | Graphic Design | Social Media | Multivariate Statistical Analysis | Regression Analysis | Sales & Marketing | Big Data | R | Predictive Analysis | Segmentation | Data Mining



EDUCATION

Cornell University, Johnson Graduate School of Management, Certificate in Data-Driven Marketing
The City College of New York, School of Liberal Arts & Science, M.A. Mathematics, Applied Math
Cornell University, College of Engineering, Bachelor of Science, Operations Research & Industrial Engineering



Nicole S. Turner is an educational consultant, owner and trainer at Educator's Caravan, LLC and is passionate about education. In addition to her work at Educator's Caravan, she serves teachers and students in the capacity of an Instructional Coach and a member of the 1st cohort of Opportunity Culture Multiple Classroom Leaders for the State of Indiana. Nicole has over 10 years of diverse experience in K-12 educational settings. She has spent time as a classroom teacher, lead teacher, differentiated accountability coach, district and building level instructional coach, assistant principal, dean of students, textbook company trainer, AdvancEd diagnostic review team member and school improvement and turnaround specialist for the Indiana Department of Education. Nicole works with school districts providing school improvement consultation and training in instructional strategies, instructional coaching program development and training in curriculum and instruction programming. She also presents at national and regional conferences on various professional development topics supporting instructional coaching and classroom strategies. Nicole hosts online trainings, courses and virtual resources to teachers and instructional coaches internationally. She is completing her first book. Nicole earned her Bachelor's from Calumet College, her Master's from Oakland City University in Elementary Education, and her Building Level Administration Certification, Oakland City University. Nicole is a member of the Alpha Kappa Alpha Sorority Incorporated, the National Sorority of Phi Delta Kappa, the Indiana State Teacher Association, the National Alliance for Black School Educators, and the Indiana State Reading Association.

NICOLE S. TURNER

EDUCATOR, ADMINISTRATOR, TRAINER, and CURRICULUM DEVELOPER



CERTIFICATION

STATE OF INDIANA
K-12 Administrator All Bldg
K-6 Teaching License

CERTIFIED ELEOT (Effective Learning Environments Observation Tool) OBSERVER, Advanced

EDUCATION

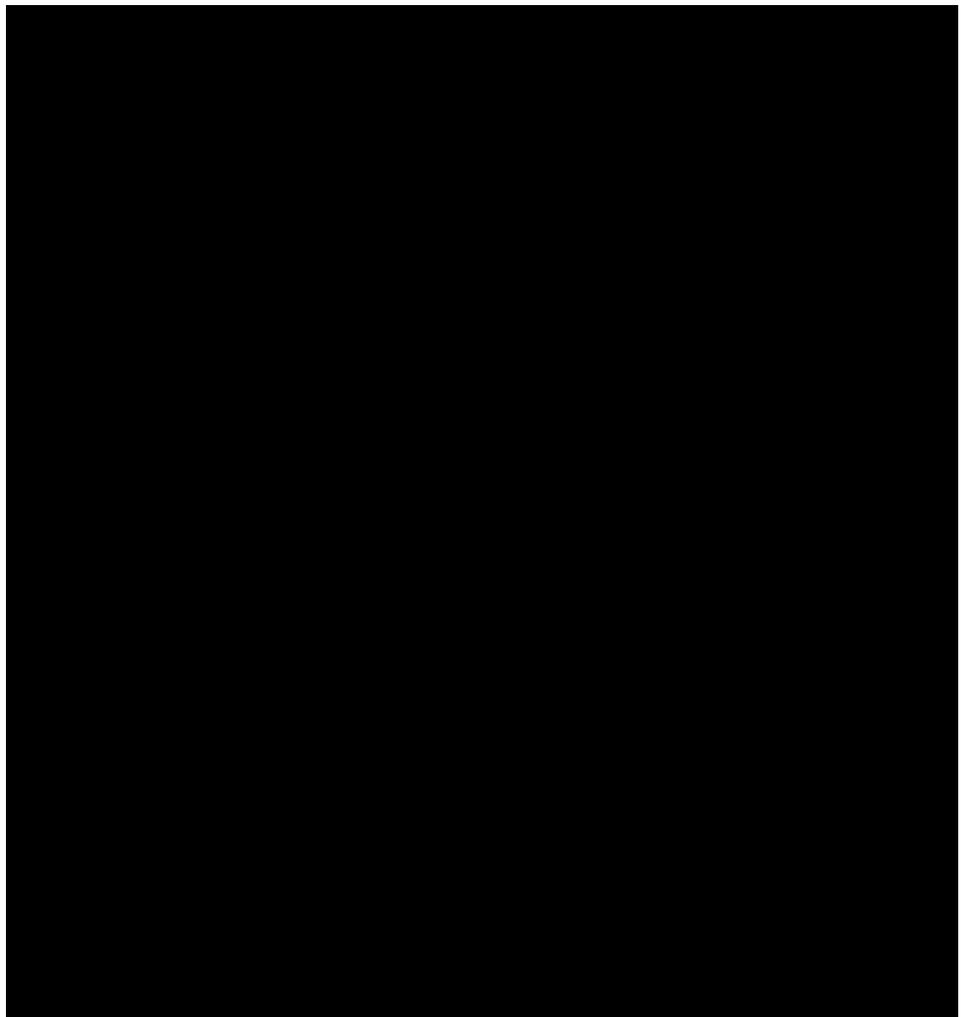
BACHELOR OF GENERAL STUDIES, Minor Business
Calumet College
Whiting, IN | 2005

MASTERS OF ART TEACHING, BUILDING LEVEL CERTIFICATION
Oakland City University
Oakland City, IN | 2006, 2008

PROFILE

- Strong school improvement and turnaround leader with significant education experience and solid foundation in best practices for all content areas.
- Strong instructional leader with a proven track record of making double digit gains in one school year on standardized testing.
- Skilled Data and Instructional Coach who continues to expand knowledge of current best practices through professional development and builds a network of diverse colleagues.

PROFESSIONAL EXPERIENCE



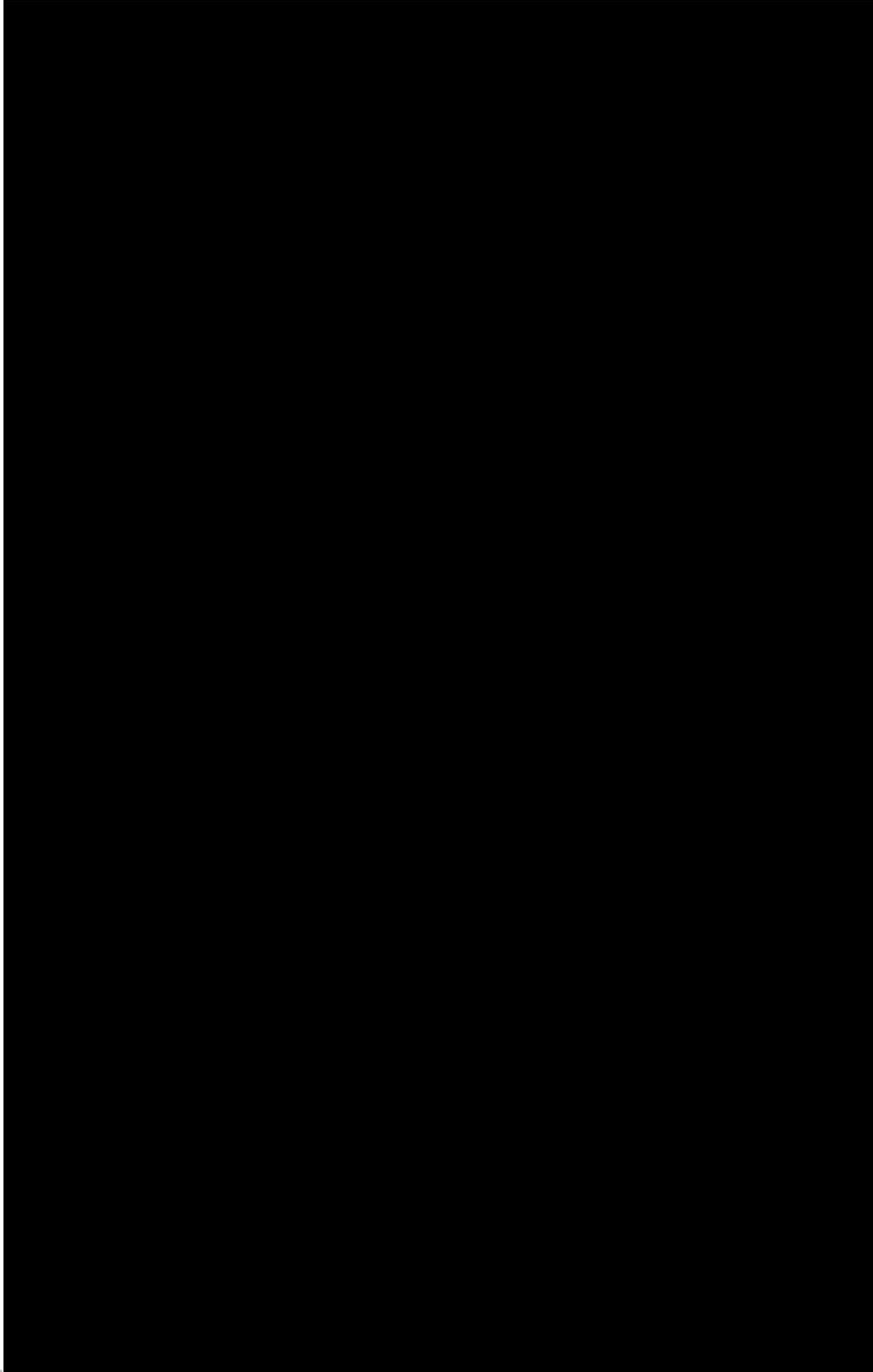
NICOLE S. TURNER

EDUCATOR, ADMINISTRATOR, TRAINER, and CURRICULUM DEVELOPER

PROFESSIONAL AFFILIATIONS

- ~ Alpha Kappa Alpha Sorority, Inc.
- ~ Indiana State Reading Association
(Past Committee Chair)
- ~ National Sorority of Phi Delta Kappa
- ~ AdvancED Indiana Diagnostic Review Team Member
- ~ Indiana State Teacher Association

PROFESSIONAL REFERENCES



Mr. Rubain J. Dorancy, Esq. founded TRIAD Consulting Strategies Inc. five years ago to provide professional development and strategic support to schools and districts to ensure compliance and adherence to public policy, regulations, and federal and state laws. TRIAD Consulting Strategies has delivered leadership development and management consulting services to over 50 schools over the past three years. Additionally, TRIAD Consulting Strategies has delivered services to more than 1,500 educators, 500 parents, and 2,500 students across the NYC DOE. As an advisor and consultant to NYC DOE schools and service providers, Mr. Dorancy conducts planning sessions as well to enhance the quality of teams.

For 25 years, Mr. Dorancy has been directly involved in public education and support services to students in the New York City Department of Education of which 15 years were as an administrator and executive in the NYC DOE. He led professional development initiatives, advocacy support, and leadership development for school administrators, school counselors, district staff, and special educators to ensure that students were receiving appropriate services.

Mr. Dorancy provides workshops and technical assistance to NYC DOE employees, organizations and has served as an education policy consultant to policymakers and elected officials. He has also advocated for hundreds of individual parents and students to assist them in obtaining special education services, tutoring, and accommodations. Finally, he also provides advice and representation to students in general education in the private and public schools.

In addition to TRIAD Consulting Strategies, Mr. Dorancy is also a partner in The Dorancy Law Firm PLLC, which is a special education law practice to ensure that Students with Disabilities are protected under the law.

He earned his Juris Doctorate degree from Brooklyn Law School, a Master's degree in Public Administration from Baruch College, and Post-Master's Professional Diploma and Advanced Certificate in School District Administration from Long Island University.

Mr. Dorancy is admitted in the Second Judicial Department.

SUMMARY OF QUALIFICATIONS

- *Strategic thinker and results-oriented visionary leader with a distinct set of analytical, communication, problem-solving, and creative thinking skills*
- *Recognized NYCDOE leader in youth development, student support services, and effective crisis management*
- *Expert at building teams, generating cross-functional practices, and expanding knowledge across systems*
- *Experienced manager with extensive skills in capacity-building and training executive and line staff*
- *20 years of budget and resource management experience with a proven track record at consistently raising standards and exceeding goals*
- *Detailed-oriented practitioner with keen ability to think globally*

EDUCATION

<i>Juris Doctor/ Masters in Public Administration (Joint Degree) – JD/MPA – National Urban Fellow</i> Brooklyn Law School & Baruch College, School of Public Affairs, NY (Admitted to NY State Bar)	<i>1998 - 2002</i>
<i>Professional Diploma in School Business and District Administration – SDA/SBA</i> Long Island University C. W. Post Department of Educational Leadership and Administration, Greenvale, NY	<i>2001 - 2002</i>
<i>Masters of Science in Industrial/Organizational Psychology</i> Baruch College	<i>1994 - 1996</i>
<i>Bachelors of Arts in Psychology, Dean’s List</i> City College of New York, NY	<i>1989 - 1993</i>

COMMUNITY SERVICE AND CIVIC LEADERSHIP

Haitian-American Association for Political Action (HAAPA-PAC)

Chairman

2009- Present

- Preside over meetings
- Lead strategy sessions to determine endorsements of candidates
- Co-organize fundraising efforts
- Lead policy development and agenda for HAAPA-PAC

Haitian-American Business Network (HABNET)

Member

2011 - Present

- Assist in fundraising
- Serve as Master of Ceremony
- Support in fundraising and recruitment

Community School Board – 17

1st Vice-President

1996 - 1999

- Elected member of the Community School Board
- Appointed Superintendent
- Developed educational policy to guide practices
- Chaired 3 committees

Alpha Phi Alpha Fraternity Inc.



LAMAD ACADEMY CHARTER SCHOOL

[Home](#) [Book Online](#) [Click Here to Fill Out Interest Survey](#)

LAMAD ACADEMY CHARTER SCHOOL

A Teacher Has Not Taught Until The Student Has Learned

At Lamad Academy Charter School, we are committed to spirited learning, growth, development and fun. We empower our students to ask insightful questions, explore disciplinary boundaries, and confront conventional ways of thinking. We invite you to learn more about Lamad Academy Charter School and discover an

education built for you.

Response 3j 1

About Us

Lamad Academy Charter School will prepare and inspire middle school students to successfully and enthusiastically pursue advanced mathematics and science education in their secondary and post-secondary careers. With American economic and national security dependent on the development of a scientifically-trained and technically-skilled workforce, Lamad Academy Charter School will graduate a cadre of such future talent by immersing its students in an academically rigorous standards-based curriculum with a principal emphasis on mathematics and science delivered through a synthesis of instructional best practices.

[Get in Touch](#)

April 9, 2018

More About Lamad Academy

Lamad Academy Charter School, is seeking a proposed middle school charter from the State University of New York - serving grades 6th through 8th, to be located in Community School District 18. If approved, Lamad Academy will open its doors in September 2019 to approximately 125 students in the 6th grade and will add 125 new students in the beginning of each new school year until by the fourth year of its charter it will have 375 students in grades 6-8. By offering a program that is centered on math and science, subjects that American students are lagging behind in comparison to other nations, Lamad students will receive a standards-based, research-proven, curriculum focusing on core subjects that will create a strong foundation for life-long learning and ensure high levels of student learning and achievement. Lamad students will not only have a firm understanding of all core subjects, they will have learned the discipline and positive attitude needed to succeed in high school and college.

At each grade level, classroom and subject-based teachers will work in conjunction with specialized Math and Science teachers to create a common language of Math and Science across all subjects.

April 9, 2018

Our Competitive Edge

At each grade level, classroom and subject-based teachers will work in conjunction with specialized Math and Science teachers to create a common language of Math and Science across all subjects.



Visit Us

Visitors are always welcome to our school. If there's anything you'd like to know about our programs and curriculum, please get in touch. 



Name *

Email *

Subject

Message

Send



Interest Survey for Lamad Academy Charter School

School Location: Lamad Academy Charter School will be located in Community School District 18, which is located in the center of Brooklyn, to the southeast of Prospect Park and includes Crown Heights, Prospect Lefferts Gardens, and Wingate.

Purpose of this Form: Please help us in designing the school that addresses the needs of your children and community by telling us what is important to you. We will group together all the responses from all stakeholders to inform our design of the school.

Section I - About You

Do you live in Community School District CSD 18?

Yes No

Please check all statements that best describe you.

- The parent of a school-aged child in grades 6-8
- A public or private school administrator or teacher
- Community leader
- Member of religious clergy
- Elected official
- Non-community member

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)					<input checked="" type="checkbox"/>
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)					<input checked="" type="checkbox"/>
3. I believe in a Summer Bridge Program to enrich my child					<input checked="" type="checkbox"/>
4. I would enroll my child in a small school setting					<input checked="" type="checkbox"/>
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					<input checked="" type="checkbox"/>
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					✓
9. A school should have high academic standards and expectations of its students					✓
10. My child's school should promote good citizenship and community service.					✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code					✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

Programs for children. Extracurricular activities. Basketball, dance, Soccer, etc.

2. How can we improve the design, structure, and focus of the proposed charter school?

Providing ~~for~~ for the community to help better students future.

3. Is there anything more you would like to learn about the proposed charter school?

What are the plans ~~best~~ for this school, and how will it succeed?

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)? (We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes No

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

Home Street Address _____

City, State, Zip _____

E-mail Address _____

What is your ethnic background? Check all that apply (optional)

White _____ African-American Hispanic/Latino _____

Asian or Pacific Islander _____ Native American _____ Other (specify): _____

Please mail this form to:

Lamad Academy Charter School
661 Linden Boulevard
Brooklyn, NY 11203

Or fax to:
347.342.3019

Or email to:
lamadacademycc@gmail.com

Interest Survey for Lamad Academy Charter School

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Yes _____ No

Please check all statements that best describe you.

- The parent of a school-aged child in grades 6-8 _____
- A public or private school administrator or teacher _____
- Community leader _____
- Member of religious clergy _____
- Elected official _____
- Non-community member _____

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)			✓		
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)	✓				
3. I believe in a Summer Bridge Program to enrich my child				✓	
4. I would enroll my child in a small school setting					✓
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students	✓				
6. I support a school that has a curricular emphasis in mathematics and science					✓

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.			✓		
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.			✓		
9. A school should have high academic standards and expectations of its students					✓
10. My child's school should promote good citizenship and community service.					✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code					✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

2. How can we improve the design, structure, and focus of the proposed charter school?

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes _____ No

Section IV—About You and Your Child (Optional)

Name (First, Last) _____
Home Street Address _____
City, State, Zip _____
E-mail Address _____

What is your ethnic background? Check all that apply (optional)

White _____ African-American Hispanic/Latino _____
Asian or Pacific Islander _____ Native American _____ Other (specify): _____

Please mail this form to:

Lamad Academy Charter School
661 Linden Boulevard
Brooklyn, NY 11203

Or fax to:
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- Community leader
- Member of religious clergy
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- Non-community member

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4. I would enroll my child in a small school setting					<input checked="" type="checkbox"/>
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					<input checked="" type="checkbox"/>
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes No

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

Home Street Address _____

City, State, Zip _____

E-mail Address _____

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Asian or Pacific Islander _____ Native American _____ Other (specify): _____

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Brooklyn, NY 11203

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lamadacademycc@gmail.com

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4. I would enroll my child in a small school setting					
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students			✓		
6. I support a school that has a curricular emphasis in mathematics and science				✓	

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					✓
9. A school should have high academic standards and expectations of its students					✓
10. My child's school should promote good citizenship and community service.					✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code					✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

The addition of optional transportation for the specific school would help.

2. How can we improve the design, structure, and focus of the proposed charter school?

Smaller group should allow for the student to receive a more personalized program and style of lesson delivery

3. Is there anything more you would like to learn about the proposed charter school?

As much details for a better understanding of the intended MOP.

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)? (We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes No

Section IV—About You and Your Child (Optional)

Name (First, Last) _____
Home Street Address _____
City, State, Zip _____
E-mail Address _____

What is your ethnic background? Check all that apply (optional)

White _____ African-American Hispanic/Latino _____

Asian or Pacific Islander _____ Native American _____ Other (specify): _____

Please mail this form to:

Lamad Academy Charter School
661 Linden Boulevard
Brooklyn, NY 11203

Or fax to:
347.342.3019

Or email to:
lamadacademycc@gmail.com

✓ God's Battalion Church

✓ Interest Survey for Lamad Academy Charter School

School Location: Lamad Academy Charter School will be located in Community School District 18, which is located in the center of Brooklyn, to the southeast of Prospect Park and includes Crown Heights, Prospect Lefferts Gardens, and Wingate.

✓ **Purpose of this Form:** Please help us in designing the school that addresses the needs of your children and community by telling us what is important to you. We will group together all the responses from all stakeholders to inform our design of the school.

Section I - About You

Do you live in Community School District CSD 18?

Yes No

Please check all statements that best describe you.

The parent of a school-aged child in grades 6-8

N

A public or private school administrator or teacher

Ret.

Community leader

N

Member of religious clergy

Y

Elected official

N

Non-community member

N

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)					✓
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)					✓
3. I believe in a Summer Bridge Program to enrich my child					✓
4. I would enroll my child in a small school setting			✓		
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					✓
6. I support a school that has a curricular emphasis in mathematics and science					✓

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.						✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.						✓
9. A school should have high academic standards and expectations of its students						✓
10. My child's school should promote good citizenship and community service.						✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.						✓
12. My child's school should have an instructional design that addresses different learning styles						✓
13. I believe in a dress code						✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner						✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school						✓
16. My child's school should be a safe and nurturing learning environment						✓

Section III – Additional Information

1. What additional school features are important to you?

In addition a dress code should be mandatory for educational staff.

2. How can we improve the design, structure, and focus of the proposed charter school?

Include parents in the design, CBO's as well as Care givers

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes _____ No _____

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

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City, State, Zip _____

E-mail Address _____

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Section I - About You

Do you live in Community School District CSD 18?

Yes _____ No

Please check all statements that best describe you.

- The parent of a school-aged child in grades 6-8
- A public or private school administrator or teacher _____
- Community leader _____
- Member of religious clergy _____
- Elected official _____
- Non-community member _____

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)					<input checked="" type="checkbox"/>
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)				<input checked="" type="checkbox"/>	
3. I believe in a Summer Bridge Program to enrich my child				<input checked="" type="checkbox"/>	
4. I would enroll my child in a small school setting				<input checked="" type="checkbox"/>	
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					<input checked="" type="checkbox"/>
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					
9. A school should have high academic standards and expectations of its students					
10. My child's school should promote good citizenship and community service.					
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					
12. My child's school should have an instructional design that addresses different learning styles					
13. I believe in a dress code					
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					
16. My child's school should be a safe and nurturing learning environment					

Section III – Additional Information

1. What additional school features are important to you?

2. How can we improve the design, structure, and focus of the proposed charter school?

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes _____ No _____

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

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Yes No

Please check all statements that best describe you.

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- Community leader
- Member of religious clergy
- Elected official
- Non-community member

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)					<input checked="" type="checkbox"/>
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)	<input checked="" type="checkbox"/>				
3. I believe in a Summer Bridge Program to enrich my child					<input checked="" type="checkbox"/>
4. I would enroll my child in a small school setting	<input checked="" type="checkbox"/>				
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					✓
9. A school should have high academic standards and expectations of its students					✓
10. My child's school should promote good citizenship and community service.					✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code					✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

COLLEGE PREPERATION SHOULD EMPHASIS TRAINING FOR TRANSITION INTO AREAS OF TECHNICAL-SKILLS EMPLOYMENT.

2. How can we improve the design, structure, and focus of the proposed charter school?

PLACING A STRONG EMPHASIS ON READING.

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes _____ No _____

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

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Section I - About You

Do you live in Community School District CSD 18?

Yes _____ No

Please check all statements that best describe you.

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- A public or private school administrator or teacher _____
- Community leader _____
- Member of religious clergy _____
- Elected official _____
- Non-community member

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)				<input checked="" type="checkbox"/>	
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)		<input checked="" type="checkbox"/>			
3. I believe in a Summer Bridge Program to enrich my child					<input checked="" type="checkbox"/>
4. I would enroll my child in a small school setting					
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students			<input checked="" type="checkbox"/>		
6. I support a school that has a curricular emphasis in mathematics and science			<input checked="" type="checkbox"/>		

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					✓
9. A school should have high academic standards and expectations of its students					✓
10. My child's school should promote good citizenship and community service.					✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code				✓	
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

A school that has a strong biblical foundation.

2. How can we improve the design, structure, and focus of the proposed charter school?

Having a rounded curriculum that identifies a child's strengths. The child may have more technical skills and in that case should be steered towards such as career.

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes No

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

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E-mail Address _____

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Section I - About You

Do you live in Community School District CSD 18?

Yes _____ No

Please check all statements that best describe you.

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- A public or private school administrator or teacher _____
- Community leader _____
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- Elected official _____
- Non-community member _____

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)			<input checked="" type="checkbox"/>		
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)			<input checked="" type="checkbox"/>		
3. I believe in a Summer Bridge Program to enrich my child			<input checked="" type="checkbox"/>		
4. I would enroll my child in a small school setting					<input checked="" type="checkbox"/>
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					<input checked="" type="checkbox"/>
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					✓
9. A school should have high academic standards and expectations of its students					✓
10. My child's school should promote good citizenship and community service.					✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code					✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

2. How can we improve the design, structure, and focus of the proposed charter school?

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes _____ No

Section IV—About You and Your Child (Optional)

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Section I - About You

Do you live in Community School District CSD 18?

Yes No

Please check all statements that best describe you.

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- Member of religious clergy
- Elected official
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Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)	<input checked="" type="checkbox"/>				
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)	<input checked="" type="checkbox"/>				
3. I believe in a Summer Bridge Program to enrich my child	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
4. I would enroll my child in a small school setting					<input checked="" type="checkbox"/>
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students			<input checked="" type="checkbox"/>		
6. I support a school that has a curricular emphasis in mathematics and science			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.				<input checked="" type="checkbox"/>	
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.				<input checked="" type="checkbox"/>	
9. A school should have high academic standards and expectations of its students					<input checked="" type="checkbox"/>
10. My child's school should promote good citizenship and community service.					<input checked="" type="checkbox"/>
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					<input checked="" type="checkbox"/>
12. My child's school should have an instructional design that addresses different learning styles					<input checked="" type="checkbox"/>
13. I believe in a dress code					<input checked="" type="checkbox"/>
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					<input checked="" type="checkbox"/>
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					<input checked="" type="checkbox"/>
16. My child's school should be a safe and nurturing learning environment					<input checked="" type="checkbox"/>

Section III – Additional Information

1. What additional school features are important to you?

Children should not be overwhelmed with home work and long extended hours, as where they are traveling home at late hours and in darkness.

2. How can we improve the design, structure, and focus of the proposed charter school?

strong minded educated, and caring teachers allowed the children to be interested in the design of the ~~extra~~ weekly process.

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes _____ No

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

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Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)			✓		
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)			✓		
3. I believe in a Summer Bridge Program to enrich my child				✓	
4. I would enroll my child in a small school setting					✓
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students			✓		
6. I support a school that has a curricular emphasis in mathematics and science				✓	

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					✓
9. A school should have high academic standards and expectations of its students				✓	
10. My child's school should promote good citizenship and community service.				✓	
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles				✓	
13. I believe in a dress code			✓		
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school			✓		
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

Schools should be able to show concern for students who may have less ~~richment~~ than others. It is important that they feel that they belong in spite of what they are going through

2. How can we improve the design, structure, and focus of the proposed charter school?

Have goals that each child can meet without feeling that pressured,

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes _____ No

Section IV—About You and Your Child (Optional)

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Section I - About You

Do you live in Community School District CSD 18?

Yes No

Please check all statements that best describe you.

- The parent of a school-aged child in grades 6-8 NO
- A public or private school administrator or teacher NO
- Community leader NO
- Member of religious clergy NO
- Elected official NO
- Non-community member NO

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)					<input checked="" type="checkbox"/>
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)			<input checked="" type="checkbox"/>		
3. I believe in a Summer Bridge Program to enrich my child					<input checked="" type="checkbox"/>
4. I would enroll my child in a small school setting					<input checked="" type="checkbox"/>
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					<input checked="" type="checkbox"/>
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.						✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.						✓
9. A school should have high academic standards and expectations of its students						✓
10. My child's school should promote good citizenship and community service.						✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.						✓
12. My child's school should have an instructional design that addresses different learning styles						✓
13. I believe in a dress code						✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner						✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school						✓
16. My child's school should be a safe and nurturing learning environment						✓

Section III – Additional Information

1. What additional school features are important to you?

Sports, Tutoring Services

2. How can we improve the design, structure, and focus of the proposed charter school?

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes _____ No _____

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

Home Street Address _____

City, State, Zip _____

E-mail Address _____

What is your ethnic background? Check all that apply (optional)

White _____ African-American _____ Hispanic/Latino _____

Asian or Pacific Islander _____ Native American _____ Other (specify): _____

Please mail this form to:

Lamad Academy Charter School
661 Linden Boulevard
Brooklyn, NY 11203

Or fax to:
347.342.3019

Or email to:
lamadacademycc@gmail.com

Interest Survey for Lamad Academy Charter School

School Location: Lamad Academy Charter School will be located in Community School District 18, which is located in the center of Brooklyn, to the southeast of Prospect Park and includes Crown Heights, Prospect Lefferts Gardens, and Wingate.

Purpose of this Form: Please help us in designing the school that addresses the needs of your children and community by telling us what is important to you. We will group together all the responses from all stakeholders to inform our design of the school.

Section I - About You

Do you live in Community School District CSD 18?

Yes _____ No X

Please check all statements that best describe you.

- The parent of a school-aged child in grades 6-8 X
- A public or private school administrator or teacher _____
- Community leader _____
- Member of religious clergy _____
- Elected official _____
- Non-community member _____

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)				X	
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)			X		
3. I believe in a Summer Bridge Program to enrich my child			X		
4. I would enroll my child in a small school setting					X
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students		X			
6. I support a school that has a curricular emphasis in mathematics and science				X	

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					X
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					X
9. A school should have high academic standards and expectations of its students				X	
10. My child's school should promote good citizenship and community service.					X
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					X
12. My child's school should have an instructional design that addresses different learning styles					X
13. I believe in a dress code		X			
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					X
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					X
16. My child's school should be a safe and nurturing learning environment					X

Section III – Additional Information

1. What additional school features are important to you?

ATTENTION TO THE WHOLE CHILD - SOCIAL MENTAL,
AS WELL AS ACADEMIC HEALTH

2. How can we improve the design, structure, and focus of the proposed charter school?

UNDERSTANDING AND ACKNOWLEDGING ~~THE~~
THE DIFFERENT LEARNING STYLES OF
STUDENTS INCLUDING KINESTHETIC
LEARNERS

3. Is there anything more you would like to learn about the proposed charter school?

MUSIC, ART + RECESS PLANS

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)? (We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes No

Section IV—About You and Your Child (Optional)

Name (First, Last) _____
Home Street Address _____
City, State, Zip _____
E-mail Address _____

What is your ethnic background? Check all that apply (optional)

White _____ African-American Hispanic/Latino

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Section I - About You

Do you live in Community School District CSD 18?

Yes No

Please check all statements that best describe you.

The parent of a school-aged child in grades 6-8

NO

A public or private school administrator or teacher

NO

Community leader

NO

Member of religious clergy

yes

Elected official

NO

Non-community member

NO

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)	<input checked="" type="checkbox"/>				
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)	<input checked="" type="checkbox"/>				
3. I believe in a Summer Bridge Program to enrich my child	<input checked="" type="checkbox"/>				
4. I would enroll my child in a small school setting	<input checked="" type="checkbox"/>				
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students	<input checked="" type="checkbox"/>				
6. I support a school that has a curricular emphasis in mathematics and science	<input checked="" type="checkbox"/>				

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.	✓				
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.	✓				
9. A school should have high academic standards and expectations of its students	✓				
10. My child's school should promote good citizenship and community service.	✓				
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.	✓				
12. My child's school should have an instructional design that addresses different learning styles	✓				
13. I believe in a dress code	✓				
14. I should be able to have my concerns and questions addressed by the school in a prompt manner	✓				
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school	✓				
16. My child's school should be a safe and nurturing learning environment	✓				

Section III – Additional Information

1. What additional school features are important to you?

2. How can we improve the design, structure, and focus of the proposed charter school?

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Yes _____ No

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Do you live in Community School District CSD 18?

Yes _____ No ✓

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- Elected official _____
- Non-community member _____

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Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
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2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)	✓				
3. I believe in a Summer Bridge Program to enrich my child	✓				
4. I would enroll my child in a small school setting	✓				
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students	✓				
6. I support a school that has a curricular emphasis in mathematics and science	✓				

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.	/				
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11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.	/				
12. My child's school should have an instructional design that addresses different learning styles	/				
13. I believe in a dress code	/				
14. I should be able to have my concerns and questions addressed by the school in a prompt manner	/				
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16. My child's school should be a safe and nurturing learning environment	/				

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Yes _____ No

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

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9. A school should have high academic standards and expectations of its students	/				
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12. My child's school should have an instructional design that addresses different learning styles	/				
13. I believe in a dress code	/				
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16. My child's school should be a safe and nurturing learning environment	/				

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Section I - About You

Do you live in Community School District CSD 18?

Yes _____ No

Please check all statements that best describe you.

The parent of a school-aged child in grades 6-8	2
A public or private school administrator or teacher	1
Community leader	X
Member of religious clergy	2
Elected official	2
Non-community member	2

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)			✓		
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)			✓		
3. I believe in a Summer Bridge Program to enrich my child		✓			
4. I would enroll my child in a small school setting			✓		
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					
6. I support a school that has a curricular emphasis in mathematics and science		✓			

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.		✓			
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11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.	✓				
12. My child's school should have an instructional design that addresses different learning styles	✓				
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14. I should be able to have my concerns and questions addressed by the school in a prompt manner	✓				
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school		✓			
16. My child's school should be a safe and nurturing learning environment	✓				

Section III – Additional Information

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(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes _____ No _____

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

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Interest Survey for Lamad Academy Charter School

✓

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Section I - About You

Do you live in Community School District CSD 18?

Yes No

Please check all statements that best describe you.

- The parent of a school-aged child in grades 6-8
- A public or private school administrator or teacher
- Community leader
- Member of religious clergy
- Elected official
- Non-community member

✓

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)		✓			
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)		✓			
3. I believe in a Summer Bridge Program to enrich my child				✓	
4. I would enroll my child in a small school setting					✓
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					✓
6. I support a school that has a curricular emphasis in mathematics and science			✓		✓

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					✓
9. A school should have high academic standards and expectations of its students					✓
10. My child's school should promote good citizenship and community service.					✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code					✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

2. How can we improve the design, structure, and focus of the proposed charter school?

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes _____ No _____

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

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Section I - About You

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Yes No

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- A public or private school administrator or teacher
- Community leader
- Member of religious clergy
- Elected official
- Non-community member

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)	<input checked="" type="checkbox"/>				
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)					<input checked="" type="checkbox"/>
3. I believe in a Summer Bridge Program to enrich my child					<input checked="" type="checkbox"/>
4. I would enroll my child in a small school setting					<input checked="" type="checkbox"/>
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students			<input checked="" type="checkbox"/>		
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.						✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.						✓
9. A school should have high academic standards and expectations of its students						✓
10. My child's school should promote good citizenship and community service.						✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.						✓
12. My child's school should have an instructional design that addresses different learning styles						✓
13. I believe in a dress code						✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner						✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school						✓
16. My child's school should be a safe and nurturing learning environment						✓

Section III – Additional Information

1. What additional school features are important to you?

Trades + vocational tools should be taught as well

2. How can we improve the design, structure, and focus of the proposed charter school?

2

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Section I - About You

Do you live in Community School District CSD 18?

Yes _____ No

Please check all statements that best describe you.

- The parent of a school-aged child in grades 6-8 NO
- A public or private school administrator or teacher Retired Teacher
- Community leader NO
- Member of religious clergy NO
- Elected official NO
- Non-community member NO

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Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)			<input checked="" type="checkbox"/>		
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7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.				✓	
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.				✓	
9. A school should have high academic standards and expectations of its students					
10. My child's school should promote good citizenship and community service.				✓	
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.				✓	
12. My child's school should have an instructional design that addresses different learning styles				✓	
13. I believe in a dress code			✓		
14. I should be able to have my concerns and questions addressed by the school in a prompt manner				✓	
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

2. How can we improve the design, structure, and focus of the proposed charter school?

2

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Yes _____ No X

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- Community leader NO
- Member of religious clergy YES
- Elected official NO
- Non-community member NO

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Please check the sentiment that best reflects your position on the following features.

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7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					7
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					7
9. A school should have high academic standards and expectations of its students					7
10. My child's school should promote good citizenship and community service.					7
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					7
12. My child's school should have an instructional design that addresses different learning styles					7
13. I believe in a dress code					7
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					7
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					7
16. My child's school should be a safe and nurturing learning environment					7

Section III – Additional Information

1. What additional school features are important to you?

Voluntary teaching of God

2. How can we improve the design, structure, and focus of the proposed charter school?

Have the same type of curriculum the 26th public school offers

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes _____ No _____

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

Home Street Address _____

City, State, Zip _____

E-mail Address _____

What is your ethnic background? Check all that apply (optional)

White _____ African-American _____ Hispanic/Latino _____

Asian or Pacific Islander _____ Native American _____ Other (specify): _____

Please mail this form to:

Lamad Academy Charter School
661 Linden Boulevard
Brooklyn, NY 11203

Or fax to:
347.342.3019

Or email to:
lamadacademycc@gmail.com

Interest Survey for Lamad Academy Charter School

School Location: Lamad Academy Charter School will be located in Community School District 18, which is located in the center of Brooklyn, to the southeast of Prospect Park and includes Crown Heights, Prospect Lefferts Gardens, and Wingate.

Purpose of this Form: Please help us in designing the school that addresses the needs of your children and community by telling us what is important to you. We will group together all the responses from all stakeholders to inform our design of the school.

Section I - About You

Do you live in Community School District CSD 18?

Yes _____ No

Please check all statements that best describe you.

- The parent of a school-aged child in grades 6-8
- A public or private school administrator or teacher
- Community leader
- Member of religious clergy
- Elected official
- Non-community member

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)			<input checked="" type="checkbox"/>		
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)			<input checked="" type="checkbox"/>		
3. I believe in a Summer Bridge Program to enrich my child					<input checked="" type="checkbox"/>
4. I would enroll my child in a small school setting					<input checked="" type="checkbox"/>
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					<input checked="" type="checkbox"/>
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					✓
9. A school should have high academic standards and expectations of its students				✓	
10. My child's school should promote good citizenship and community service.					✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code				✓	
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

Music + Arts

2. How can we improve the design, structure, and focus of the proposed charter school?

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
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Yes _____ No _____

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Yes _____ No _____

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1. I believe in an extended school year (e.g. 190 days)	<input checked="" type="checkbox"/>				
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3. I believe in a Summer Bridge Program to enrich my child	<input checked="" type="checkbox"/>				
4. I would enroll my child in a small school setting	<input checked="" type="checkbox"/>				
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students	<input checked="" type="checkbox"/>				
6. I support a school that has a curricular emphasis in mathematics and science	<input checked="" type="checkbox"/>				

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.	✓				
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.	✓				
9. A school should have high academic standards and expectations of its students	✓				
10. My child's school should promote good citizenship and community service.	✓				
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.	✓				
12. My child's school should have an instructional design that addresses different learning styles	✓				
13. I believe in a dress code	✓				
14. I should be able to have my concerns and questions addressed by the school in a prompt manner	✓				
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school	✓				
16. My child's school should be a safe and nurturing learning environment	✓				

Section III – Additional Information

1. What additional school features are important to you?

I believe Lamad charter Academy would be an excellent school to send my 5 year old daughter at present she is attending Battalion Pre K and doing excellent

2. How can we improve the design, structure, and focus of the proposed charter school?

3. Is there anything more you would like to learn about the proposed charter school?

My daughter Alexia Stevenson was a student in Pre K teacher Miss USIS and I would love for her to be a part of Lamad Academy charter school.

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)? (We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes No

Section IV—About You and Your Child (Optional)

Name (First, Last) _____
Home Street Address _____
City, State, Zip _____
E-mail Address _____

What is your ethnic background? Check all that apply (optional)

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- Community leader
- Member of religious clergy
- Elected official
- Non-community member

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)				<input checked="" type="checkbox"/>	
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)			<input checked="" type="checkbox"/>		
3. I believe in a Summer Bridge Program to enrich my child					<input checked="" type="checkbox"/>
4. I would enroll my child in a small school setting					<input checked="" type="checkbox"/>
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students			<input checked="" type="checkbox"/>		
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.						X
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.						X
9. A school should have high academic standards and expectations of its students						
10. My child's school should promote good citizenship and community service.						X
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.						X
12. My child's school should have an instructional design that addresses different learning styles						X
13. I believe in a dress code						X
14. I should be able to have my concerns and questions addressed by the school in a prompt manner						X
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school						X
16. My child's school should be a safe and nurturing learning environment						X

Section III – Additional Information

1. What additional school features are important to you?

I believe that if the # of school days are extended the curriculum should be modified. During the summer session include additional things like class-trips or on campus events that would enhance the things that the students are learning about.

2. How can we improve the design, structure, and focus of the proposed charter school?

Currently charter schools only cater to the students who are excelling all children should be encouraged to do their best not discouraged and sent to another school.

3. Is there anything more you would like to learn about the proposed charter school?

How do you plan on getting parents to help these children succeed?

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)? (We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes No

Section IV—About You and Your Child (Optional)

Name (First, Last)

Home Street Address

City, State, Zip

E-mail Address

What is your ethnic background? Check all that apply (optional)

White African-American Hispanic/Latino

Asian or Pacific Islander Native American Other (specify):

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Section I - About You

Do you live in Community School District CSD 18?

Yes _____ No

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Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)				4	
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)					
3. I believe in a Summer Bridge Program to enrich my child					
4. I would enroll my child in a small school setting					
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					
6. I support a school that has a curricular emphasis in mathematics and science					

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					
9. A school should have high academic standards and expectations of its students					
10. My child's school should promote good citizenship and community service.					
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					
12. My child's school should have an instructional design that addresses different learning styles					
13. I believe in a dress code					
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					
16. My child's school should be a safe and nurturing learning environment					

Section III – Additional Information

1. What additional school features are important to you?

2. How can we improve the design, structure, and focus of the proposed charter school?

3. Is there anything more you would like to learn about the proposed charter school?

No

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes No

Section IV—About You and Your Child (Optional)

Name (First, Last) _____
Home Street Address _____
City, State, Zip _____
E-mail Address _____

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Yes No

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- Community leader
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Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)			<input checked="" type="checkbox"/>		
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)				<input checked="" type="checkbox"/>	
3. I believe in a Summer Bridge Program to enrich my child				<input checked="" type="checkbox"/>	
4. I would enroll my child in a small school setting			<input checked="" type="checkbox"/>		
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students			<input checked="" type="checkbox"/>		
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					X
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					X
9. A school should have high academic standards and expectations of its students					X
10. My child's school should promote good citizenship and community service.					X
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					X
12. My child's school should have an instructional design that addresses different learning styles					X
13. I believe in a dress code					X
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					X
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					X
16. My child's school should be a safe and nurturing learning environment					X

Section III – Additional Information

1. What additional school features are important to you?

2. How can we improve the design, structure, and focus of the proposed charter school?

1. Uniforms

2. Community Service: have students invest in the community.

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes No

Section IV—About You and Your Child (Optional)

Name (First, Last) M. Brown

Home Street Address _____

City, State, Zip _____

E-mail Address _____

What is your ethnic background? Check all that apply (optional)

White _____ African-American Hispanic/Latino

Asian or Pacific Islander _____ Native American _____ Other (specify): _____

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Section I - About You

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- Member of religious clergy
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- Non-community member

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)			✓		
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)			✓		
3. I believe in a Summer Bridge Program to enrich my child				✓	
4. I would enroll my child in a small school setting				✓	
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students		✓			
6. I support a school that has a curricular emphasis in mathematics and science			✓		

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
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9. A school should have high academic standards and expectations of its students					✓
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15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

I find the parents relationship is a direct reflection on the success of that child at the school. Therefore, I believe it is important that parents are afforded an opportunity to engage with teachers, staff and the children while they are in school.

2. How can we improve the design, structure, and focus of the proposed charter school?

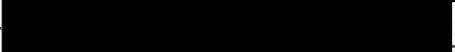
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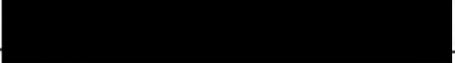
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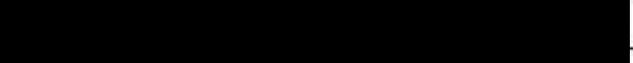
Yes No

Section IV—About You and Your Child (Optional)

Name (First, Last) 

Home Street Address 

City, State, Zip 

E-mail Address *spa* 

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9. A school should have high academic standards and expectations of its students				✓	
10. My child's school should promote good citizenship and community service.				✓	
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.				✓	
12. My child's school should have an instructional design that addresses different learning styles				✓	
13. I believe in a dress code				✓	
14. I should be able to have my concerns and questions addressed by the school in a prompt manner				✓	
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school				✓	
16. My child's school should be a safe and nurturing learning environment				✓	

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1. What additional school features are important to you?

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3. I believe in a Summer Bridge Program to enrich my child					✓
4. I would enroll my child in a small school setting					✓
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					✓
6. I support a school that has a curricular emphasis in mathematics and science					✓

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					✓
9. A school should have high academic standards and expectations of its students					✓
10. My child's school should promote good citizenship and community service.					✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code					✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

2. How can we improve the design, structure, and focus of the proposed charter school?

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(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes No

Section IV—About You and Your Child (Optional)

Name (First, Last) _____
Home Street Address _____
City, State, Zip _____
E-mail Address _____



What is your ethnic background? Check all that apply (optional)

White _____ African-American Hispanic/Latino _____
Asian or Pacific Islander _____ Native American _____ Other (specify): _____

Please mail this form to:

Lamad Academy Charter School
661 Linden Boulevard
Brooklyn, NY 11203

Or fax to:
347.342.3019

Or email to:
lamadacademycc@gmail.com

Interest Survey for Lamad Academy Charter School

School Location: Lamad Academy Charter School will be located in Community School District 18, which is located in the center of Brooklyn, to the southeast of Prospect Park and includes Crown Heights, Prospect Lefferts Gardens, and Wingate.

Purpose of this Form: Please help us in designing the school that addresses the needs of your children and community by telling us what is important to you. We will group together all the responses from all stakeholders to inform our design of the school.

Section I - About You

Do you live in Community School District CSD 18?

Yes No

Please check all statements that best describe you.

- The parent of a school-aged child in grades 6-8
- A public or private school administrator or teacher
- Community leader
- Member of religious clergy
- Elected official
- Non-community member

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)			<input checked="" type="checkbox"/>		
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)			<input checked="" type="checkbox"/>		
3. I believe in a Summer Bridge Program to enrich my child					<input checked="" type="checkbox"/>
4. I would enroll my child in a small school setting					<input checked="" type="checkbox"/>
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					<input checked="" type="checkbox"/>
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					✓
9. A school should have high academic standards and expectations of its students					✓
10. My child's school should promote good citizenship and community service.					✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code					✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

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Yes _____ No

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

Home Street Address _____

City, State, Zip _____ 11236

E-mail Address _____

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White _____ African-American Hispanic/Latino _____

Asian or Pacific Islander _____ Native American _____ Other (specify): _____

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School Features	1	2	3	4	5
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2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)		<input checked="" type="checkbox"/>			
3. I believe in a Summer Bridge Program to enrich my child					<input checked="" type="checkbox"/>
4. I would enroll my child in a small school setting					<input checked="" type="checkbox"/>
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					<input checked="" type="checkbox"/>
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					✓
9. A school should have high academic standards and expectations of its students					✓
10. My child's school should promote good citizenship and community service.					✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code					✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

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3. I believe in a Summer Bridge Program to enrich my child					✓
4. I would enroll my child in a small school setting					✓
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					✓
6. I support a school that has a curricular emphasis in mathematics and science					✓

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12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code					✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
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2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)	<input checked="" type="checkbox"/>				
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4. I would enroll my child in a small school setting					<input checked="" type="checkbox"/>
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					<input checked="" type="checkbox"/>
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					X
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					X
9. A school should have high academic standards and expectations of its students					X
10. My child's school should promote good citizenship and community service.					X
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					X
12. My child's school should have an instructional design that addresses different learning styles					X
13. I believe in a dress code					X
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					X
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					X
16. My child's school should be a safe and nurturing learning environment					X

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1. What additional school features are important to you?

2. How can we improve the design, structure, and focus of the proposed charter school?

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes _____ No X

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

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E-mail Address _____

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Yes No

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Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)				X	
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)				X	
3. I believe in a Summer Bridge Program to enrich my child					X
4. I would enroll my child in a small school setting					X
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students				✓	
6. I support a school that has a curricular emphasis in mathematics and science					✓

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.			X		
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.			X		
9. A school should have high academic standards and expectations of its students					X
10. My child's school should promote good citizenship and community service.					X
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					X
12. My child's school should have an instructional design that addresses different learning styles					X
13. I believe in a dress code					X
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					X
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					X
16. My child's school should be a safe and nurturing learning environment					X

Section III – Additional Information

1. What additional school features are important to you?

2. How can we improve the design, structure, and focus of the proposed charter school?

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes _____ No

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

Home Street Address _____

City, State, Zip _____

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Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)		X			
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)		X			
3. I believe in a Summer Bridge Program to enrich my child				X	
4. I would enroll my child in a small school setting				X	
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students				X	
6. I support a school that has a curricular emphasis in mathematics and science				X	

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.				✓	
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.				✓	
9. A school should have high academic standards and expectations of its students					✓
10. My child's school should promote good citizenship and community service.					✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code					✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner				✓	
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

Dual language programs - teach Spanish

2. How can we improve the design, structure, and focus of the proposed charter school?

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
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Yes _____ No _____

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

Home Street Address _____

City, State, Zip _____ 11236 _____

E-mail Address _____

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Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)					<input checked="" type="checkbox"/>
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)				<input checked="" type="checkbox"/>	
3. I believe in a Summer Bridge Program to enrich my child				<input checked="" type="checkbox"/>	
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1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
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3. I believe in a Summer Bridge Program to enrich my child				<input checked="" type="checkbox"/>	
4. I would enroll my child in a small school setting				<input checked="" type="checkbox"/>	
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14. I should be able to have my concerns and questions addressed by the school in a prompt manner				✓	
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16. My child's school should be a safe and nurturing learning environment				✓	

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4. I would enroll my child in a small school setting					✓
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students		✓			
6. I support a school that has a curricular emphasis in mathematics and science					✓

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					/
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.			/		
9. A school should have high academic standards and expectations of its students			/		/
10. My child's school should promote good citizenship and community service.					/
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					/
12. My child's school should have an instructional design that addresses different learning styles					/
13. I believe in a dress code					/
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					/
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					/
16. My child's school should be a safe and nurturing learning environment					/

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Name (First, Last) _____

Home Street Address _____

City, State, Zip _____

E-mail Address _____

What is your ethnic background? Check all that apply (optional)

White _____ African-American Hispanic/Latino _____

Asian or Pacific Islander _____ Native American _____ Other (specify): _____

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Brooklyn, NY 11203

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Or email to:
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Section I - About You

Do you live in Community School District CSD 18?

Yes No

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- A public or private school administrator or teacher
- Community leader
- Member of religious clergy
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- Non-community member

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)					<input checked="" type="checkbox"/>
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)					<input checked="" type="checkbox"/>
3. I believe in a Summer Bridge Program to enrich my child					<input checked="" type="checkbox"/>
4. I would enroll my child in a small school setting					<input checked="" type="checkbox"/>
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					<input checked="" type="checkbox"/>
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					✓
9. A school should have high academic standards and expectations of its students					✓
10. My child's school should promote good citizenship and community service.					✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code					✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

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13. I believe in a dress code					/
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
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Yes No

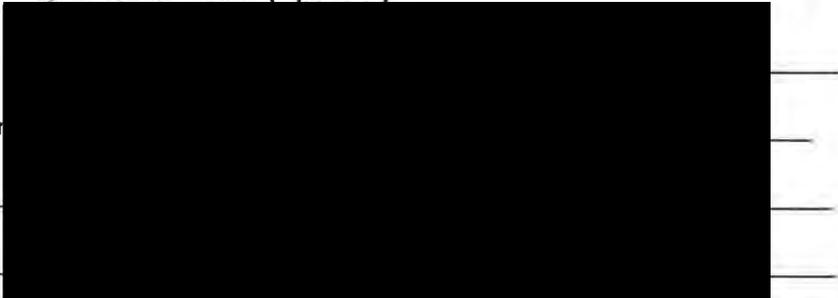
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Name (First, Last) _____

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Please check the sentiment that best reflects your position on the following features.

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13. I believe in a dress code						✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner						✓
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Yes No

Section IV—About You and Your Child (Optional)

Name (First, Last)

Home Street Address

City, State, Zip

E-mail Address

What is your ethnic background? Check all that apply (optional)

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A public or private school administrator or teacher	<u>NO</u>
Community leader	<u>NO</u>
Member of religious clergy	<u>NO</u>
Elected official	<u>NO</u>
Non-community member	<u>NO</u>

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

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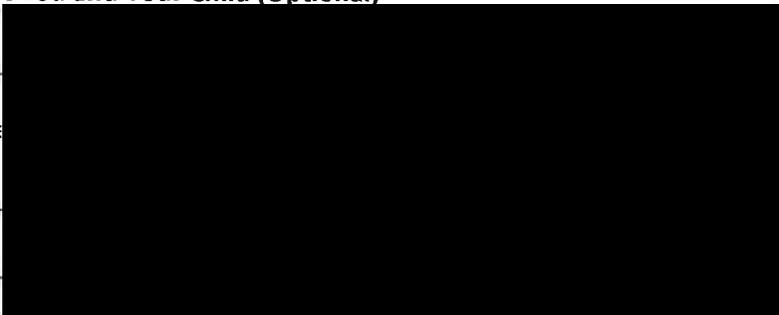
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lamadacademycc@gmail.com

Lamad Academy Charter School

Public Feedback

Location: Tabernacle of Praise

Name	Zip Code	Children YN	Ages?
JENNIFER WARREN	11207	YES GRANDS	Grand 2, 6, 11, 13 14
Sonia Watts	11234	NO	
N Joseph	11203	NO	
Cheryl Springer	10303	NY	copying
Esther	11236	NO	
DELICIA MBGARNES	11203	YES	11 + 23
Alyssa Campbell	11203	NO	
Joseph Brudshu	11207	NO	
PATRICIA PRICE	11210	NO	
NATHANIEL TOWNSLEY	11221	NO	
Pat Taylor	11203	YES	11
Nichole Stevens	11203	NO	
Louella Bodon	11236	YES	12 + 8

Lamad Academy Charter School

Public Feedback

Location: Tabernacle of Praise

Name	Zip Code	Children YN	Ages?
Gloria Cain	11234	Y	.
Patricia Henry	11234	Y	
Cornelious Camp	11210	Y	
Grace Tubb	11236	Y	
Natalie Dickens	11236	N	
Luis Cameron	11236	N	
Anna Parker	11203	Y	
Debi Tatro	11203	Y	18, 19, 20
Demaris Justin	11238	Y	10
Troune Sartin	11212	N	
Amiee Smith	11207	Y	
Oliver Lambert	11207	Y	
Helia Davis	11203	Y	44/34

Lamad Academy Charter School

Public Feedback

Location: Tabernacle of Praise

Name	Zip Code	Children YN	Ages?
Ernestine Walker	11236	2	adult
Olivia Sandiford	11236	2	School Age
Sheila Toney	18372	2	adult
Margaret Rogers	11226	0	0
Ma Orna	11207	Yes	2 + 8
Cristina Gusco	11203	0	0
Alfredo Madden	11203	0	0
Ann-Sonia Walker	11236	N	
Angela M. Harrison	11226	2	19, 12
Loretta ho	11216	2	adult
Sharon	11226	3	adults adults
Alan Beal	11203	1	27
Olivia Aguilar	11213	2	4 & 5

Lamad Academy Charter School

Public Feedback

Location: Tabernacle of Praise

Name	Zip Code	Children YN	Ages?
Hayden James	11203	1	11
Bernadette Williams	11203		
DONALD C GRANT JR	11203		
Eneid Phillips	11236		
Beverly Shoy	11203		
Christine Marshall	11203	3	
MTN. DENISE ABRAHAM	11236	1	24
Michelle Collins	11203	1	14
Ade Kay W	11203		
Angela Hayes	11234		
Lynett Steckton-Lewis	11203		
Judith Mathews	11236		
Alorie Bartley	11234		

Lamad Academy Charter School

Public Feedback

Location: Tabernacle of Praise

Name	Zip Code	Children YN	Ages?
Leonora Nightingale	11236	Y	
Lyndy Smith	11236	Y	
VERA SUTHERLAND	11236	Y	
CARMEN King	11435	N	
Melvia Jackson-Graba	11212	Y	16
Lorraine Palmer	11226	Y	
FREDERICK HINDS	11203	Y	
Dorothy	11212	N	
Florence Gayle Whitaker	11213	N	
Tenas Simons	11226	N	
Jay Roberts	11234	Y	9 & 6
Carolyn PaySide	11203	Y	21
RANDIS G	11210	N	-

Lamad Academy Charter School

Public Feedback

Location: Tabernacle of Praise

Name	Zip Code	Children YN	Ages?
Nicole Harewood	11212	N	
Perrell Smith	11420	N/A	
Margaret Cavallo	11276	N/A	
Freya Moore Percipotts	11225	NA	
Rosemarie Campos	11226	N/A Yes	
Nicole Stevens	11212	N	
VERONICA PIERRE	11203	N/A	
LORRAINE CRICKLOW	11210	N/A	
Kema Hawkins	11203	N	
Elsie Emery	11239	NA	
Andrea Mitchell	11203	Y	4 3/4
Lestania Smith	11226	Y	9
Rebekah Philpotts	11203	N/A	

Lamad Academy Charter School

Public Feedback

Location: Tabernacle of Praise

Name	Zip Code	Children YN	Ages?
Diana Johnson	11234		
Winnifred Maylor	11225	Y	
Deborah Phillips	11213	Y	
Edris Dobie	11227 11212		
Maurice McDonald	11216	Y	
Enid Lewis	11213	Y	
Deidra Hunt	11208	N	
Onetta Kennedy	11226	Y	
Jalca Shoy-Clarke	11203	Y	

Lamad Academy Charter School

Public Feedback

Location: Battalion Christian Academy

Name	Zip Code	Children YN	Ages?
Sandra Fran	11203	Y	26 & 21
Kim A. Robinson	11234	Y	1yr + 4yr
Garth Robinson	11203	Y	1 + 4
Tashay Rogers	11203 11208	Y	9
SHELLON PARKES	11203	Y	18 & 17
Sharmone Rodney	11203	Y	6
Bernadette Howlessar	11203	Y	All Adults
Makeisha Layne	11212	Y	All ages
Diane Cumbermack	11203	Y	All ages
Rukie Levi	11212	Y	20 & 24
Praise Levi	11212	Y	No
Erica Worrell	11234	N	
Simeon Alexis	11236	Y	3

Lamad Academy Charter School

Public Feedback

Location: God's Battalion of Prayer Church

Name	Zip Code	Children YN	Ages?
Marcelle Agard	11230	N	N/A
GARTH Robinson	11234	Y	2, 4, 25, 29
Petroni Bascombe	11203	N	N/A
Patricia Chubb	11236	N	N/A
Spylene Ouellet	11236		
Yekinde Ofunbanjo	11210	N Y	1, 3, 5
Susannah Ofunbanjo	11210	N	—
Annette H Bacchus	11207	N ⁴	N/A
Shirley Carris	11226	N	
Roxanne Smartt	11236	Y	16, 8
Elizabeth Noel	11203	N ⁴	
Mary Tower	11203	Y	9, 11
Fisher Ventour	11212	Y	9

Lamad Academy Charter School

Public Feedback

Location: God's Battalion of Prayer Church

Name	Zip Code	Children YN	Ages?
Anthony Williams	11203	Y	17
Sabine Thomas-Velcin	11212	Y	13/12/9/6/5
Misturs Gungo	11203	Y	4 - 13 yrs.
Shellion McWatt	11203	Y	5 years
Marlon McWatt	11203	Y	5 years
Tyeisha Spencer	11236	N	
Andrea Isaacs	11226	Y	8 yrs.
Houngue Jackson	11212	Y	3 yrs
Theresa Thomson	11226	Y	11
Dawson McIntosh	11226	Y	5, 6, 7
Samuel Davis	11207	Y	9, 14
Jennifer Anderson	11212	Y	5 yrs.
Ambroseu Rene	11226	Y	5 yrs

Lamad Academy Charter School

Public Feedback

Location: Battalion Christian Academy

Name	Zip Code	Children YN	Ages?
Kathryn Moore	11236	Y	6, 8, 12
Gertrude Breaves	11212	2	3, 7
Issac Ours	11203	3	7, 11, 17
Angella Chryler	11226		
Michelle McLeod-Baptist	11226	2	4, 20
Melanie Morris-France	11203	Y	17
KAFI DRAYNOR	11203		
Knia Antoine	11236	Y	5
Hazel Joseph	11236	Y	5
Davian Johnson	11256	Y	5
Nadene Gaye	11203	Yes	4, 19
Gloria Lennon	11203	Yes	5
Uchenna Revels	11212	Yes	10, 4

Lamad Academy Charter School

Public Feedback

Location: Battalion Christian Academy

Name	Zip Code	Children YN	Ages?
Denzil Dominique	11210	Y	10 & 5
RHODEK LEWIS	11236	Y	4
Elisia Bobbie	11203	Y	5 & 10
J. Greene	11203	Y	4 & 6
BRUCE REVELS	11212	Y	10 & 4
V HALL	11203	X	14 & 19
Osiris Granum	11236	Y	9
Michelle	11292	Y	17
Eleverine Smart	11203	Y	16+

Lamad Academy Charter School

Public Feedback

Location: God's Battalion of Prayer Church

Name	Zip Code	Children YN	Ages?
B. A. Lewis	11203	Y	17
Deborah Sancho	11233		
Alourde Lineon	11203		
Sydney Bishop	11212	Grandson	13
Rio Leigh Payne	11203	Son	5
Margaret Thomas	11274		
Theresa B. Karpel	11203	Grandson	4
Solo Bishop	11212	Son	17

Lamad Academy Charter School

Public Feedback

Location: New Life Tabernacle

Name	Zip Code	Children YN	Ages?
Valerie Davis	11233	yes	20, 21
Jennett Seglee	11203	No	
Dexter Davis	11203	No	
Cherene Britton	11203	yes	15, 11
Charlene Jarrett	11203	yes	26 21
Briana Lawrence	11234	NO	
Morgan Chambers	11225	NO	
Nicole Felen	11234	yes	3, 16
Cynthia Brown	11234	yes	9
Rachael Hutchins	11212	yes	12
C. Willaey	11212	yes	11
MARSHA BURNETT	10977	N	9
Oliver Brown	11213	Y	4, 8, 15

Lamad Academy Charter School

Public Feedback

Location: New Life Tabernacle

Name	Zip Code	Children YN	Ages?
Desiree Mendez	11203	Y	12-17 yrs teenagers
Paul Mendez	11203	Y	13-17 teen.
Valerie Grosden	11203	Y	8,9
Margaret Chambers	11216	Y	14-18 kids
Margaret Faulkner	11203	Y	13-17 yrs
Judith Gowan	11203	Y	11-17
Judy Green	11210	N	
Dorothy Miller	11203	Y	18-36
John Wesley	11210	Y	10-15
Jane Campbell	11212	N	
Chester [unclear]	11203	N	
CARMEN WASHINGTON	11236	N	
[REDACTED]	[REDACTED]		

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
LAMAD Academy

2. Full name: **Abenaa Frempong-Boadu**
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me. Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, I've met and worked with the other trustees in the process of planning for and developing this charter. .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the education corporation does not contact with a management company or charter management organization. I / we do not know any such persons. Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, .

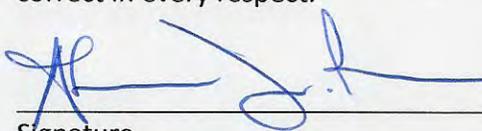
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes.
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. In such an event, I would refer to our by-laws and conflict of interest policies for guidance on reporting the violation and consult with the other trustees regarding same.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, **Abenaa Frempong-Boadu**, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the **LAMAD ACADEMY** is true and correct in every respect.



 Signature

June 21st, 2018
 Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
 41 State Street, Suite 700
 Albany, New York 12207
 (518) 445-4250 (phone)
 (518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Lamad Academy Charter School

2. Full name: Adrian Brijadder
Home Address: [REDACTED]
Business Name and Address:
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the education corporation does not contact with a management company or charter management organization. I / we do not know any such persons. Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. Report such behavior immediately to the appropriate authority.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Adrian Brijadder, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Lamad Academy Charter School is true and correct in every respect.

Adrian Brijadder
Signature

06/11/2018
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Lamad Academy Charter School

2. Full name: Reverend Alfred L. Cockfield
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
X Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. X I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
X Does not apply to me. Yes,.

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. X Yes, I plead guilty that was a felony in May of 1998 20 years ago. A conspiracy charge that is sealed. I finished probation February 2003.

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
X Does not apply to me. Yes,.

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. X Yes.
I know each person in a professional setting except Barbara Cockfield who is my sister.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
X I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. X I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. X I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
X Not applicable because the education corporation does not contact with a management company or charter management organization.
X I / we do not know any such persons.
 Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. X N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. X N/A. I / we or my family do not anticipate conducting any such business.
 Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. X Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. X None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

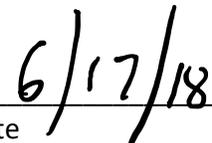
Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). X I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Alfred Cockfield _____, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the {insert name of education corporation} is true and correct in every respect.


Signature


Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Lamad Academy Charter School

2. Full name: Barbara-Lynn Cockfield
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No. [REDACTED]
Work telephone No: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

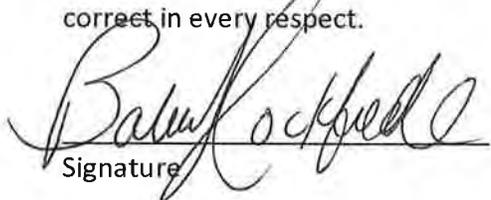
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would report it to the entire board.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Barbara Cockfield, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Lamad Academy Charter School is true and correct in every respect.


Signature

06-13-18
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
LAMAD Academy
2. Full name: Ericka Keller Wala
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees Yes, We know each other professionally as it relates to this Charter application as we have been working together in preparation of the Charter application .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, Not applicable as the education corporation does not yet exist.
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business.
 Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would follow the established guidelines for reporting and addressing such an infraction.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Ericka Keller Wala, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the LAMAD ACADEMY is true and correct in every respect.



Signature

June 19, 2018

Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
 41 State Street, Suite 700
 Albany, New York 12207
 (518) 445-4250 (phone)
 (518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Lamad Academy

2. Full name: Frederick Underwood
Home Address: [REDACTED]
Business Name and Address: N/A
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, . . .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, . . .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, . . .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

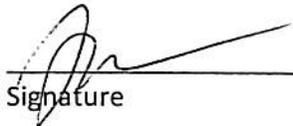
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would report the member to the appropriate oversight agencies for additional consideration.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review. N/A

Certification

I, F. Chosen, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Lamad Academy is true and correct in every respect.



 Signature

6/18/18

 Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
 41 State Street, Suite 700
 Albany, New York 12207
 (518) 445-4250 (phone)
 (518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

Lamad Academy

2. Home Address: [REDACTED]

Business Name and Address: [REDACTED]

New York, NY 10170

Home telephone No. [REDACTED]

Work telephone No: [REDACTED]

E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):

I am a Partner at the Law Firm of Wingate, Russotti, Shapiro & Halperin. I graduated Cum Laude in 1989 from SUNY Albany. Thereafter I attended Brooklyn Law School where I received my J.D. in 1992. I am in charge of the firm's complex litigation and construction case units. I also handle a wide variety of cases in the areas of general negligence, automobile liability and premise liability. I am responsible not only for the litigation aspects of the case, but also the day to day management of the cases in which he and other attorneys in his group are involved. My primary goal, and that of the firm, is to work closely with all of our clients on their cases from inception through settlement or trial. My goal is to maximize every client's recovery by focusing on each aspect of their claim that leads to large settlements and verdicts. This includes ensuring that all of his client's pain and suffering claims are documented not only for treatment that they have had, but as important, treatment that they will need in the future; maximizing recovery of lost wages and other collateral sources, like pension and annuities; and finally focusing on the calculation of future medical expenses that his client's may endure and thus need to be compensated for.

Along with several other attorneys at WRSB I also regularly lectures on construction site workplace safety at several NYC local union halls during the union members local meetings and mandatory trade instruction classes. I have also appeared on the News with my clients for notable cases that I handled.

I also take an active role in the community and in organizations that are important to our practice. I am a member of the New York State Bar Association and The New York State Trial Lawyers Institute, where I am a member of the Labor Law Committee. I am currently the President of the Jewish Lawyers Guild. I am a former member of the Kings County Judicial Screening Committee where I was charged with the responsibility of screening Judicial candidates who are running for election.

I take great pride in performing pro bono legal work on behalf of the community as well. In the past I have volunteered to help sick children at the Ronald McDonald House in New York City and also provided pro bono legal services for an organization that assists indigent women in need of free legal representation. Currently, I provide pro bono legal services as part of the City Bar Association Cancer Advocacy Program, which provides free legal services to cancer patients involved in disputes with their insurance companies.

I am also on the Board of Directors of the Precious Dreams Foundation. This foundation raises money to provide comfort items such as blankets, pillows and stuffed animals to inner city children before they are moved into foster homes.

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. X I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me. Yes, X See Response 3.

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. X Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
X Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. / we do not know any such trustees. Yes, Alfred Cockfied, Jr, Friend. Charlene Gayle, Marketing Consultant to my Law Firm.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
X I / we do not know any such employees. X Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. X I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. X I / we do not anticipate conducting any such business Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
X / we do not know any such persons.
 Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. X N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. X N/A. I / we or my family do not anticipate conducting any such business.
 Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would immediately notify the Board/Trustees and recommend that we take whatever actions are required by New York State Law.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Kenneth J. Halperin, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Lamad Academy Charter School is true and correct in every respect.

Signature

6/3/15

Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
 41 State Street, Suite 700
 Albany, New York 12207
 (518) 445-4250 (phone)
 (518) 320-1572 (fax)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Lamad Academy Charter School

2. Full name: Kwesi McDavid-Arno
Home Address: [REDACTED] 7 [REDACTED]
Business Name and Address: T [REDACTED] New York, NY 10027
Home telephone No. [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
x Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes.
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would notify the rest of my board members and also the appropriate legal authorities.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Kwesi McDavid-Arno, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Lamad Academy Charter School is true and correct in every respect.



Signature

6/16/2018

Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
 41 State Street, Suite 700
 Albany, New York 12207
 (518) 445-4250 (phone)
 (518) 320-1572 (fax)
charters@suny.edu (email)

Request for Information from
Prospective Charter School Education Corporation Trustee
FORM

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
2. Full name: Nicole S. Turner
Home Address: [REDACTED]
Business Name and Add [REDACTED]
Home telephone [REDACTED]
Work telephone N [REDACTED]
E-mail addr [REDACTED]
3. A brief educational and employment history (you may attach a resume):
Resume attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me. Yes, .
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for-profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, .
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
Not applicable because the education corporation does not contact with a management company or charter management organization.
I / we do not know any such persons.
Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would bring the situation to the attention of the person who is in charge. If things are not handled, I would move things to the next level until things have been appropriately addressed.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Nicole S. Turner, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Lamad Academy Charter School is true and correct in every respect.

DocuSigned by:

E8FB849A899D4DB...
Signature

6/18/2018 10:05:28 AM PDT
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute

41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
LAMAD Academy Charter School

2. Full name: Rubain J. Dorancy
Home Address: [REDACTED] Brooklyn, NY 11234
Business Name and Address: [REDACTED] Brooklyn, NY 11233
Home telephone No: [REDACTED]
Work telephone No: [REDACTED]
E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):
 Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, .

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
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14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Pursuant to policies and existing laws, I would follow the "Whistleblower" options to report the wrongdoing to the appropriate authorities both internally and externally. I would advise the members of the board as well as the Executive Director of the conflicts of interest. The Charter Organization's own bylaws and policies would also dictate the appropriate measures that I can take as well as the reporting procedures.

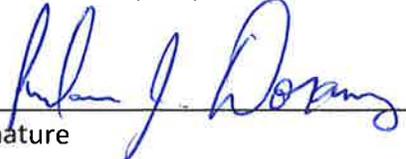
I would also follow that up by reporting to the ethics officers charged with ensuring that boards are in compliance with NY State laws and charter school policies.

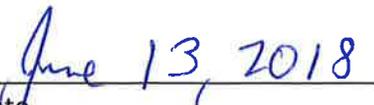
Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Rubain J. Dorancy, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the LAMAD Academy Charter School is true and correct in every respect.


Signature


Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

RESPONSE 4: SCHOOL ENROLLMENT

(a) In a narrative response, describe the following aspects of the school's enrollment plan including:

- *The extent to which the proposed charter school's grade configuration aligns with the school district of location and how any misalignment may impact the school;*
- *Any differences in eligible or minimum age in the same grades between the proposed charter school and district schools;*
- *The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students;*
- *A statement about any growth that the applicants may seek in a future charter period if the school is renewed; and*
- *A statement regarding whether the school might seek to apply for a full-day universal pre-K program. (Note, pre-K applications are handled by the school district of location or NYSED and cannot be submitted until the charter is approved.)*

LACS aspires to open on or around August 26, 2019 with an inaugural class of 125 sixth grade students. Employing the proven slow growth model utilized by many high performing charter schools nationwide, LACS will add one grade level of 125 additional students per year, until the school reaches full enrollment with 375 middle school students in grades six through eight in year 2022. This grade configuration aligns with CSD 18 elementary schools, which generally serve students through the fifth grade, and provides a natural transition point to middle school.

The LACS slow growth model will allow for the thoughtful and purposeful establishment and cultivation of the school's culture of high expectations combined with a close-knit family environment, as well as provide ample time to facilitate the creation and refinement of grade level curriculum and professional development systems that will be necessary to simultaneously meet all students where they are and push them forward.

As a public school, LACS will demonstrate its commitment to providing quality educational choice options to as many students as possible by backfilling all seats that become available over

the course of the year, in every grade level. Through this policy, the school will maintain a consistent enrollment without the winnowing effect of attrition on cohort size if families move, etc. LACS plans to enroll five classes of 25 students each at each grade level. The table below displays our proposed enrollment structure through the school’s first charter term.

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	AGE RANGE*	2019-20	2020-21	2021-22	2022-23	2023-24
6th Grade	Middle School	11-12	125	125	125	125	125
7th Grade	Middle School	12-13	-	125	125	125	125
8th Grade	Middle School	13-14	-	-	125	125	125
TOTAL			125	250	375	375	375

*Based on students’ background before entering LACS (those who have been retained or accelerated), student ages may fall on either end or outside of this typical range.

After LACS has established a solid record of academic and organizational success during the school’s first charter term, and dependent on student and family demand, the board will thoughtfully consider the possibility of requesting permission to expand to serve its students through high school. This would ensure that LACS students are college and career ready.

RESPONSE 5. CURRICULUM AND INSTRUCTIONAL DESIGN

(a) Curriculum Selection and Processes: Summarize the school's curriculum, by subject, and the rationale for all curriculum decisions including:

- *Research-based evidence of effectiveness, particularly in meeting the needs of the school's target population, including proper citations;*
- *Discussion of how the school's curriculum is aligned to New York State standards;*
- *An explanation of how the curriculum aligns with the school's educational philosophy and furthers its specific mission and unique themes, if applicable;*

LACS's central mission is to prepare and inspire middle school students to successfully and enthusiastically pursue advanced mathematics and science education in their secondary and post-secondary careers. Therefore, the proposed school's educational focus is to provide a rigorous core subject and STEM program for middle school students. The *Education Supports Racial and Ethnic Equality in STEM Report (2011)*¹ points to disparities in STEM educational attainment reviewed by the Economics and Statistics Administration. The report stated that non-Hispanic, Caucasian, and Asian students are more likely than other ethnic groups to be employed in STEM related professions, highlighting the need for urgency and awareness for increasing students of color in STEM fields. Since 2011, not much headway has been made towards the latter objective: LACS intends to change that for students in Central Brooklyn.

STEM education is the processes of critical thinking, analysis, problem solving, and collaboration in which students integrate the processes and concepts in real world contexts of science, technology, engineering, and mathematics, fostering the development of STEM skills and competencies for college, career, and life. According to an article published on engineeringforkids.com in 2016², "STEM education creates critical thinkers, increases science literacy, and enables the next generation of innovators. Innovation leads to new products and processes that sustain our economy. This innovation and science literacy depends on a solid

¹ Foot Note 1 Beede, D. N., Julian, T. A., Khan, B., Lehrman, R., McKittrick, G., Langdon, D., & Doms, M. E. (2011). Education supports racial and ethnic equality in STEM. Economics and Statistics Administration Issue Brief, (05-11).

² <https://www.engineeringforkids.com/about/news/2016/february/why-is-stem-education-so-important-/>

knowledge base in the STEM areas. STEM activities provide hands-on and minds-on lessons for the student. It is critical to provide such opportunities to all learners. STEM education helps to bridge the ethnic and gender gaps sometimes found in math and science fields. Initiatives have been established to increase the roles of women and minorities in STEM-related fields. STEM education breaks the traditional gender roles.”

To operationalize the school’s mission, its team has spent considerable time investigating, weighing, and ultimately selecting curricular and instructional materials to ensure the LACS STEM program will effectively prepare students for the great opportunities that lie ahead with an exposure in STEM and to rigorously prepare students in the foundation subjects of reading, writing, math, and science. The LACS curriculum is designed to create a challenging student-centered learning environment by employing inquiry and project-based learning while being implemented through a cross curricular delivery method. The fully integrated STEM program is aligned to the September 2017 New York Next Generation Learning Standards and Assessments.

Curriculum Selections and Rationale

Students who build a solid foundation in reading and writing will have a better chance of success in science and mathematics. By having students exposed to a balance of informational text and non-informational text during the Reading/English Language Arts and writing blocks will allow the opportunity to builds students’ background knowledge and build their reading foundation.

LACS will utilize the research-based EngageNY curriculum as a foundation for English language arts and math. EngageNY curriculum will provide students with rigorous and evidence-based lessons that will help them perform, meet and exceed the required expectations of their grade level. EngageNY was selected because of its focus, coherence linking topics and thinking across grade levels, rigor pushing conceptual understanding, procedural skills and fluency, and application with equal intensity. According to the Rand and EdReports.org 2016

studies, EngageNY is now both the most widely used curriculum throughout the country³ and a high-quality curriculum based on focus/coherence, rigor, and usability.

Engage NY will serve as the foundation of student learning while teachers augment lessons and projects to connect learning to real-world issues and STEM concepts. The interconnectedness of the units, and the way the content builds continuously as students progress through the modules, supports understanding new information while building on prior knowledge. Each module focuses on a theme, further supporting the teacher's ability to engage students with related learning outside of the classroom. Engage NY also provides meaningful assessments that support the personalized learning and targeted instruction. The assessments allow teachers to easily identify student mastery and misconceptions that they may need to address. Students are also able to self-monitor and direct their own improvement efforts based on the nature and design of some of the EngageNY assessments.

Literacy

The Engage NY ELA curriculum includes six modules that focus on reading, writing, listening, and speaking in response to high-quality texts. Each module is intended to last a quarter of a school year; the addition of two extra modules allows for teacher choice throughout the year. The modules will sequence and scaffold content that is aligned to the CCSS for ELA & Literacy and the New York State Next Generation Learning Standards. Each module will culminate in an end-of-module performance task which can provide information to educators on whether students in their classrooms are achieving the standards. Modules may include several units and each unit may include a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. They will also include daily lesson plans, guiding questions, recommended texts, scaffolding strategies, examples of proficient student work, and other classroom resources.

Collections Curriculum paired with Engage NY ELA Curriculum to give students and teachers the ability to adapt lessons and to differentiate instruction as needed. Collections focuses on the

³https://s3.greatminds.org/documents/attachments/000/000/261/original/Eureka_Tops_in_US_for_Usage_and_Quality_May_2016.pdf?1466774190

development of students' ability to analyze complex texts, determine evidence, reason critically, and communicate thoughtfully. Collections also provides a multi-faceted digital and print approach that transcends the traditional anthology and resonates with today's students. Texts are aligned to culturally relevant and science topics and themes. Collections includes active and engaged learning with a blended digital and print approach, the balance of complex texts with collections of fiction, nonfiction, and informational and provides a deeper learning through enhanced collaboration with interactive digital tools.

Writing

Step Up to Writing program is a writing program at which students learn the essential skills to be proficient writers. Students will practice explicit, systematic instruction in all aspects of writing. Students will focus on informative/explanatory, opinion and narrative writing in depth. Within this program teachers will use strategies to address all levels of student writing ability from basic skills in sentence and paragraph writing to develop research reports, across content areas especially in STEM topics.

Math

Engage NY Math/Eureka Math is a comprehensive math curriculum that was developed with the support of the New York State Education Department. The Math curriculum is structured around the essential instructional shifts needed to implement the standards. These essential principles are focus, coherence, fluency, deep understanding, application, and dual intensity. These principles require that, at each grade level, students and teachers focus their time and energy on fewer topics, in order to form deeper understandings, gain greater skill and fluency, and more robustly apply what is learned. Engage NY/Eureka math lessons allow for teacher flexibility, so that what is happening in the classroom can meet both the standards and the students' needs. The focus in the curriculum is meant to give students an opportunity to understand concepts and practice with them in order to reach a deep and fluent understanding. The math modules include a significant number of practice problems, which gives students lots of opportunities to practice and apply their knowledge. In addition, Engage NY/Eureka math presents real world, life application relatable themes and problem solving that are integrated into math units. This allows

for teachers to incorporate LACS' focus on project-based learning. Rubrics that are included with the curriculum allows teachers to evaluate the quality, rigor, and alignment of their lessons.

Science

LACS will couple FOSS (Full Option Science System) Kits and Science and Technology Concepts™ curriculums together to provide a rigorous, standards-based and scientific inquiry and method curriculum that maximizes student learning and engagement.

LACS will implement FOSS as a foundational program in the science curriculum. FOSS is a research-based and proven inquiry-based science curriculum that provides meaningful science education for elementary and middle school students and prepares them for life in the 21st century. In addition, the FOSS program provides hands-on activities and readings in science. Students will apply the scientific method, conduct experiments of their own design, and present their findings and expand their science knowledge, strengthen their thinking skills through investigations, the use of technology, science centered language development, outdoor studies, and engineering problems.

LACS will pair the FOSS kits with the Science and Technology Concepts™ curriculum to ensure that our students are receiving a rigorous foundational science curriculum and are fully prepared to enter a more advanced course of study of the sciences at the high school level.

Science and Technology Concepts™ an inquiry-centered science curriculum for grades K-10 developed by the Smithsonian Science Education Center. This comprehensive, research-based Next Generation Science Standards and New York Next Generation Learning Standards aligned science curriculum program, helps students build an understanding of important concepts in life science, earth science, and physical science along with technological design; learn critical thinking skills; and develop positive attitudes toward science and technology. The program provides an instructional framework to help all students develop age-appropriate scientific habits while building on students' prior knowledge and experiences and allowing them to apply knowledge and problem-solving strategies in new contexts.

Social Studies

LACS will implement TCI's History Alive! as the core social studies program. The focus of this curriculum is to transform classes into a multi-faceted learning experience. TCI lessons start with the essential question (the big idea) and incorporate graphic notetaking, group work, and step-by-step discovery. Students are the center of instruction that taps a variety of learning styles, allowing students of all abilities to learn and succeed.

LACS intends to connect TCI's History Alive!, EngageNY, and New York Next Generation Learning Standards to develop a unique social studies curriculum. The teachers will have time and guidance during our summer professional development and throughout the year during content planning meetings to make these connections. Keeping with LACS's STEM focus, teachers will connect some of the social studies topics and historical events to the science units of study.

Spanish

Learning a foreign language increases the performance of the brain by demanding it to recognize, discuss meaning, and speak in various language systems. This ability enhances your capability to settle meaning in other problem-solving jobs as well. Students who study foreign languages have a tendency to score better in some tests than their monolingual friends, especially in math, reading, and vocabulary.

LACS will implement Houghton Mifflin *¡Avancemos!* For the 6th grade, 7th grade and 8th grade Spanish courses. The focus of this curriculum is to provide a standards-based instruction that integrates vocabulary, grammar, communication, culture, and digital learning. The lessons will utilize authentic resources and real-world-based activities. Over the three-year course of study, students will develop a proficient command of speaking Spanish and explore new cultural experiences. Implementing Project-based activities will be at the core of each unit. Students will also utilize the online component to immerse in the culture through video and articles.

Physical Education/Health

LACS believes that physical education and health education is an important part of the total educational program. Brain researchers Edwin Bencraft⁴ and Eric Jensen⁵ demonstrate conclusively that daily physical education plays a crucial and unique role in each child's cognitive, psychological, and physical development. Physical education also makes a contribution to the development of knowledge, understanding, and positive attitudes concerning human movement and physical activity. In physical education courses, students will learn the importance of leading physically active lifestyles that promote health and fitness. It is important that students are exposed to and taught behaviors that will help them lead physically active lifestyles as adults.

LACS's PE and health curriculum is comprised of teacher created units covering personal wellness, mental and emotional health, nutrition, substance abuse, violence and prevention, and human sexuality. All units and lessons follow the New York physical education standards; parents may choose to exempt their child from the human sexuality unit of the class.

Music

LACS believes that music instruction is an integral part of the educational program. As discussed above, in Eric Jensen's book, *Music with the Brain in Mind*, he points out music may be the foundation for later math and science excellence.⁶ He also notes that music-making contributes to the development of essential cognitive systems including reasoning, creativity, thinking, decision-making and problem-solving.

LACS has chosen *Interactive MUSIC powered by Silver Burdett with Alfred*, for its core music curriculum. The curriculum program is a fully digital program developed jointly by Pearson and Alfred Music. The general music learning experiences will include singing, moving, listening,

⁴ Bencraft, C. Edwin. 1999. "Relationship between Physical Activity, Brain Development and Cognitive Performance." *Brain Research and Physical Activity: Maryland Physical Education Study Group Report. SPEAK Kit*, Vol. 2. Reston, VA: American Alliance for Health, Physical Education, Recreation and Dance.

⁵ Jensen, Eric. 1998. *Teaching with the Brain in Mind*. Alexandria, VA: Association for Supervision and Curriculum Development.

⁶ Jensen, Eric. 2000. *Music with the Brain in Mind*. Thousand Oaks, CA: Corwin.

performing, composing/improvising, and reading/writing (literacy) music in each class meeting. All Music courses will utilize Pearson's online program Realize™ which will give teachers access to a variety of age-appropriate activities to enhance music learning. The curriculum resources provide options for the teacher to engage the LACS students in concept-based instruction with online interactive activities, content for classroom projection, and downloadable print materials, music notation, audio, video, and animated instruction.

STEM

STEM is an acronym for Science, Technology, Engineering, and Mathematics and refers to education in one or more of the disciplines. Several changes have been made to create awareness around the focus of STEM and to improve the United States competitive position through greater emphasis on the need for improved STEM education at all levels of schools and universities. In the new global economy, an education with a STEM focus is a vital step towards providing the needed skills and technological familiarity that will enable students to take part in the exciting economies of the future. There has been concern, however, over the past several years of a decline in STEM education in the United States. Despite graduating from science and engineering programs, there are a number of STEM graduates that still cannot find jobs. Although they have the STEM skills, they often lack the creativity and innovation that is also needed in the 21st workforce.

“According to the National Science and Technology Council (NSTC), the need for stronger science, technology, engineering and math (STEM) skills applies to both STEM and non-STEM occupations.”⁷ LACS recognizes the need for minorities to be exposed to STEM and for all students to be exposed and have a basic level of technological competence. LACS plans to expose students to STEM through two separate courses: Computer Science and Technology and Engineering Education.

⁷ <https://www.deseretnews.com/article/865641034/Preparing-for-jobs-in-STEM-fields-should-begin-as-early-as-elementary-school.html>

Computer Science

The computer science curriculum will teach students applicable computer science skills. Students are introduced to computer science as a way of thinking, discovering what is relevant and what is applicable to a wide range of contexts. Through a problem-based curriculum, students explore the experiences and challenges that constitute computer science. Students will learn by doing, constructing their understanding in collaboration with other students.

LACS has chosen CodeHS for its core Computer Science curriculum. CodeHS will allow students to develop problem solving and computational thinking skills. Students will complete units of study with a knowledge of professional programming languages and the conceptual understanding needed to learn new languages. Throughout grades 6-8 students will complete units of study such as intro to programming, intro to python, computing ideas, creative computing, introduction to the internet, web design, and cyber security. In each unit, students will complete projects to access knowledge. In addition to projects, students will participate in discussions, simulations, logic puzzles, games, and other activities designed to help students hone the skills and strategies of computer science.

Technology and Engineering Education

The technology and engineering education curriculum is designed is to help students become aware of and explore technology, to be meaningful and effective, and study what the technological world requires. Students will be exposed to activity-based curriculum that includes the design, development and evaluation of solutions to technological problems.

LACS will utilize units from LEGO Education and Teachengineering.org⁸ to create a curriculum that focuses on the interdisciplinary connections that help students to comprehend and apply technology and engineering concepts in the sciences and mathematics classes.

⁸TeachEngineering is a searchable, web-based digital library collection comprised of standards-based engineering curricula for use by K-12 educators to make applied science and math come alive through engineering design in K-12 settings.

Students will complete activities and projects that require students to use invention, innovations and other creative, engineering activities for producing physical objects and performing various engineering testing through the application of organized knowledge and problem-solving techniques. Teachengineering.org provides full standards aligned hands on lessons for teachers to use. LEGO® MINDSTORMS® Education EV3 curriculum will allow teachers to engage students with real-world engineering challenges. The challenges will guide students through developing an idea to creating a working prototype. Blending these two curriculums together will allow teachers to expose students to a variety of concepts.

- *How teachers will know what to teach and when to teach it including the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequences, pacing guides, etc.) and who will be responsible for creating or selecting these resources; and,*
- *The processes and procedures the school will use to review, evaluate, and revise the curriculum to ensure its effectiveness for all students, alignment to state standards, and alignment from grade to grade including who will be responsible for these processes and how teachers will be involved.*

Curriculum Design Processes

The academic focus at LACS is geared towards ensuring that students can actively analyze, assess, synthesize, evaluate, reflect and write on their own from and about information that they have gathered from readings, experiments, or experiences that directly correlate to the aligned New York State Next Generation Learning Standards. Ensuring that students have critical thinking skills that will lead to higher academic abilities across other subject areas. Every lesson will be designed and implemented utilizing the Understanding by Design Backwards Design Process by Grant Wiggins and Jay McTighe (ASCD; first edition March 15, 2011). This process offers a framework for designing lessons and units. Usually, educators approach lesson and unit design learning activities (how the teacher will teach the content) and then develop the assessment around the learning activities. In utilizing the backward design approach, educators will first consider the learning goals of the lesson or unit. The learning goal will encompass the knowledge and skills the students must learn to have mastered the lesson or course. After the learning goal has been established, educators will create the assessment. This will become the

driving force for the creation of the lesson or unit to teach. The instructional strategy or instructional delivery method is chosen based on what the student will be asked to do on the assessment. This lends to increased intentionality in teaching and preparing students for a rigorous curriculum. LACS defines a rigorous curriculum as a set of intentionally aligned lessons with clear learning outcomes, matching assessments (formative and summative), engaging learning experiences, and instructional strategies that are organized into sequenced units of study.

LACS's process for in-depth curriculum development will begin during the months before the summer professional development. Teachers will collaborate to review the September 2017 New York Next Generation Learning Standards, separating them into priority standards (those needed to progress to the next grade level and will be covered on the state standardized test) and supporting standards (those that support the learning of priority standards). Teachers will then "unpack" these two sets of standards, identifying the teachable parts (skills to be taught) and translating them into student friendly learning objects. Once this process is complete, teachers will begin creating customizable pacing guides for ELA and Math to serve as a roadmap for instruction, as well as to provide a clear progression of skill over the course of the calendar year for students. The pacing guides will consist of targeted units of study, specific skills to teach and the academic standards students should master each week. During weekly planning meetings, teachers will carefully structure lesson plans that are engaging, aligned with the identified skills and align to the STEM Focus. Additionally, teacher created skill-specific assessments can be created as formative assessments to allow for adjustments to instruction and to identify individualized student-learning strategies to enhance comprehension and achievement.

At the beginning of each school year, the principal will create a curriculum team. The curriculum team will consist of experienced teachers with expressed interest in developing core curriculum to benefit other team members, and the principal; the team will meet regularly throughout the year monitoring efficacy through student data, levels of growth, and classroom observation findings, to identify areas for improvement. The team will monitor and ensure that the content covered through the curriculum is aligned to the September 2017 New York Next Generation Learning Standards and that students are provided with multiple opportunities to

meet these standards, regardless of the academic deficits they may possess upon entering the school.

(b) Assessment System: Describe the diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should:

- *Describe each assessment's purpose, design, format, and rationale for its selection;*
- *Describe key considerations in the selection or creation of any assessments not yet identified;*
- *Describe how the school will collect and analyze assessment results;*
- *Explain how the school will ensure assessment results are valid and reliable;*
- *Describe who will be responsible for administering assessments and collecting and analyzing the results; and,*
- *Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments;*
- *Explain how the following stakeholders will have access to and be able to use assessment results:*
 - *Teachers;*
 - *School leaders;*
 - *The education corporation's board of trustees; and,*
 - *Students and parents; and,*
- *Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency, and nature of the feedback.*

LACS believes it is the responsibility of all stakeholders i.e. teachers, school leaders, board of trustees, community, students and parents to know how students are performing on specific standards and assessments. Implementing the use of data systems as a way of indicating progress towards goals, achievements and to effectively guide instruction is supported by research as an effective practice. LACS is planning to utilize the approach designed by Paul Bambrick-Santoyo

as outlined in his book “Driven By Data.” Currently, this approach is being utilized by some of the highest performing urban charter schools in the country including all of the schools in the Uncommon Schools and Achievement First networks. Teachers will use students’ daily work products, weekly quizzes, and interim assessment data to determine the appropriate tools and resources to use each week for core instruction, supplemental instruction in small groups and personalized instruction during individual work time. Students will be taught to continuously analyze and reflect on their own progress towards goals, which is a critical part of them developing ownership of their learning and improvements. Leaders will also engage in data-based conversations linked to the school goals and implement changes to address gaps on a weekly basis. School leaders will report monthly to the board of trustees in the areas of enrollment, attendance, academics (i.e. Interim Assessments, NWEA, etc...) and behavior. Trustees will use this information to monitor academic and enrollment growth and challenges. LACS’s website will host school state and nationally normed performance data as well as annual school reports of achievement and progress for the community to be abreast of the progress of the school.

LACS will measure the progress of individual students, grade-levels, and the entire school population as a whole on a daily, weekly, quarterly and semester basis. The school will implement purposeful assessment systems and tools that includes the administration of standards-aligned tests; diagnostic, formative, interim and summative assessments. Additionally, LACS will utilize standards and targets aligned with each STEM/Project-Based Learning Unit to assess student performance. LACS will develop protocols based on Paul Bambrick-Santoyo’s work in Driven by Data to ensure rigorous analysis of data and procedures for using results to inform instructional planning, program evaluation and accountability are in place. Teachers, leaders and students will participate in the assessment process and use the information received to provide personalized learning and the best educational plans for each student’s success.

As a whole, the academic evaluation approach consists of the following combination of standardized and teacher-developed assessment instruments:

Diagnostic Assessments: We will use diagnostic assessments to determine a baseline for students' knowledge, skill levels and interests, and to identify signs of special needs as part of our Response-to-Intervention (RTI) process:

- *Fall, Winter, Spring NWEA MAP Assessment:* The NWEA Measures of Academic Progress (MAP) tests are computer adapted tests, generating assessment questions that get harder or easier depending on how each individual student fares, that help teachers identify student academic achievement needs and evaluate growth over time in math and reading. The assessment also provides comparative data that can indicate student achievement in relation with other students, nationally. In addition, NWEA provides a number of resources and tools to support teachers and leaders in determining the precise instructional level for each student, which helps teachers align instruction specifically for what each student needs and is ready for at different points of the school year.
- *Fountas & Pinnell Benchmark Assessment System (BAS):* The BAS assessment determines a student's current reading level and progress along a gradient of text levels over time. The assessment is designed to gauge student strengths and weaknesses against grade-level standards. The BAS provides information to: 1) form initial groups for reading instruction, and reform groups during the school year; 2) document student progress across a school year and across grade levels; 3) select strategies for helping students master grade level skills; and 4) identify students who need intervention and diagnose their particular areas of reading difficulty. LACS will administer the BAS at the beginning of the year to identify those students who are performing below grade-level. BAS will then be administered frequently as to monitor those students' growth in reading.
- *English Language Acquisition:* The NYSITELL Placement Test will be administered once upon entry; once per year for students identified as ELL to provide benchmark and summative growth.

Benchmark/Interim Assessments: Teachers will administer quarterly benchmark assessments to measure progress towards goals:

- *Quarterly interim assessments in ELA, Math, Science, and Social Studies:* Teachers will implement EngageNY’s quarterly interim assessments and end of module assessments to evaluate student mastery of content in ELA, Math, Science and Social Studies. STEM/Project-based focused interim assessments will be given quarterly as well. These assessments are both cumulative, in that they evaluate skills learned both in a current week and in all previous weeks and are aligned in substance and grading scheme with the September 2017 New York Next Generation Standards or New York State Exam to familiarize students to the format of state standardized assessments. In addition, assessments are designed to be both highly rigorous and to provide immediate feedback to students.
- *Bi-Weekly Writing Prompts:* As part of the writing program teachers will develop grade wide writing prompts and use rubrics to evaluate mastery of skills. Writing prompts are delivered in a format and setting similar to past standardized assessments.

Formative Assessments: Teachers will be expected to create or identify formative assessments in their lesson plans and conduct regular checks for understanding during and after instruction. Students will also be taught how to use formative feedback to maximize their own learning:

- *Questioning:* Teachers will be trained to use appropriately rigorous levels of questioning based on Bloom’s Taxonomy and Webb’s Depth of Knowledge to ascertain students’ content knowledge and conceptual understanding.
- *Embedded Computer Simulation Task:* Teachers will develop grade-wide computer based simulation task to identify student mastery of specific skills in ELA, Math, Science and Social Studies. These tests extend student assessment beyond the surface knowledge and are used to inform instruction relative to the skills that will be assessed on the state test.

- *Observation and Conferences:* Teachers will be expected to document anecdotal evidence of student learning, especially through interactions during one-on-one conferencing and small group instruction. Students will use this information to inform their personalized learning plans and plan to discuss their progress and next steps with their learning teams.
- *Rubrics and weekly assessments:* With guidance from instructional leaders, teachers will develop grade-wide rubrics to evaluate student work, especially writing and projects. In addition, teachers will develop weekly assessments tied to the pacing guide and New York next generation state standards, as described under benchmark/interim assessments.

Summative Assessments: Students will be regularly evaluated on their mastery of skills and knowledge as defined by state standards and other additional assessments:

- *New York State Assessment:* All eligible students will take the state's ELA, math and science (Grade 8) standardized exams. All school personnel will be trained as proctors for this assessment. The New York State Assessment assess ELA (grades 6-8), math (grades 6-8) and science (grade 8) aligned to the Next Generation New York State Learning Standards and will provide data on how students perform in comparison to their peers in other local, districts and state schools. The data from the assessment will be used to plan instruction for the upcoming school year, gauge teacher effectiveness and gain a better understanding of student proficiencies and weaknesses.
- *Digital Portfolio-Presentations of Learning:* Each student will develop a quarterly portfolio of their work and present projects throughout the school year. Portfolio presentations and projects will be the responsibility of the students and allow them to demonstrate and defend their knowledge. The portfolio and project presentations will be open to parents, community members, and students, and will be judged by a panel of classroom teachers and the students' peers (beginning in 6th grade). Upon completing 8th grade, students will have a multiyear portfolio depicting their academic growth and learning experiences at LACS.

- *Unit Tests*: Teachers will use assessments provided with curriculum programs and/or develop their own assessments to determine mastery of unit objectives. Emphasis will be placed on performance-based assessments that require students to demonstrate mastery of skills and content knowledge.

By relying primarily on curricular-based assessments from research-based materials, LACS will ensure that its assessment protocol is valid and reliable.

(c) Instructional Methods

Describe the pedagogical approach the school will use to implement its curriculum including:

- *The instructional methods or techniques to be employed in the school including any specific requirements for implementing this pedagogical approach, e.g., co-teaching or aides, technology, physical space, approaches to classroom management, approach to checks for understanding, etc.;*
- *Research or existing models that support the use of these instructional methods, especially considering the school's target population and curricular choices outlined in Response 5(a); and,*
- *How these instructional methods will achieve the school's mission and support implementation of any unique elements of the school's design.*

LACS's approach to instruction is rooted in utilizing data to guide instruction. Teachers are expected to utilize data when lesson planning and when developing the instructional process. LACS will create a culture of data-driven discussion to support the underlining instructional philosophy. Teachers, students, parents and community will know that as a school community, data will be used as the foundation for decisions in instruction. Teacher will use data when meeting with students, identifying students' evolving needs, and identifying opportunities to increase rigor in instructional planning. The goal is to incorporate data in the thinking of all LACS teachers, students, parents and community members.

Differentiation based on data will be present in all teachers' lesson plans. Lesson plans will reflect the setting of short-term benchmarks for students in order to meet or exceed the ultimate standard for achievement at the end of the year. They will use assessment tools that enable progress toward near terms goals to be monitored throughout the year allowing them to see the

important connection between today's data and tomorrow's lesson only through a data driven approach. Leadership will ensure that students learning needs are met and that they will ultimately achieve the school's rigorous performance standards.

LACS teachers will have the flexibility to use multiple instructional modalities to deliver the lesson based on their assessment of the most effective way that students will achieve understanding. The commonality among methods is that data is informing how instruction is adjusted and delivered in order to maximize learning. The instructional methodologies that are chosen will engage students in their own learning, a necessary element of our mission to inspire students in their learning. The instructional methodologies described below are effective in addressing the needs of all learners, including the at-risk populations we expect to be educating.

The following are the most frequent instructional methodologies that teachers at LACS will employ in their classrooms:

Gradual Release of Responsibility (GRR)

Gradual Release of Responsibility (GRR) provides a framework for teachers to provide more targeted, individualized instruction.⁹ This instructional model requires that the teacher, by design, transition from assuming “all the responsibility for performing a task... to a situation in which the students assume all of the responsibility.”¹⁰ Stated another way, GRR “emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the task with which they have not yet developed expertise.”¹¹ GRR has been documented as an

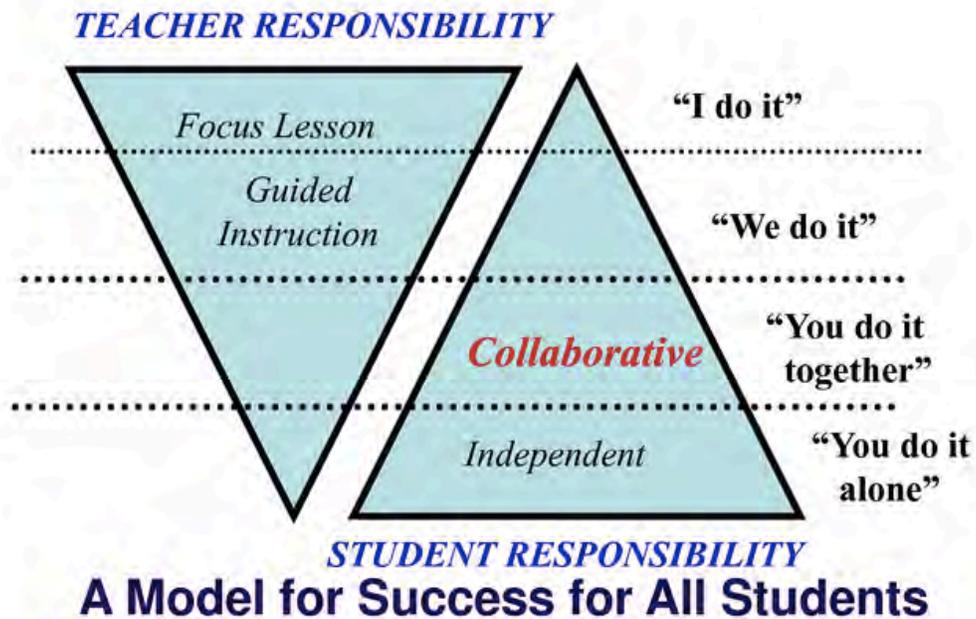
⁹ Pearson, P. D., & Gallagher, M. C. (1983). The instruction of reading comprehension. *Contemporary Educational Psychology*, 8, 317-344.

¹⁰ Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In *What Research has to say about reading instruction* A. E. Farstrup & S. J. Samuels, 205-242. Newark, DE: International Reading Association.

¹¹ Buehl, D. (2005). Scaffolding. Reading Room. Retrieved November 11, 2006 from www.weac.org/News/200506/sept05/readingroomoct05.htm.

effective approach for improving writing achievement¹², reading comprehension¹³, and literacy outcomes for ELLs.¹⁴

Gradual Release of Responsibility graphically illustrated below:

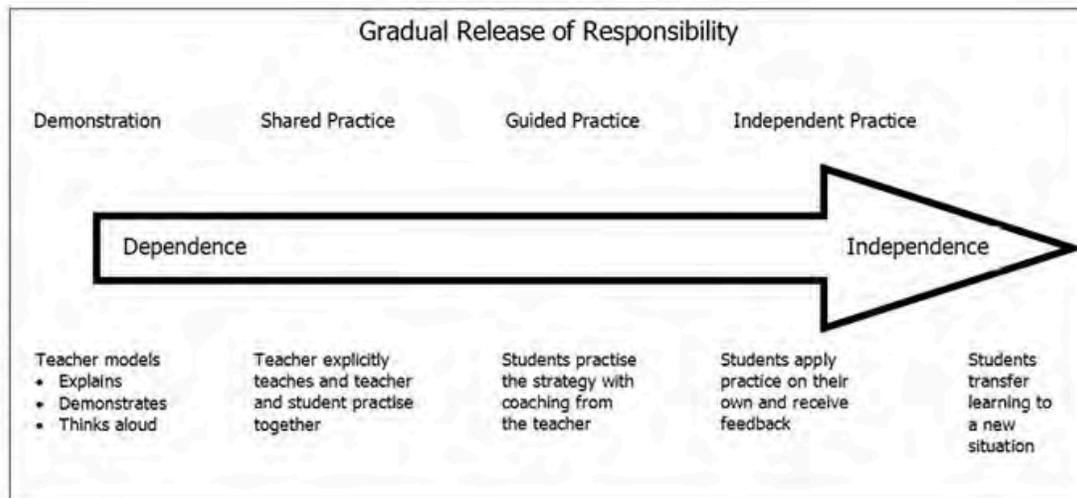


Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

¹² Frey, N., & Fisher D. (2006). *Language arts workshop: Purposeful reading and writing instruction*. Upper Saddle River, NJ: Merrill Education.

¹³ Lloyd, S. L. (2004). Using comprehension strategies as a springboard for student talk. *Journal of Adolescent and Adult Literacy*, 48, 114-124.

¹⁴ Kong, A., & Pearson, P. D. (2003). The road to participation: The construction of a literacy practice in a learning community of linguistically diverse learners. *Research in the Teaching of English*, 38, 85-124.



The following describes the four interrelated components of Gradual Release of Responsibility:

Focus lessons - “I Do It” (You watch) This component allows teachers to model their own meta-cognitive processes as active learners. Modeled strategies focus on increasing understanding of content area material. Focus lessons established purposes of the task and clue students in two important learning objectives.

Guided Instruction - “We Do It” (Together) During guided instruction, teachers prompt, question, facilitate, or lead students through tasks that increase understanding of a particular concept or idea.

Collaborative Learning - “You Do It” (I watch/guide) During the collaborative learning component of GRR, students consolidate their understanding of the content, concept or idea and explore opportunities to problem-solve, discuss, negotiate, and think with their peers. This phase of instruction is a critical part of the instructional routine. When collaborative learning is done right, it is during this phase of instruction that students consolidate their thinking and understanding. Negotiating with peers, discussing ideas and information, or engaging in inquiry with others causes students to use what they learned during focus lessons and guided instruction. Collaborative learning should be a time for students to apply information in novel situations or to engage in a spiral review of previous knowledge. A discussion follows and each

student is asked to summarize the activity individually. This individual accountability is the key to the success of collaborative learning.

Independent Learning - “You Do It” (Alone/reflect) This component addresses the most important goal of good instruction- to provide students with practice in applying skills and information in new ways. As students transfer their learning to subsequent tasks, they synthesize information, transform ideas, and solidify their understanding. They become active, reflective, and capable learners.

GRR is based on Benjamin Bloom's taxonomy and his work around levels of mind usage which challenges individuals to engage in the highest levels of thinking: Analyzing, Evaluating, and Creating. By changing the paradigm of teacher-centered instruction to a model where students proactively participate in the instruction through discussion and collaboration, these models allow students to engage more fully in higher order thinking skills. GRR effectively implements New York New Generation Standards by ensuring that the students are not merely recipients of information but develop the skills and analyze, synthesize, and apply information in a variety of environments and experiences across all disciplines. Core subject classroom teachers will be using this methodology as a core for developing effective and purposeful lesson plans.

Inquiry-Based Instruction

Inquiry-based instruction is a teaching technique in which teachers create situations in which students are to solve problems. Lessons are designed so that students make connections to previous knowledge, bring their own questions to learning, investigate to satisfy their own questions and design ways to try out their ideas. Such investigations may extend over a long period of time. Students communicate through journal writing, oral presentations, drawing, graphing, charting, etc. Students then revise their explanations as they learn. This technique is particularly popular in science instruction but has also been used in a number of other subject matter areas including mathematics, engineering, and even reading instruction. The benefits of inquiry-based instructions are that it:

- teachers problem-solving, critical thinking skills, and disciplinary content
- promotes the transfer of concepts to new problem questions

- teaches students how to learn and build self-directed learning skills
- develops student ownership of the inquiry and enhances student interest in the subject matter

Inquiry-based instruction has the following look and feel¹⁵:

- Start with a guided exploration of a topic as a whole class.
- Proceed to student small group inquiry about an open-ended, debatable, contended issue.
- Encourage students to ask personally relevant and socially significant questions.
- Work in groups to achieve diversity of views.
- Predict, set goals and defining outcomes.
- Find or create information and look for patterns.
- Instruction serves as a guide to help students meet their goals.
- Create a tangible artifact that addresses the issue, answers questions, and makes learning visible and accountable.
- Learning is actualized and accountable in the design accomplishment.
- Arrive at a conclusion, take a stand, take action.
- Document, justify, and share conclusion with larger audience.

Science and social studies teachers will be using the inquiry-based instructional model frequently, if not almost exclusively, to deliver instruction.

Direct Instruction

Direct Instruction (referred to as DI) is an instructional method that is focused on systematic curriculum design and skillful implementation of a prescribed behavioral script. At LACS, DI will typically be employed for targeted intervention in reading and math and in a one-to-one instructional settings or small group settings. DI may also be used in targeted intervention in a

¹⁵ Inquiry-based learning, Northwestern Illinois University:
<http://www.neiu.edu/~middle/Modules/science%20mods/amazon%20components/AmazonComponents2.html#benefits>

resource room or pull-out instruction with our special populations of students. Currently, DI is one of the few instructional methodologies that have been scientifically validated to be effective for the use in the Response to Intervention model, which has been proposed as an alternative method of diagnosing learning disabilities in schools.¹⁶

Features of DI include:

- Explicit, systematic instruction based on scripted lesson plans.
- Ability grouping. Students are grouped and re-grouped based on their rate of progress through the program.
- Emphasis on pace and efficiency of instruction. DI programs are meant to accelerate student progress; therefore, lessons are designed to bring students to mastery as quickly as possible.
- Frequent assessment. Curriculum-based assessments help pace students' ability groups and identify students who require additional intervention.

Sheltered Instruction

The ESL teacher will employ a sheltered instruction, also referred to as SDAIE (specially designed academic instruction in English), in his or her support of ELL students in the classroom or in small group instruction outside of the classroom. Sheltered instruction is a teaching style founded on the concept of providing meaningful instruction in the content areas for transitioning ELLs toward higher academic achievement while they reach English fluency. Sheltered instruction is a strategy that is effective within a variety of program models, including team-teaching and pull-out. Content instruction is provided in English with sheltered English instruction methods to make content comprehensible. SEI is “a means for making grade-level academic content more accessible for English language learners while at the same time promoting their English language development.”¹⁷ ESL program research indicates successful

¹⁶ Rachel M. Stewart, Ronald C. Martells, Nancy E. Marchand-Martella and Gregory J. Benner (2005): Three-Tier Models of Reading and Behavior. JEIBI 2 (3), Pg 115-124.

¹⁷ Short, D., Hudec, J. & Echevarria, J. (2002) Using the SIOP Model: Professional Development Manual for Sheltered Instruction. Washington, D. C.: Center for Applied Linguistics

performance on ELA assessments is based on the development of both oral proficiency and cognitive academic language proficiency, which includes the language skills required for literacy and complex thinking such as reading comprehension, writing mechanics, critical thinking skills, study skills, and academic vocabulary. Strategies that promote the acquisition of cognitive academic language proficiency include SEI¹⁸ which is “a means for making grade-level academic content more accessible for ELLs while at the same time promoting their English language development.”¹⁹ We expect that general education teachers will build their own capacities in incorporating sheltered instructional technique into their own instruction to further differentiate instruction not just for ELLs, but for other students who are also struggling with language development.

ESL teachers will use the Sheltered Instruction Observation Protocol (SIOP) when implementing sheltered instruction. The SIOP was developed to make content material more comprehensible to English Language Learners.²⁰ The Sheltered Instruction Observation Protocol (SIOP) Model is a research-based and validated instructional model that has proven effective in addressing the academic needs of English learners throughout the United States. Using instructional strategies connected to the eight components, teachers will design and deliver lessons that address the academic and linguistic needs of English learners.

¹⁸ Cummins, J. (1989). Empowering minority students. Sacramento, CA: California Association for Bilingual Education.

¹⁹ Short, D., Hudec, J. & Echevarria, J. (2002) Using the SIOP Model: Professional Development Manual for Sheltered Instruction. Washington, D. C.: Center for Applied Linguistics

²⁰ Short, D., Hudec, J. & Echevarria, J. (2004) Using the SIOP Model: Professional Development Manual for Sheltered Instruction. Washington, D. C.: Center for Applied Linguistics

The SIOP Model consists of eight interrelated components²¹:

Lesson Preparation	<ul style="list-style-type: none"> • Clearly defined content objectives for students • Clear defined language objectives for students • Content concepts appropriate for age and educational background • Supplementary materials used to a high degree making the lesson clear and meaningful, for example, graphs, models, and visuals • Adaptation of content to all levels of student proficiency • Meaningful activities that integrate lesson concepts, for example, surveys and letter writing
Building Background	<ul style="list-style-type: none"> • Concepts explicitly linked to students' background experiences • Links explicitly made between past learning and new concepts • Key vocabulary emphasized, for example, written, repeated, and highlighted
Comprehensible Input	<ul style="list-style-type: none"> • Speech appropriate for students' proficiency level, for example, slower rate and enunciation, and simple sentences for beginners • Explanation of academic tasks clear • Uses a variety of techniques to make content concepts clear, for example, modeling, visuals, hands-on activities, demonstrations, gestures, body language)
Strategies	<ul style="list-style-type: none"> • Provides ample opportunities for students to use strategies (cognitive, metacognitive, social / affective) • Consistent use of scaffolding techniques throughout lessons, assisting and supporting student understanding such as think-alouds

²¹ Summarized from Echevarria, Vogt, and Short (2004, pp. 209-210).

	<ul style="list-style-type: none"> • Teacher uses a variety of questions types, including those that promote higher-order thinking skills throughout the lesson, for example, literal, analytical, interpretive questions
Interaction	<ul style="list-style-type: none"> • Frequent opportunities for interaction and discussion among students and between teacher and students, which encourage elaborated responses about lesson concepts • Grouping configurations support language and content objectives of the lesson • Consistently provides sufficient wait time for student response • Ample opportunities for students to clarify key concepts in their first language
Practice/Application	<ul style="list-style-type: none"> • Provides hands-on materials and/or manipulatives for students to practice using new content knowledge • Provides hands-on activities for students to apply content and language knowledge in the classroom • Uses activities that integrate all language skills (reading, writing, listening, speaking)
Lesson Delivery	<ul style="list-style-type: none"> • Content objectives clearly supported by lesson delivery • Language objectives clearly supported by lesson delivery • Students engaged approximately 90% to 100% of the period • Pacing of the lesson appropriate to the students' ability level
Review & Assessment	<ul style="list-style-type: none"> • Comprehensive review of key vocabulary • Comprehensive review of key content concepts • Regularly provides feedback to students on their output, for example, language, content, work • Conducts assessments of student comprehension and learning of all lesson objectives, for example, spot checking, group response throughout the lesson

Student-Directed Instruction

Student-directed (centered) instruction is different from the traditional teacher-centered instruction. Because learning is a socially mediated process²² and children develop cognitively by interacting with both adults and more knowledgeable peers student-directed (centered) instruction is effective.²³ Teachers will utilize the student-directed (centered) instructional strategy by allowing students to learn in a cooperative, collaborative, and community-based way. Students will have the opportunity to direct their own learning and to work with other students on research projects and assignments that are both culturally and socially relevant to them. This method will allow for students to become self-confident, self-directed, and proactive. Teachers will use student-directed (centered) instruction to (1) promotes student engagement by having students generate lists of topics they wish to study and/or research and allowing students to select their own reading material. (2) Share responsibility of instruction by initiate cooperative learning groups²⁴ and having students lead discussion groups and/or reteach concepts. (3) Create inquiry based/discovery-oriented curriculum by creating opportunities for classroom projects that involve the community. (4) Encouraging a community of learners by utilizing book clubs and literature circles in the ELA classrooms²⁵, conducting student-directed Sharing Time²⁶, and using cooperative learning strategies such as Jigsaw.²⁷

Collaborative Team Teaching (Co-Teaching)

In all grades, during English and math instruction students will be provided instruction in a collaborative team teaching (co-teaching) environment. LACS will have one special education teacher per grade level should students have IEPs that require such a setting. The Collaborative Team Teaching (co-teaching) model specifically within the critical courses of English and math facilitates a greater level of differentiated instruction and small group instruction in a class of

²² Goldstein, L. (1999). The relational zone: The role of caring relationships in the co-construction of mind. *American Educational Research Journal*, 36(3), 647-673.

²³ Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds. and Trans.). Cambridge, MA: Harvard University.

²⁴ Padron, Y. N., Waxman, H. C., and Rivera, H. H. (2002). *Educating Hispanic students: Effective instructional practices* (Practitioner Brief #5).

²⁵ Daniels, H. (2002). *Literature circles: Voice and choice in book clubs and reading groups*. Portland, ME: Stenhouse.

²⁶ Brisk, M. E., & Harrington, M. M. (2000). *Literacy and bilingualism: A handbook for all teachers*. Mahwah, NJ: Lawrence Erlbaum Associates.

²⁷ Ibid.

heterogeneous learners, particularly in a school community where we expect to serve large percentage of at-risk students. This model is also beneficial for the general education students in the classroom particular ELLs and students in need of academic intervention for whom the different teaching strategies, adaptations, and accommodations made within the class for students with disabilities will be effective in addressing their learning needs. It accomplishes this by allowing the co-teachers to work together in a variety of forms²⁸:

- One teach, one assist (or “drift”), where one teacher assumes teacher responsibilities, and the other teacher provides individual support as needed
- Station teaching, where various learning stations are created, and the co-teachers provide individual support at the different stations.
- Parallel teaching, where teachers teach the same or similar content in different classroom groupings.
- Alternative teaching, where one teacher may take a smaller group of students to a different location for a limited period of time for specialized instruction.
- Team teaching, (or interactive teaching), teachers both co-teachers share teaching responsibilities equally or are equally involved in leading instructional activities.

Push-In/ Pull-Out

Push-In/Pull-Out strategy is a part of the LACS approach to systematic and continuous learning for all students. Push-In/Pull-Out groups are small groups of similar ability or interest students. In a Push-In setting, students are pulled with by a support teacher (co-teacher, special education teacher or instructional assistant) and the students stay in the classroom with the regular education teacher. In a Pull-Out setting, students leave the regular classroom to work with other students led by a support teacher. This strategy provides an opportunity for students to interact with others who have similar strengths and interests, increases achievement, increases student engagement and reduces the range of student needs that the regular classroom teacher has to meet²⁹. At LACS, students will benefit from this model because there is will be a special education teacher assigned to each grade level. The Special Education teacher will have the

²⁸ <http://www.accessmylibrary.com/article-1G1-165913483/co-teaching-inclusive-classrooms.html>

²⁹ https://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1336&context=education_ETD_masters

opportunity to collaborate and plan meaningful learning opportunities with the general education teacher.

Project-based Instruction

Each classroom will incorporate a semester project into the curriculum and each student will have tasks that incorporate both academic and non-academic (flexible thinking, problem solving, social skills, etc.) goals. Project-based learning will empower LACS's students with the skills they need to go on to live, work, and thrive in higher education or the workplace. Project-based learning methods "engage students in creating, questioning, and revising knowledge, while developing their skills in critical thinking, collaboration, communication, reasoning, synthesis, and resilience."³⁰ These goals are important for at-risk students and by intentionally focusing on the development of these skills. Projects will be aligned to New York Next Generation Standards and National Content Standards for the course.

Computer-Assisted Instruction

Computer-Assisted instruction (CAI) is an interactive instructional technique where a computer is used to present the instructional material and monitor the learning that takes place.³¹ LACS will use the computer as a tool to facilitate and improve instruction. Many of the curriculum programs chosen by LACS provide online technology component that can be used as/for tutorials, drill and practice, simulation, and problem solving.

As students prepare for the future, the STEM programs require students to be more computer proficient. Teachers at LACS will incorporate Google Classroom in their daily lessons for students to complete assignments. Students will be exposed to text and/or multimedia content, complete multiple-choice questions and solve problems. Teachers will be able to provide immediate feedback, notes on incorrect responses, and summarize student's performance in real time. Utilizing Google Classroom will also enhance the ability for students to work on projects and documents simultaneously. In addition, LACS will use CAI to provide individual and

³⁰ Barron & Darling-Hammond (2008) <http://www.edutopia.org/pbl-research-learning-outcomes>

³¹ <http://www.computing.dcu.ie/~mward/mthesis/chapter2.pdf>

personalized learning opportunities to struggling and gifted students.³² This will expand the reach of the classroom teacher.³³

Effective Checks for Understanding

As the lessons are taking place, it is important to check all students’ levels of understanding throughout. LACS teachers will utilize quick pulse checks throughout the lessons to check for understanding. Below are key techniques teachers will use during lesson delivery to track learning and adapt instruction appropriately.

Techniques are from: Flaherty S, Newman L, 2012, ‘Questioning Strategies to Engage All Learners,’ *Expeditionary Learning*, pp. 1-2.

Go-around	When a one- or two-word answer can show understanding, self- or group assessment, or readiness for a task, teachers ask students to respond to a standard prompt one at a time, in rapid succession around the room
Whiteboards	Students have small white boards at their desks or tables and write their ideas/thinking/ answers down and hold up their boards for teacher and/or peer scanning.
Hot Seat	The teacher places key reflection or probing questions on random seats throughout the room. When prompted, students check their seats and answer the questions. Students who do not have a hot seat question are asked to agree or disagree with the response and explain their thinking.
Fist-to-Five or Thumb-o-meter	To show degree of agreement, readiness for tasks, or comfort with a learning target/concept, students can quickly show their thinking by putting their thumbs up, to the side or down; or by holding up (or placing a hand near the

³² PLATO: The Emergence of Online Community. Retrieved December 8, 2006.

³³ Andrea R Gooden, *Computers in the Classroom: How Teachers and Student Are Using Technology to Transform Learning*, (San Francisco, CA: Jossey-Bass Publishers, October 1996

	opposite shoulder) a fist for 0/Disagree or 1-5 fingers for higher levels of confidence or agreement.
Glass, Bugs, Mud	After students try a task or review a learning target or assignment, they identify their understanding or readiness for application using the windshield metaphor for clear vision. Glass: totally clear; bugs: a little fuzzy; mud: I can barely see.
Red Light, Green Light	Students have red, yellow, and green objects accessible (e.g. popsicle sticks, poker chips, cards), and when prompted to reflect on a learning target or readiness for a task, they place the color on their desk that describes their comfort level or readiness (red: stuck or not ready; yellow: need support soon; green: ready to start). Teachers target their support for the reds first, then move to yellows and greens. Students change their colors as needed to describe their status.
Table Tags	Place paper signs/table tents in three areas with colors, symbols or descriptors that indicate possible student levels of understanding or readiness for a task or target. Students sit in the area that best describes them, moving to a new area when relevant.
Sticky Bags	Create a chart that describes levels of understanding, progress or mastery. Have students write their names or use an identifying symbol on a sticky note and place their notes on the appropriate place on the chart.
Learning Line up	Identify one end of the room with a descriptor such as “Novice” or “Beginning” and the other end as “Expert” or “Exemplary”. Students place themselves on this continuum based on where they are with a task or learning target. Invite them to explain their thinking to the whole class or the people near them.
Human Bar Graph	Identify a range of levels of understanding or mastery (e.g. beginning/developing/ accomplished or Confused/I’m okay /I am rocking!)

	as labels for 3-4 adjacent lines. Students then form a human bar graph by standing in the line that best represents their current level of understanding.
Admit and Exit Tickets	Any relevant questions, prompts, or graphic displays of student thinking can be captured on a small sheet of paper and scanned by the teacher or other students to determine a student’s readiness for the next step or assess learning from a lesson. Teachers may use admit slips as a “ticket to enter” a discussion, protocol or activity. These may also be used as “tickets to leave.”
Presentation Quizzes	Whenever peers present, other students may think they are not responsible for the information. Pair student presentations and sharing with short quizzes at the end of class.
Catch and Release	When students are working on their own, they often need clarification or pointers so that they do not struggle for too long of a period or lose focus. A useful ratio of work time to checks for understanding or clarifying information is seven minutes of work time (release), followed by two minutes of teacher- directed clarifications or use of one of the quick-check strategies (catch).
Four Corners	“Four Corners” is an interactive way for students to demonstrate their thinking, or solidify new information, about a topic. Procedure: 1. Determine a question for students to consider 2. Create 4 choice sheets, each with a different word or phrase that responds to the question 3. Post each of the 4 choice sheets in a different corner (or area) of the room 4. Pose the question to students, and direct them to respond, or ‘vote,’ by moving to one of the four corners 5. Once students are in corners, ask them to talk with other students in their corner about why they chose that response
Milling to Music	“Milling to Music” is a Checking for Understanding Technique where students can share their thinking, class work, or homework in an interactive way with their peers. This activity is similar to Musical Chairs, except there are no chairs and no one gets ‘tagged-out.’ While the music is playing,

	<p>students should dance around to move throughout the room; when the music stops, each student will share his/her thinking or work with the student closest to her/him. Have students do this twice, so they have the opportunity to share with two peers.</p>
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(d) *Course or Subject Overview: Provide course descriptions by subject for each grade level the school will serve within the initial five years of operation, accounting for both core and non-core subject areas. This should include, at minimum:*

- *A general description of the content and skills that would be addressed in the course; if known;*
- *The curricular programs (e.g., Singapore Math, FOSS, etc.) that would be used in each course;*
- *Essential course specific assessments (e.g., the state’s 3-8 assessments/Regents exams, end of course portfolios or performances, etc.); and,*
- *If serving students in 12th grade, provide an outline of course sequences leading to graduation.*

English Language Arts and Writing

Proposed Text/Curriculum: Engage NY Modules and Houghton Mifflin Collections.

Components of an English Language Arts Lesson:

Vocabulary/Etymology: Each day students will participate in an introductory vocabulary activity. Students will be exposed to high utility academic terms from all content areas and Greek and Latin word parts. Students will benefit by being able to master academic vocabulary and the ability to decode words based on word parts to identify meaning.

Close Reading/Read Aloud/Shared Reading: Each day, students will participate in a close reading lesson. Close reading is a critical analysis of a text that focuses on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc. Teachers will guide students through this lesson as they critically look at the chosen text. The focus of this part of the lesson is to increase vocabulary, develop analytical skills, increase

knowledge of text and the world, demonstrates fluent reading, promote oral language development, and creates a community of readers. Students will answer rigorous text-dependent questions. Students will be exposed to a variety of genres and a balance of high-quality fiction and informational texts.

Guided Reading: Each day students will meet with their teacher to review past skills unmastered or introduced to new skills. Guided reading allows for fluency, decoding, comprehension skills and strategies, and discussion skills to be taught in differentiated small groups.

Independent Reading: Each day students must practice the skills they have learned. Students will spend some time in class reading a text they have chosen. Students will implement strategies and skills. During this part of the lesson, teachers have the opportunity to confer with students. Students get the opportunity to read authentic text on their independent level, synthesize multiple skills, and build reading stamina.

Writing: Three days a week, students will receive formal writing instruction. Two days a week, students will write independently. Students will be exposed to a variety of genres and with significant frequency to ensure development of writing skills and stamina. Teachers will utilize the format of Modeled Writing, Shared Writing, Interactive writing and writing conference. Teachers will use a consistent and systematic approach to sentence construction and word choice.

Course Overviews

Grade 6

For sixth grade English language arts course students will develop writing, reading, speaking, listening, research, and critical thinking skills. Vocabulary development and etymology will be emphasized, and grammar and mechanics will be taught as essential elements of writing as a process. Selections from literature will be used as models for writing and as a means of developing critical thinking skills. Small group guided reading instruction will utilize Collections to spiral and explicitly teach skills. In this course, students will complete the following Modules from Engage NY:

Module 1: Close Reading and Writing to Learn - Topic: Myths: Not Just Long Ago
Module 2A: Working with Evidence - Topic: Rules to Live By
Module 2B: Working with Evidence Module - Topic: Voices of Adversity
Module 3A: Understanding Perspectives - Topic: The Land of the Golden Mountain
Module 3B: Understanding Perspectives - Topic: Sustaining the Oceans
Module 4: Research, Decision Making, and Forming Positions - Topic: Insecticides: Costs vs. Benefits

Grade 7

For seventh grade English language arts course students we will be addressing reading, writing, listening and speaking skills. Students will be exposed to various genres including short stories, drama, non-fiction, poetry, myths and legends, biographies/autobiographies, and novels. Students will be taught strategies to complete a required research paper. Small group guided reading instruction will utilize Collections to spiral and explicitly teach skills. In this course, students will complete the following Modules from Engage NY:

Module 1: Close Reading and Writing to Learn - Topic: Journeys and Survival
Module 2A: Working with Evidence - Topic: Working Conditions
Module 2B: Working with Evidence Module - Topic: Identify and Transformation: Then and Now
Module 3: Understanding Perspectives - Topic: Slavery: The People Could Fly
Module 4A: Understanding Perspectives - Topic: Screen Time and the Developing Brain
Module 4B: Research, Decision Making, and Forming Positions - Topic: Water Is Life

Grade 8

For eighth grade English language arts course students are taught to connect their concrete knowledge to more abstract levels of thinking. Students are exposed to literary selections, speeches, informational texts, and novels. Students receive pertinent instruction and reinforcement in reading skills, vocabulary, spelling, research, grammar, usage, mechanics and the writing process. Small group guided reading instruction will utilize Collections to spiral and

explicitly teach skills. In this course, students will complete the following Modules from Engage NY:

Module 1: Close Reading and Writing to Learn - Topic: Finding Home: Refugees

Module 2A: Working with Evidence - Topic: Taking a Stand

Module 2B: Working with Evidence Module - Topic: A Midsummer Night's Dream and the Comedy of Control

Module 3A: Understanding Perspectives - Topic: Japanese-American Relations in WWII

Module 3B: Understanding Perspectives - Topic: The Civil Rights Movement and the Little Rock Nine

Module 4: Research, Decision Making, and Forming Positions - Topic: Sustainability of World's Food Supply

ELA Assessments: Daily Checks for Understanding, Teacher-Created weekly Assessments, Mid-Module Assessments, End of Module Assessments, NWEA, and New York State Assessment.

Mathematics

Proposed Text and Curriculum: Engage NY/Eureka Math.

Components of a Mathematics Lesson:

Do Nows: Class will begin each day with a Do Now. Teachers will utilize the Do Nows as an opportunity for spiral review and an opportunity for students to practice a concept that they have mastered. Teachers will also use the Do Now as a way to prime students' prior knowledge for the upcoming lesson.

Fluency: Each day students will practice some type of math facts. Teachers will practice fluency with students because it develops speed, accuracy, and flexibility in calculations. Using the fluency activities at the beginning of class and revisiting previously mastered skills develops automaticity, anticipate future concepts, and strategically preview or build skills for the day's

concept development. Fluency activities will range from sprints, recall activities, and mental math.

Concept Development: Each day students will participate in the concept development and lesson debrief. This component is the longest section of the mathematics block. Teachers facilitate students exploring new concepts. During this time, students move in a deliberate progression from concrete to pictorial to abstract representations of a concept.

During the Concept Development phase of the lesson, teachers use four types of lessons.

1. **Problem Set:** Students and teachers work through examples and complete exercises to develop or reinforce a concept.
2. **Socratic Discussion:** Teachers lead students in a conversation to develop a specific concept or proof.
3. **Exploration:** Teachers facilitate independent or small group work on a challenging problem followed by debrief to clarify, expand or develop math knowledge.
4. **Modeling:** Students practice all or part of the modeling cycle with real-world or mathematical problems that are ill-defined.

Practice, Application, and Lesson Debrief: Each day students will apply concepts to novel situations or real-world examples. The time may include independent work, partner work, or small group work, depending on the needs of the students. In a Eureka Math lesson, teachers should use “exercise” problems during this time. The lesson debrief is the time to summarize the main concept for the day and check for student understanding.

Exit Tickets: Each day students will complete an exit ticket. The exit ticket will align to the day’s objective. Exit tickets allows for students to demonstrate that they have mastered the lesson material for the day. Exit tickets are an important component of Data Driven Instruction and should be administered after each lesson.

Grade 6

For sixth grade mathematics the course will begin by connecting ratios and rates to whole number multiplication and division and using concepts of ratio and rate to solve problems; as well as Pre-Algebra through writing, interpreting, and using expressions and equations. Teachers will focus on having students understand ratios and develop the ability to compare two things utilizing the concepts of multiplication and division in strategic ways to solve real world problems. The three major topics to be covered will be:

- (1) Use the concept of Ratios and Proportional Relationships to solve simple problems
- (2) The Number System: reinforcing their understating of a fractions and extending it to rational numbers
- (3) Utilize Expressions and Equations, to solve simple one-variable equations and inequalities.

Grade 7

For seventh grade mathematics students will further explore and develop an understanding of proportional relationships and continue development of Pre-Algebra through operations with rational numbers and working with expressions and linear equations. Teachers will reinforce the students understanding of ratios and proportional reasoning by forcing how all rational numbers can be expressed as the fraction of two integers. The tree major topics to be covered are:

- (1) Utilize Ratios and Proportional Relationships to solve real world problems
- (2) The Number System: have students perform operations on rational numbers.
- (3) Expressions and Equations, with a focus on algebraic modeling of expressions and equations to solve real life challenges given within the context of a word problem.

Grade 8

For the eighth grade mathematics students will focus on formulating and reasoning about expressions and equations, solving linear equations and systems of linear equations, and grasping the concept of functions.

Teachers will focus on teaching students linear algebra a which is the study of linear equations and inequalities and a central theme in all of mathematics. The three main areas of focus are:

- (1) Working with expressions and equations containing integer exponents and radical algebraic expressions such as $1/X$

- (2) Be able to define and evaluate functions
- (3) Geometric equations with emphasis on the Pythagorean Theorem.

Assessments: Daily Exit Tickets, Mid-Module Assessments, End of Module Assessments, NWEA, and New York State Assessment.

Science

Proposed Text/Curriculum: FOSS (Full Option Science System) and Science and Technology Concepts™ by Smithsonian Science Education Center

Components of a Science Lesson:

Students will follow the lessons of investigation.

For example:

Students will complete a pre-assessment. Students will complete a kit inventory and prepare materials for the investigation. Students will organize their science notebook and make observations and predictions. After students have performed activity or experiment students will track and record data. Students will define findings, identify keys and needs and explain thinking.

Grade 6

For sixth grade science this course will focus on the mastery of topics related to the life, earth, and physical sciences. Students will complete investigative and laboratory experiments. Students will complete the following FOSS Units of study:

- Heredity and Adaptation
- Electromagnetic Force
- Gravity and Kinetic Energy
- Waves
- Planetary Science

Grade 7

For seventh grade science this course will focus on the mastery of topics related to the life, earth, and physical sciences. Students will complete investigative and laboratory experiments. Students will complete the following FOSS Units of study:

- Chemical Interactions
- Earth History
- Populations and Ecosystems

Grade 8

For eighth grade science this course will focus on the mastery of topics related to the life, earth, and physical sciences. Students will complete investigative and laboratory experiments. Students will complete the following FOSS Units of study:

- Weather and Water
- Diversity of Life
- Human Systems and Interactions

Science Assessments: NYS Assessment, Project and Investigative Rubrics, Mid-Unit Assessments, Unit Assessments.

Social Studies

Proposed Text/Curriculum: TCI History Alive!

Grade 6

For sixth grade social studies course, students will study the Ancient civilizations. Students will practice critical thinking by interpreting primary sources and studying history through eyewitness accounts. Themes in 6th Grade Social Studies include geography, economics, government, world religions, and achievements. Cultures studied: Mesopotamia, Egypt, Israel, India, China, the Americas, Greece, and Rome.

Grade 7

For seventh grade social studies course, students focus on the social, cultural, and technological changes that occurred in Europe, Africa, and Asia from the expansion and disintegration of the Roman Empire through the Age of Reason (500-1789 AD). Students will study great civilizations developing throughout the world during medieval and early modern times emphasizing the effects of economic interaction as well as the exchange of ideas, beliefs, technologies, and commodities.

Grade 8

For seventh grade social studies course, students focus on United States history up to World War I. Specific areas of focus include: the Colonial Era, Revolutionary War, Westward Expansion, The Civil War and Reconstruction, and Industrialization. Students will gain understanding of United States history through critical thinking and by participating in act-it outs, experiential exercises, collaborative projects, creative writing, and other project based activities.

Social Studies Assessments: Project Rubrics, Mid-Unit Assessments, Unit Assessments, and Teacher-Created Assessments.

Spanish

Proposed Text/Curriculum: *¡Avancemos!* by Houghton Mifflin

Grade 6

For sixth grade Spanish, students will get an introduction to basic vocabulary and fundamental sentence structure. Basic listening and reading comprehension will be developed and students will hold simple conversations and write short compositions. This course will also develop cultural awareness by examining the different cultural aspects of the Spanish speaking cultures throughout the world. Students taking this course will be expected to practice vocabulary in and outside the classroom as well they will be required to complete presentations and research applying learned vocabulary.

Grade 7

For seventh grade Spanish, students will continue to strengthen vocabulary and grammatical concepts of the Spanish language and prepare students to develop fluency in the Spanish language. Speaking, reading and writing will continue to be developed through conversations, presentations, reading and writing compositions in Spanish. Grammatical concepts such as reflexive verbs, present progressive, and imperfect tense will be covered. This course will also develop cultural awareness by examining the different cultural aspects of the Spanish speaking cultures throughout the world.

Grade 8

For eighth grade Spanish, students will develop communicative competence by interacting orally and in writing with other Spanish speakers. Students will also understand oral and written messages in Spanish and will complete oral and written presentations in Spanish. Students will communicate on a variety of topics at a level commensurate with their study, using more complex structures in Spanish. Grammatical concepts such as the review of imperfect tense as well as the introduction of the future and the subjunctive tense will be covered. Students will also comprehend main ideas of authentic materials in Spanish.

Spanish Assessments: Oral Assessments, Mid-Unit Assessments, Unit Assessments, Project Rubrics

Physical Education/Health

Grade 6

For sixth grade physical education course, students will apply the principles, practices and the importance of lifelong fitness. Students will focus on rules, etiquette, and skill technique for a variety of sports and recreational activities. Fitness evaluations will be completed to determine fitness goals with the goal of improving overall fitness and health. Students will be able to apply the connection between health and regular physical activity after completing this course.

For sixth grade health course, students will engage in learning experiences mental/emotional health and personal health and wellness, health eating, safety, tobacco, alcohol, drugs, violence prevention and sexual health. Students will learn about physical, social, and emotional changes that occur during adolescence during the growth and development unit. Students will be taught factual information about the negative effects of drug usage and equip them with a variety of refusal skills to equip them to make safe, healthy decisions in future situations in which drugs may be present or available.

Grade 7

For seventh grade physical education course, students will apply the principles, practices and the importance of lifelong fitness. Students will focus on rules, etiquette, and skill technique for a variety of sports and recreational activities. Fitness evaluations will be completed to determine fitness goals with the goal of improving overall fitness and health. Students will be able to apply the connection between health and regular physical activity after completing this course.

Grade 8

For seventh grade physical education course, students will apply the principles, practices and the importance of lifelong fitness. Students will focus on rules, etiquette, and skill technique for a variety of sports and recreational activities. Fitness evaluations will be completed to determine fitness goals with the goal of improving overall fitness and health. Students will be able to apply the connection between health and regular physical activity after completing this course.

Physical Education Assessments: Physical Assessments, Mid-Unit Assessments, Unit Assessments, Project Rubrics

Health Assessments: Teacher-Created, Mid-Unit Assessments, Unit Assessments, Project Rubrics

Music

Proposed Text/Curriculum: *Interactive MUSIC powered by Silver Burdett with Alfred* by Pearson and Alfred Music

Grade 6

For sixth grade music students will continue acquiring musical knowledge and skills by singing, playing instruments, performing rhythms, responding to music with movement, composing, and improvising. Students explore music theory by reading and writing music notation, and they become familiar with a variety of musical styles and musical works from different periods of music history. Students demonstrate an understanding of music and its relationship to history, culture, and other fields of knowledge, and they become aware of the contributions of music to the quality of the human experience.

Grade 7

For seventh grade music students build upon their musical knowledge and skills through increasingly complex experiences in singing, playing instruments, performing rhythms, responding to music with movement, composing, and improvising. Exploration of music theory continues as students read and write increasingly complex music notation. Students compare and contrast the functions of music and investigate the impact of musicians, music consumers, and music advocates on the community. Through musical experiences, students demonstrate an understanding of the relationship of music to history, culture, technology, and other fields of knowledge.

Grade 8

For eighth grade music students use critical thinking skills to gain an understanding of music. Students perform a variety of music literature and create music in a variety of ensembles. They increase their musical knowledge to become informed consumers and advocates of music. Through musical experiences, students make connections between the elements of music and other fields of knowledge. Students examine the cultural perspectives of music and the value of music in society.

Assessments: Oral Assessments, Unit Assessments, Teacher-Created Assessments

Computer Science

Proposed Text/Curriculum: CodeHS

Grade 6

For sixth grade computer science course, students will complete two unit courses with in CodeHS.

Course 6A - The World of Computing. This course introduces the basics of programming with Karel the Dog, and allowing students to explore what a computer is and how technology has affected their lives. Students will learn to code using blocks to drag and drop, but they can switch between blocks and text as desired. With a unique focus on creativity, problem solving and project based learning, World of Computing gives students the opportunity to explore several important topics of computing using their own ideas and creativity and develop an interest in computer science that will foster further endeavors in the field.

Course 6B - Introduction to Programming with Karel the Dog. This course teaches students the basics of programming by giving commands to a computer just like you give commands to a dog. Karel is a dog that lives in a grid world and can be instructed to move around and pick up and put down tennis balls. Students will learn JavaScript commands, functions, and control structures by solving puzzles and writing creative programs for Karel to follow.

Grade 7

For seventh grade computer science course, students will complete two unit courses with in CodeHS.

Course 7A - Introduction to Python with Tracy the Turtle. This course teaches students the basics of programming in the Python language. Tracy is a turtle that can be instructed with the

use of various commands to draw scenes on a canvas. Students will learn Python commands, functions, and control structures by solving puzzles and writing creative programs for Tracy to follow.

Course 7B - Web Design. This course is a project-based course that teaches students how to build their own web pages. Students will learn the languages HTML and CSS, and will create their own live homepages to serve as portfolios of their creations.

Grade 8

For eighth grade computer science course, students will complete two unit courses with in CodeHS.

Course 8A - Intro to the Internet. This course introduces the basics of the basics of designing a web page, and how information and images are represented with computers, and the design and structure of the Internet. Students will create a portfolio on the web of projects they build throughout the course.

Course 8B - Cybersecurity. This course will expose students to the foundational cybersecurity topics including networking fundamentals, software security, and basics of cryptography, all through the CodeHS web-based platform.

Computer Science Assessments: Project Rubrics, Mid-Course Assessments, End of Course Assessments.

Technology and Engineering Education

Grade 6

For the sixth grade technology and engineering education course, students develop an understanding of the progression and scope of technology. Through group and individual activities, students will develop an awareness of the designed (human-made) world. Students will

begin to see the relationships among technologies and between other fields of study, specifically math and science. Through analyzing technological products and processes, students will assess the impacts of technology. Students will begin to identify that the core technologies are the building blocks to all technological systems. Problem solving skills are enhanced throughout the course using hands-on activities.

Grade 7

For the seventh grade technology and engineering education course, students will focus on the design process. Brainstorming, modeling, testing, evaluating, and modifying will be used to apply the design process in the invention or innovation of a new product, process, or system. Students participate in engineering design activities to understand how criteria, constraints, and processes affect design. Throughout the design process, students will develop skills to communicate design information. Students will learn how various inventions and innovations impact their lives.

Grade 8

For the eighth grade technology and engineering education course, students will learn how technological systems work together to solve problems and extend human capabilities. A technological system consists of parts (such as electrical and mechanical) working together to accomplish a task. Systems have inputs, processes, outputs, and feedback. This course will give students a general background on the different types of systems, how systems have evolved over time, how systems can be modified, and how systems work together.

Technology and Engineering Education Assessments: Project Rubrics, Mid-Unit Assessments, End of Unit Assessments.

- (e) *Promotion and Graduation Policy: Explain the school's policies for promoting students from one grade to the next including any early promotion. Include any provisions related to retention of students for a specified number of absences including any equating of tardies to absences. Address when and how the school will inform students and parents about promotion and graduation policies and decisions.*

If the school will offer high school grades within the proposed charter term:

- *Describe the types of diplomas the school will offer along with the credit and other requirements for each;*
- *Explain how students will meet the requirements set forth by New York State for the granting of each relevant type of diploma; and,*
- *Include any additional specific graduation requirements and the rationale for their selection.*

Overview – Promotional Policy

Promotion is the process by which teachers at LACS determine if students are ready for and have mastered enough content and skills to be successful in the next grade level.

Students may have different promotion criteria based on their grade level, the criteria specified on their Individualized Education Programs (IEPs), and/or their English language learner (ELL) status.

Throughout the year, our teachers and principal will regularly review students' academic performance and identify students who, even with additional support and interventions, may be at risk of not meeting the defined promotion benchmarks for their grade level. Students are assessed holistically, using multiple measures, such as course grades and report cards, writing samples, projects, assignments, other performance-based student work and State test scores. While State test scores may be considered, they may not be the primary or major factor in determining students' readiness for the next grade.

At the end of the year, if students have met grade-level promotion benchmarks according to their promotion criteria, then they are promoted to the next grade level. However, if there are concerns about students' level of preparation for the next grade level, because students have not yet met

the promotion benchmarks, then they are not promoted in June. These students will have the opportunity to attend summer school. In August, the principal again reviews the students' progress and makes final promotion determinations according to their promotion criteria.

Defining Promotion Benchmarks

At the beginning of the school year, schools must define their promotion benchmarks. These are the benchmarks in English language arts (ELA) and math that students must achieve in order to be promoted to the next grade level. Promotion benchmarks should represent the content and skills students need to master, or show sufficient progress towards, in order to be ready for and successful in the next grade. These grade-level benchmarks should be communicated to students and families in the fall so that there is a mutual understanding of what students need to accomplish throughout the year in order to be ready for the next grade level.

Promotion benchmarks should be consistent across each grade level within a school. For example, students in Miss Scarlett's six grade class should be held to the same ELA and math promotion benchmarks as students in Mrs. Peacock's six grade class. This ensures that all students in a given grade are held to the same promotion benchmarks and enter the next grade having demonstrated the same level of readiness.

Establishing Multiple Measures of Performance

At the beginning of the school year, LACS will establish the multiple measures of performance we will use to assess student progress toward New York State Education Department (NYSED) learning standards and promotion benchmarks in ELA and math. We will assess students holistically, using multiple measures, such as course grades and report cards, writing samples, projects, assignments, and other performance-based student work.

The goal of establishing multiple measures of performance is to provide students with a number of opportunities to demonstrate their mastery of skills and content knowledge. Specifically, students should have the opportunity to reflect their progress across multiple modalities as to provide teachers with an accurate picture of what they know and understand. For example, some teachers may use a written multiple choice test as an assessment of students' progress towards

ELA promotion benchmarks. However, the written multiple choice test cannot be the only measure used to evaluate students' progress. Instead, teachers may choose to use students' performance on the written multiple choice assessment alongside an oral project, a listening comprehension exercise and a practical application of skills in order to determine progress toward the promotion benchmarks. By varying the types of assessments used over the course of the school year, schools can get a complete picture of what a student knows and understands, and how the student has progressed.

Other factors to consider when establishing multiple measures of academic performance include:

- While promotion benchmarks must be the same across a grade, teachers may choose to use different measures of progress towards NYSED learning standards for their class or on a student-by-student basis. It is important for teachers to know their students well and use multiple measures in order to accurately assess the progress of each individual student.
- Students should be assessed in each of the language modes (reading, writing, speaking, and listening). It is especially important that ELLs are assessed in each of the language modes as proficiency in each will develop at different rates.
- Teachers should use multiple measures to determine mastery of content knowledge and mastery of skills.
- Students with IEPs, students with Section 504 Plans, ELLs and former ELLs must be assessed with the provision of the accommodations, supports, and services to which they are entitled. When assessing a student's progress toward NYSED learning standards, schools must use measures of performance that do not preclude a student from receiving their testing accommodations or access to required assistive technology. Testing accommodations apply to all assessments for which they are identified in a student's IEP unless it changes that construct of the test.

Grades 6—8 Students must show sufficient progress towards meeting the Common Core ELA and Math Standards. Promotion decisions are based on a preliminary evaluation of state test scores, course grades, report cards, samples of student writing, projects, and assignments. State test scores are not used as the primary factor in making promotion decisions. Promotion decisions are made by the principal.

Grade 8 Students must pass English, Mathematics, Science, and Social Studies classes. Students will be promoted based on an evaluation of state test scores, course grades, report cards, samples of student writing, projects, and assignments. Students must also show sufficient progress towards meeting the Common Core ELA and Math Standards. State test scores will not be used as the primary factor in making promotion decisions, as those scores are typically not released until mid-to-late August. Final promotion decisions will be made by the Principal.

Exceptions

- English Language Learners (ELLs) in grades 6-7 who have been enrolled in a U.S. school for less than 2 years and ELLs in grade 8 who have been enrolled in a U.S. school for less than 1 year are not held to these promotion standards.
- Students with disabilities may be held to different promotion standards as outlined in their Individualized Education Program (IEP). Depending on a student's specific needs, he or she may have testing accommodations and modified promotion criteria or may be exempt from taking state and city-wide assessments entirely.
- Principals may recommend that students who have been previously retained, or are two or more years overage for their grade, be promoted, even if they do not meet the Common Core standards. Overage students must demonstrate progress in multiple areas, such as classroom assessments, assignments, or teacher observations, in order to be promoted.

Parental Notification and Interventions

Parents should be notified of and involved in decisions regarding their child's promotion. If a student is at risk of being held over, parents should be informed during the school year, and students are entitled to interventions to move towards promotion.

1. Parents will be advised in the early part of the school year, but no later than the fall Parent-Teacher conference if the student's promotion is in doubt. Written notice is to be provided no later than February 1st.
2. Spring Parent-Teacher conferences also offer an opportunity to discuss student progress.
3. If the child ultimately is not recommended for promotion, the parent should be notified in writing by regular mail in June.
4. Students in 6th grade and up who do not meet standards in June are encouraged to attend summer school.
5. Following the completion of summer school in August, the principal will review student work from the year and summer work and decide whether or not to promote the student. Students in grades 6—8 must receive passing grades in core academic summer school classes in order to be promoted.

Appeals Process

Parents of students in 6—8 may appeal promotion decisions, in writing, to the principal by the end of August. The board will review the principal's decision and make the final determination.

RESPONSE 5(F). PROGRAMMATIC AUDITS

Describe a plan of annual programmatic audits of the implementation and effectiveness of the school's education program. Programmatic audits should include an evaluation of the effectiveness of the school's academic program, governance, and operations. Note that the programmatic audit is not simply a cost/benefit audit as conducted by some school districts. The plan should include, but is not limited to, the:

- *Purpose and objectives;*
- *Areas to be audited;*
- *Schedule of events;*
- *Responsible persons, which may include outside consultants;*
- *Description of written end product;*
- *How and to whom such written end product will be disseminated; and,*
- *Any plans to hire outside consultants to perform such audits.*

Annual Reporting: LACS will submit an Annual Report by the Institute's deadline each year. Prepared by LACS's Principal and/or his or her designees, the annual report will include an evaluation of the school's progress in meeting its Accountability Plan goals.

Academic Progress Monitoring: Throughout the academic year, LACS staff will monitor and analyze a wide variety of performance data to ensure that the school is on target to meet its Accountability Plan goals. The data analyzed will include student level results, with the teacher using individual, aggregate and disaggregated assessment data to inform instruction; classroom level trends identified by instructional leadership to evaluate the effectiveness of the curriculum and instruction; and the whole school level to inform programmatic refinements and resource allocation.

Satisfaction Rates: LACS will gauge family and teacher satisfaction both formally and informally over the course of each year. The school will administer the annual NYCDOE School Survey to assess parent and teacher satisfaction in areas such as rigorous instruction, supportive environment, effective school leadership, collaborative teachers, family/community ties, and trust. The results of the surveys will be made public in the school's NYS School Report Card which will be available on the school's website. Direct

links to the school's NYCDOE School Survey will also be posted on the school website. LACS staff will also gauge parent and guardian satisfaction with its programs and culture through conversations that teachers facilitate with parents at conferences. In addition, the school will infer parent and guardian satisfaction based on the school's enrollment numbers and retention of students from year to year.

Teacher satisfaction data from the NYCDOE Surveys will also be used to better understand teacher perceptions of working conditions, responsiveness of professional development to teacher needs and the effectiveness of school leadership. Ultimately, the Board, Principal and school community will use parent, student and teacher satisfaction data to identify and address academic, operational and school culture-related needs throughout the school.

Board Evaluation: The Executive Committee of the Board will lead the Board's annual self-evaluation. It will develop a self-evaluation instrument and use it annually to check its performance in such domains as member attendance and participation, communication with stakeholders, regular review and revision of key policies and procedures, financial oversight, evaluation of school leadership, handling of grievances, and adherence to the mission of the school. The Board will use the results of these evaluations to inform the development of strategic goals and action plans. The Board will also monitor its composition to maintain adequate skill sets with which to govern the school as well as diversity to ensure a variety of perspectives, and it will address any significant gaps in the skill sets of its membership by recruiting additional Board members in a manner consistent with the school's Bylaws. The Board may seek training and/or strategic planning guidance from a professional charter school board consultant such as Marci Cornell-Feist.

RESPONSE 6: CALENDAR AND SCHEDULES

(a) School Calendar

- *Provide a copy of the school's proposed calendar for its first year of operation that clearly articulates:*
 - *Total number of days of instruction for the school year including whole and half days;*
 - *Total number of hours of instruction for the school year including and not including additional instructional time such as tutoring;*
 - *First and last day of classes;*
 - *Organization of the school year (i.e., semesters, trimesters, quarters, etc.);*
 - *All planned holidays and other days off, as well as planned half days; and,*
 - *Dates for summer school, orientation, and other activities outside of the core academic calendar, if planned.*
- *Provide a narrative to explain any aspects of the calendar that are not evident on the 1st year calendar or where further explanation is necessary.*

LAMAD ACADEMY CHARTER SCHOOL CALENDAR (2019-20)

Month	Holidays (School is Not in Session)	Number of Days School is in Session	Number of Days in Summer Bridge	Number of Saturday Academy Days
Summer Bridge Program				
July 1-29, 2019	Summer Bridge begins: July 1 July 4: Independence Day		20	
School Year Program				
August 2019	August 26: School year begins	5		
September 2019	September 2: Labor Day September 30: Rosh Hashanah	19		
October 2019	October 1: Rosh Hashanah October 9: Yom Kippur October 14: Columbus Day	19		2
November 2019	November 5: Election Day; Staff Development Day November 11: Veteran's Day November 28-29: Thanksgiving	17		2
December 2019	December 24-December 31: Winter Break	15		2
January 2020	January 1: New Year's Day January 2: Staff Development Day January 20: Martin Luther King Jr. Day	20		2
February 2020	February 14: Staff Development Day February 17-21: mid-Winter break	14		2
March 2020		21		2
April 2020	April 13-17, Spring Break April 24: Staff Development Day	16		2
May 2020	May 25: Memorial Day	21		2
June 2020	June 5: Eid al-Fitr	20		2
Total Days in School Year Program/Summer Bridge/Saturday Academy		190	20	18

In order to reach the ambitious achievement goals the team has established, LACS will provide 190 days of instruction during the school year, notwithstanding an additional 20 days during Summer Bridge program for all students new to LACS and 18 days of Saturday Academy for all students.

The first day of the traditional school year for students will be Monday, August 26th, 2019, with the last day of school for students on or around Tuesday, June 30th, 2020. The first day of school for teachers will be Monday, August 12, 2019 for ten days of pre-opening professional development. The last day of school for teachers will be on or around July 1, 2020.

The school year will be broken into four marking periods:

- The first marking period ending on or around November 15, 2019
- The second marking period ending on or around February 14, 2020
- The third marking period ending on or around April 17, 2020
- The fourth marking period ends the week before the last day of school.

The table above provides all planned LACS holidays as well as four staff development days scheduled approximately around the end of each marking period.

Each July, LACS will host a 20-day Summer Bridge program for all new students to the school. In addition, after the first year of operation, the school will consider offering summer school for those students whose promotion is in doubt because they have failed to meet performance expectations during the school year in one or more core subjects. Summer school will be the last opportunity for students to demonstrate grade level expectations before a decision to retain is made.

(B) SAMPLE STUDENT SCHEDULE

For each division of the school (e.g., lower elementary, upper elementary, middle, and high), provide the following for a typical week of instruction:

- *A narrative describing the typical school day (including the approximate start and dismissal times and any regular variations; for example, one day a week early dismissal for teacher professional development), components of the school day devoted to core academics; components of the school day devoted to before or after school electives; and, remediation or other non-core academic components of the proposed school design;*
- *A table that outlines the minimum number of weekly minutes the school will devote to core academic subjects in each grade, i.e., ELA, mathematics, science, and social studies, and the total number of all instructional minutes the school would offer per week (exclusive of lunch, recess, study hall, etc.); and,*
- *A sample student schedule for a typical week.*

As the sample schedules on the following pages illustrate, LACS students will arrive at the school beginning at 7:45 a.m. for an optional breakfast before the school day begins. Promptly at 8:15 a.m., each student will spend fifteen minutes getting ready for the academic day in his/her homeroom setting. Attendance will be taken and any important daily or weekly announcements will be made. Instruction begins at 8:30 a.m. with extended blocks of instruction in both ELA and math each day. LACS will employ block scheduling, as research demonstrates higher levels of achievement in core areas, particularly math, in 6th graders attending schools prescribing to this scheduling model.¹ Students will receive an hour of science daily, alternating between classroom and laboratory instruction every other day to provide regular time for practicing application of taught content and concepts. Students will then be given adequate time to eat lunch and connect socially with friends and classmates at midday before classes in Social Studies, Spanish, and various electives to round out their schedules (such as Music and Technology). All students will attend an hour of targeted intervention tutoring from 4-5 p.m. each day of the week besides Fridays. As part of our plan to build the bridge to high expectations, we will require *all* students to participate in academic intervention, regardless of their competency or level of academic achievement. Struggling students will receive additional assistance; students who are on or above grade level are advanced and will work on small group

¹https://www.researchgate.net/publication/238435485_The_Effect_of_Block_Scheduling_on_Middle_School_Students'_Mathematics_Achievement

projects or independent study projects. Students will be placed in small groups with ratios of 1:1, 3:1, 5:1 and 10:1 utilizing teachers, peer tutors and potentially college students to deliver instruction. On Fridays, students will be dismissed at 3:45 p.m. so that school leadership and staff can meet and engage in professional development activities.

Grade 6 Classroom A

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday (First Two Saturdays October-June)
7:45-8:15	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
8:15-8:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	
8:30-10:00	ELA	ELA	ELA	ELA	ELA	
10-11:30	Math	Math	Math	Math	Math	Academic Intervention (10:00-1:00)
11:30-12:30	Science	Science Lab	Science	Science Lab	Science	
12:30-1:15	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	
1:15-2:00	Music	Music	Spanish	Spanish	Spanish	
2:00-3:00	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	
3:00-3:45	Gym	Gym	Technology	Technology	Health	
4:00-5:00	Academic Intervention	Academic Intervention	Academic Intervention	Academic Intervention	Dismissal (3:45)	
5:00	Dismissal	Dismissal	Dismissal	Dismissal		

Grade 6 Classroom B

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday (First Two Saturdays October-June)
7:45-8:15	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	
8:15-8:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	
8:30-10:00	Math	Math	Math	Math	Math	
10-11:30	ELA	ELA	ELA	ELA	ELA	Academic Intervention (10:00-1:00)
11:30-12:30	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	
12:30-1:15	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	
1:15-2:00	Spanish	Spanish	Spanish	Music	Music	
2:00-3:00	Science	Science Lab	Science	Science Lab	Science	
3:00-3:45	Gym	Gym	Technology	Technology	Health	
4:00-5:00	Academic Intervention	Academic Intervention	Academic Intervention	Academic Intervention	Dismissal (3:45)	
5:00	Dismissal	Dismissal	Dismissal	Dismissal		

Grade 6 Classroom C

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday (First Two Saturdays October-June)
7:45-8:15	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Academic Intervention (10:00-1:00)
8:15-8:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	
8:30-9:30	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	
9:30-10:30	Science	Science Lab	Science	Science Lab	Science	
10:30-11:15	Music	Music	Spanish	Spanish	Spanish	
11:15-12:00	Gym	Gym	Technology	Technology	Health	
12:00-12:45	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	
12:45-2:15	Math	Math	Math	Math	Math	
2:15-3:45	ELA	ELA	ELA	ELA	ELA	
4:00-5:00	Academic Intervention	Academic Intervention	Academic Intervention	Academic Intervention	Dismissal (3:45)	
5:00	Dismissal	Dismissal	Dismissal	Dismissal		

Grade 6 Classroom D

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday (First Two Saturdays October-June)
7:45-8:15	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Academic Intervention (10:00-1:00)
8:15-8:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	
8:30-9:30	Science	Science Lab	Science	Science Lab	Science	
9:30-10:30	Social Studies	Social Studies	Social Studies	Social Studies	Social Studies	
10:30-11:15	Spanish	Spanish	Spanish	Music	Music	
11:15-12:00	Gym	Gym	Technology	Technology	Health	
12:00-12:45	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	
12:45-2:15	ELA	ELA	ELA	ELA	ELA	
2:15-3:45	Math	Math	Math	Math	Math	
4:00-5:00	Academic Intervention	Academic Intervention	Academic Intervention	Academic Intervention	Dismissal (3:45)	
5:00	Dismissal	Dismissal	Dismissal	Dismissal		

The following table provides the amount of daily and weekly minutes devoted to the core curriculum for all students:

Subject	Daily Minutes	Weekly Minutes
ELA	90	450
Math	90	450
Social Studies	60	300
Science	60	300
Physical Education	45 minutes twice a week	90
Technology	45 minutes twice a week	90
Spanish	45 minutes	225
Health	45 minutes once a week	45
Total	390 minutes (6.5 hours)	1,950 minutes (32.5 hours)

(C) SAMPLE TEACHER SCHEDULE

For each division of the school provide a sample teacher schedule for a typical week of instruction including:

- *Length of teachers' work day;*
- *Time devoted to core teaching assignments, planning, and other activities; and,*
- *A brief scenario describing a typical teacher day and week.*

LACS students will also attend academic intervention at Saturday Academy at the school which occurs the 1st and 2nd Saturdays of each month (on months in which the 1st or 2nd Saturday is part of a holiday weekend or a holiday itself, Saturday Academy will be held on the subsequent Saturday). Saturday Academy, like afternoon Academic Intervention, is mandatory for all students regardless of achievement level. Saturday Academy will run from 10 a.m.-1 p.m. on the first and second Saturday of each month during the school year beginning in October. Saturday Academy provides another opportunity for students to engage in tutoring sessions to overcome academic deficits, address current academic challenges, or continue on an accelerated pace.

The following sample teacher schedules correspond to the Grade 6 schedules in *(b)-Sample Student Schedule*. The Schedules presented are for the classroom teachers, the math teacher and the science teacher. The Schedules demonstrate how in ELA instruction, each classroom of students will receive increased instructional support with two classroom teachers providing instruction. Likewise, the schedules permit 60 minutes of the 90 minute math class to be supported by the two math teachers. Finally, at least one day per week the science teacher will be supported by instructionally by the classroom teacher during science instruction. This co-teaching model facilitates a greater level of differentiated instruction and small group instruction in a class of heterogeneous learners, particularly in a school community where we expect to serve a large percentage of at-risk students. It accomplishes this by allowing the co-teachers to work together in a variety of forms²:

- One teach, one assist (or, "drift"), where one teacher assumes teaching responsibilities, and the other teacher provides individual support as needed
- Station teaching, where various learning stations are created, and the co-teachers provide individual support at the different stations.

² <http://www.accessmylibrary.com/article-1G1-165913483/co-teaching-inclusive-classrooms.html>

- Parallel teaching, where teachers teach the same or similar content in different classroom groupings.
- Alternative teaching, where one teacher may take a smaller group of students to a different location for a limited period of time for specialized instruction.
- Team teaching (or interactive teaching), where both co-teachers share teaching responsibilities equally and are equally involved in leading instructional activities.

Because of the proposed staffing model, LACS will be able to continue to have an intensive instructional focus in ELA and math with the subject-based English and math teachers providing instruction in a co-teaching environment. The sample schedules for the 8th grade English, Math, Science and Social Studies teachers that follow those for Grade 6 Teachers illustrate this co-teaching model.

6th Grade Teacher Classroom A

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday (First Two Saturdays October-June)
7:35	Arrival	Arrival	Arrival	Arrival	Arrival	
7:45-8:15	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	
8:15-8:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	
8:30-10:00	ELA	ELA	ELA	ELA	ELA	
10-11:30	ELA B Co-teaching					
11:30-12:30	Planning/Prep	Planning/Prep	Science Co-Teaching	Planning/Prep	Planning/Prep	Academic Intervention (10:00-1:00)
12:30-1:15	Lunch/Recess Duty or Planning/Prep					
1:15-2:00	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep	
2:00-3:00	Social Studies					
3:00-3:45	Planning/Prep	Planning/Prep	Planning/Prep	Planning/Prep	Health	
4:00-5:00	Academic Intervention	Academic Intervention	Academic Intervention	Academic Intervention	Staff Development	
5:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	

6th Grade Teacher Classroom B

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday (First Two Saturdays October-June)
7:35	Arrival	Arrival	Arrival	Arrival	Arrival	
7:45-8:15	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	
8:15-8:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	
8:30-10:00	ELA A Co-Teaching					
10-11:30	ELA	ELA	ELA	ELA	ELA	
11:30-12:30	Social Studies	Academic Intervention (10:00-1:00)				
12:30-1:15	Lunch/Recess Duty or Planning/Prep					
1:15-2:00	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep	
2:00-3:00	Planning/Prep	Planning/Prep	Science Co-Teaching	Planning/Prep	Planning/Prep	
3:00-3:45	Planning/Prep	Planning/Prep	Planning/Prep	Planning/Prep	Health	
4:00-5:00	Academic Intervention	Academic Intervention	Academic Intervention	Academic Intervention	Staff Development	
5:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	

6th Grade Teacher Classroom C

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday (First Two Saturdays October-June)
7:35	Arrival	Arrival	Arrival	Arrival	Arrival	
7:45-8:15	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	
8:15-8:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	
8:30-9:30	Social Studies					
9:30-10:30	Planning/Prep	Planning/Prep	Science Co-Teaching	Planning/Prep	Planning/Prep	Academic Intervention (10:00-1:00)
10:30-11:15	Planning/Prep	Planning/Prep	Planning/Prep	Planning/Prep	Planning/Prep	
11:15-12:00	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep	
12:00-12:45	Lunch/Recess Duty or Planning/Prep					
12:45-2:15	ELA D Co-Teaching					
2:15-3:45	ELA	ELA	ELA	ELA	ELA	
4:00-5:00	Academic Intervention	Academic Intervention	Academic Intervention	Academic Intervention	Staff Development	
5:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	

6th Grade Teacher Classroom D

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday (First Two Saturdays October-June)
7:35	Arrival	Arrival	Arrival	Arrival	Arrival	
7:45-8:15	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	
8:15-8:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	
8:30-9:30	Social Studies					
9:30-10:30	Planning/Prep	Planning/Prep	Science Co-Teaching	Planning/Prep	Planning/Prep	Academic Intervention (10:00-1:00)
10:30-11:15	Planning/Prep	Planning/Prep	Planning/Prep	Planning/Prep	Planning/Prep	
11:15-12:00	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep	
12:00-12:45	Lunch/Recess Duty or Planning/Prep					
12:45-2:15	ELA	ELA	ELA	ELA	ELA	
2:15-3:45	ELA C Co-Teaching					
4:00-5:00	Academic Intervention	Academic Intervention	Academic Intervention	Academic Intervention	Staff Development	
5:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	

Grade 6 Math One Teacher Classrooms A,B

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday (First Two Saturdays October-June)
7:35	Arrival	Arrival	Arrival	Arrival	Arrival	
7:45-8:15	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	
8:15-8:30	Planning Prep					
8:30-10:00	Math B					
10-11:30	Math A					
11:30-12:30	Planning/Prep	Planning/Prep	Planning/Prep	Planning/Prep	Planning/Prep	Academic Intervention (10:00-1:00)
12:30-1:15	Lunch/Recess Duty or Planning/Prep					
1:15-2:00	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep	
2:00-3:00	Math C Co-Teaching					
3:00-3:45	Math D Co-Teaching					
4:00-5:00	Academic Intervention	Academic Intervention	Academic Intervention	Academic Intervention	Staff Development	
5:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	

Grade 6 Math Teacher Two Classroom C, D

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday (First Two Saturdays October-June)
7:35	Arrival	Arrival	Arrival	Arrival	Arrival	
7:45-8:15	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	
8:15-8:30	Planning/Prep	Planning/Prep	Planning/Prep	Planning/Prep	Planning/Prep	
8:30-9:30	Math B Co-Teaching					
9:30-10:30	Math A Co-Teaching	Academic Intervention (10:00-1:00)				
10:30-11:15	Planning/Prep	Planning/Prep	Planning/Prep	Planning/Prep	Planning/Prep	
11:15-12:00	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep	
12:00-12:45	Lunch/Recess Duty or Planning/Prep					
12:45-2:15	Math C					
2:15-3:45	Math D Co-Teaching					
4:00-5:00	Academic Intervention	Academic Intervention	Academic Intervention	Academic Intervention	Staff Development	
5:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	

6th Grade Science Teacher Classroom A, B, C, D

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday (First Two Saturdays October-June)
7:35	Arrival	Arrival	Arrival	Arrival	Arrival	
7:45-8:15	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	
8:15-8:30	Planning/Prep	Planning/Prep	Planning/Prep	Planning/Prep	Planning/Prep	
8:30-9:30	Science D	Science Lab D	Science D	Science Lab D	Science D	
9:30-10:30	Science C	Science Lab C	Science C	Science Lab C	Science C	Academic Intervention (10:00-1:00)
11:30-12:30	Science A	Science Lab A	Science A	Science Lab A	Science A	
12:30-1:15	Lunch/Recess Duty or Planning/Prep					
1:15-2:00	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep	
2:00-3:00	Science B	Science Lab B	Science B	Science Lab B	Science B	
3:00-3:45	Planning/Prep	Planning/Prep	Planning/Prep	Planning/Prep	Planning/Prep	
4:00-5:00	Academic Intervention	Academic Intervention	Academic Intervention	Academic Intervention	Staff Development	

5:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	
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Grade 8 ELA Teachers

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday (First Two Saturdays October-June)
7:35	Arrival	Arrival	Arrival	Arrival	Arrival	
7:45-8:15	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	
8:15-8:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	
8:30-10:00	ELA A Co-Teaching					
10-11:30	ELA B Co-Teaching	Academic Intervention (10:00-1:00)				
11:30-12:15	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep	
12:15-12:45	Planning/Prep	Planning/Prep	Planning/Prep	Planning/Prep	Planning/Prep	
12:45 -2:15	ELA D Co-Teaching					
2:15-3:45	ELA C Co-Teaching					
4:00-5:00	Academic Intervention	Academic Intervention	Academic Intervention	Academic Intervention	Staff Development	
5:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	

Grade 8 Math Teachers

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday (First Two Saturdays October-June)
7:35	Arrival	Arrival	Arrival	Arrival	Arrival	
7:45-8:15	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	
8:15-8:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	
8:30-10:00	Math B Co-Teaching					
10-11:30	Math A Co-Teaching	Academic Intervention (10:00-1:00)				
11:30-12:15	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep	
12:15-12:45	Planning/Prep	Planning/Prep	Planning/Prep	Planning/Prep	Planning/Prep	
12:45 -2:15	Math C Co-Teaching					
2:15-3:45	Math D Co-Teaching					
4:00-5:00	Academic Intervention	Academic Intervention	Academic Intervention	Academic Intervention	Staff Development	
5:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	

Grade 8 Science Teacher

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday (First Two Saturdays October-June)
7:35	Arrival	Arrival	Arrival	Arrival	Arrival	
7:45-8:15	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	
8:15-8:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	
8:30-9:30	Science D	Science Lab D	Science D	Science Lab D	Science D	
9:30-10:30	Science C	Science Lab C	Science C	Science Lab C	Science C	Academic Intervention (10:00-1:00)
10:30-11:30	Prep/Planning	Prep/Planning	Prep/Planning	Prep/Planning	Prep/Planning	
11:30-12:30	Science A	Science Lab A	Science A	Science Lab A	Science A	
12:00-12:45	Lunch/Recess Duty	Lunch/Recess Duty	Lunch/Recess Duty	Lunch/Recess Duty	Lunch/Recess Duty	
12:45-1:30	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep	
1:30-2:00	Prep/Planning	Prep/Planning	Prep/Planning	Prep/Planning	Prep/Planning	
2:00-3:00	Science B	Science Lab B	Science B	Science Lab B	Science B	
4:00-5:00	Academic Intervention	Academic Intervention	Academic Intervention	Academic Intervention	Staff Development	
5:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	

Grade 8 Social Studies Teacher

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday (First Two Saturdays October-June)
7:35	Arrival	Arrival	Arrival	Arrival	Arrival	
7:45-8:15	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	Breakfast/ Planning/Prep	
8:15-8:30	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	
8:30-9:30	Social Studies C					
9:30-10:30	Social Studies D	Academic Intervention (10:00-1:00)				
10:30-11:30	Prep/Planning	Prep/Planning	Prep/Planning	Prep/Planning	Prep/Planning	
11:30-12:30	Social Studies B					
12:00-12:45	Lunch/Recess Duty	Lunch/Recess Duty	Lunch/Recess Duty	Lunch/Recess Duty	Lunch/Recess Duty	
12:45-1:30	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep	Lunch/Prep	
1:30-2:00	Prep/Planning	Prep/Planning	Prep/Planning	Prep/Planning	Prep/Planning	
2:00-3:00	Social Studies A					
4:00-5:00	Academic Intervention	Academic Intervention	Academic Intervention	Academic Intervention	Staff Development	
5:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	

At LACS, teachers will be expected to arrive at school by 7:35 a.m. During the first year of operation, prior to the start of each month, the Principal and Assistant Principal for Math and Science (in subsequent years, this will be the joint responsibility of the Assistant Principal for Math and Science and Assistant Principal for Humanities) will determine the month's schedule for teacher duties in overseeing breakfast and lunch/recess. All teachers (including Spanish, Music, Gym, Math and Reading Specialists, ELL, Special Education, Technology) will have responsibility for coverage of these student gathering times on an alternating schedule. On days when teachers do not have these duties, the time is available for preparation and planning. The schedule will be designed as to maximize opportunities for teachers to plan individually or in grade level teams, subject-based teams and co-teaching teams. The time will also be available for Child Study Teams to meet regarding targeted students. Out of recognition that certain teachers (Math and English for instance) have greater instructional loads during the day, these teachers will have less or no responsibility to have coverage of breakfast and lunch/recess duty in

order to allow them more equitable opportunities for preparation and planning times in their daily and weekly schedules.

Instruction begins at 8:30 and ends at 5:00. The following chart highlights the minimum amount of time that core teachers are engaged in instruction, planning, academic intervention and other duties:

<i>Minimum*</i> Daily Minutes Devoted to the Activities				
Teacher	Instruction	Planning	Academic Intervention	Other Duties**
Grade 6 Classroom	M,T,Th:240 minutes per day W: 300 minutes F: 285 minutes	M,T,Th: 75 minutes per day W: 45 minutes F: 120 minutes	M-Th: 60 minutes per day S: 180 minutes	M-F: 90 minutes per day
Grade 6 Math	M-F: 360 minutes per day	M-Th: 75 minutes per day F: 135 minutes	M-Th: 60 minutes per day S: 180 minutes	M-F: 75 minutes per day
Grade 6 Science	M-F: 240 minutes per day	M-Th: 60 minutes per day F: 120 minutes	M-Th: 60 minutes per day S: 180 minutes	M-F: 75 minutes per day
English Teacher	M-F: 360 minutes per day	M-Th: 30 minutes per day F: 90 minutes	M-Th: 60 minutes per day S: 180 minutes	M-F: 45 minutes
Math Teacher	M-F: 360 minutes per day	M-Th: 30 minutes per day F: 90 minutes	M-Th: 60 minutes per day S: 180 minutes	M-F: 45 minutes
Science Teacher	M-F: 240 minutes per day	M-Th: 90 minutes per day F: 180 minutes	M-Th: 60 minutes per day S: 180 minutes	M-F: 90 minutes
Social Studies Teacher	M-F: 240 minutes per day	M-Th: 90 minutes per day	M-Th: 60 minutes per day S: 180 minutes	M-F: 90 minutes

**This is especially relevant to the minutes of planning time as the schedule for other duties will be carefully designed so as to allow those teachers (particularly Grade 6-8 English and Math teachers) to have sufficient additional time for preparation and planning. In addition, not all teachers will have a homeroom assignment, providing them with that additional time for preparation and planning.*

***These are maximum number of minutes devoted to the activities as there will be an alternating schedule for all teachers to have coverage of student breakfast and lunch/recess duty. This other duty time includes homeroom coverage.*

RESPONSE 7: SPECIFIC POPULATIONS

(a) Struggling Students: Discuss the school's methods and strategies for identifying and serving students who are struggling academically and at risk of academic failure including:

- *How the school will determine and identify which students are struggling including within the context of a Response to Intervention (“RTI”) program. The applicant should clearly define the term “struggling student” as it would be applied in the school;*
- *The strategies, programs, and resources (including personnel) the school will devote to assisting struggling students both within general education classrooms and in other settings, e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff and consultants, etc.;*
- *Any research or evidence that supports the appropriateness of the proposed approach; and,*
- *The process that the school will use to evaluate the efficacy of the program and ensure that the school is meeting the needs of these students.*

LACS defines “struggling students” as those who are at risk of not meeting proficiency in English and math. These students can fall into many categories, including ELLs and Special Education students, populations that will be discussed in parts (b) and (c) of this response. For the purposes of this part, we are defining struggling students as those who would be identified as eligible for services under Title I (and these students may be a part of the ELL population, the Special Education population and the general education population). Students will be identified for participation based on their performance on their most recent administration of the New York State ELA and Math assessments, NWEA assessments, and teacher observations during classroom instruction. Similar to the process for identifying ELL students, cut-off points will be established in both the ELA and Mathematics on these assessments. Students who perform below those established cut-off points will be eligible for academic intervention services, including those funded through Title I. Other factors, including behavioral issues, teacher recommendations, and when interventions implemented through the school’s RTI program based on the guidelines of the Pre-Referral Intervention Manual (PRIM) manual (described in the Special Education section that follows) have failed to improve a student’s performance, may designate a student as struggling even when his or her assessments may indicate that he or she is not in need of academic interventions.

LACS's overarching curricular and instructional model is designed to effectively meet the needs of struggling students. All instruction in LACS classrooms will be informed by student assessment data. Research has shown that such data-informed instruction is correlated with improvement in student learning.¹ In addition, as indicated in *Response 2ab-Addressing Need*, literacy is integrated throughout the curriculum. The ability to speak, read, write and understand the English language lies at the core of success in all subjects for all students. Therefore, literacy is infused in every subject and in all subject areas in all grades. LACS students thus are continually engaged in hearing, reading, and understanding the written and spoken word through engagement in reading and writing exercises. This focus is beneficial to all students and has particular importance to ELLs and other students at-risk of academic failure who need comprehensive and continual exposure to language as well as support in the development of their English language skills.

LACS's general education staffing model provides for an increased ability to promote a greater level of differentiated instruction to meet student needs in both reading and math. Teachers will provide instruction in their respective courses in a co-teaching environment to a classroom of 28 students. It accomplishes this by allowing the co-teachers to work together in a variety of forms²:

- One teach, one assist (or, "drift"), where one teacher assumes teaching responsibilities, and the other teacher provides individual support as needed
- Station teaching, where various learning stations are created, and the co-teachers provide individual support at the different stations.
- Parallel teaching, where teachers teach the same or similar content in different classroom groupings.
- Alternative teaching, where one teacher may take a smaller group of students to a different location for a limited period of time for specialized instruction.
- Team teaching (or interactive teaching), where both co-teachers share teaching responsibilities equally and are equally involved in leading instructional activities.

If, despite our overarching curriculum and instructional model, students demonstrate the need for more intensive or targeted supports, LACS will implement reading and math intervention

¹ Elmore, R., & Abelman, C. (1999). *When accountability knocks, will anyone answer?* Philadelphia: Center for Policy Research in Education.

² <http://www.accessmylibrary.com/article-1G1-165913483/co-teaching-inclusive-classrooms.html>

strategies to address identified areas of weakness of each struggling student.

A struggling student will become the focus of the School's Child Study Team (CST), described in below in the Special Education section of this response. The LACS CST provides a school-based mechanism to enable school personnel to meet the needs of individual children within the school who are having difficulty in the educational setting. The team is child-centered and facilitates a process that results in the implementation of accommodations, services, and interventions that will enable the child to be successful in school. The options to be considered exist along a wide continuum of support, ranging from mild accommodations to extensive intervention and may be available within the school, the district of residence or located elsewhere in the community. The CST has the responsibility to: (1) Review any problems (academic/developmental, behavioral, social/emotional) interfering with the child's performance in school; (2) Brainstorm solutions; (3) Make recommendations to meet the child's needs; and (4) Monitor/review results of the recommendations. The monitoring and review process takes place approximately every 6-8 weeks after the CST analyzes internal assessment results, including results of reading and math curriculum benchmark assessments and teacher generated assessments.

The CST will review the student's behavior and academic performance, interview the student's teacher(s), and consult with the student's parents and offer recommendations. A referral to the CSE should be considered when it is clearly demonstrated and documented that interventions, curriculum modifications, prevention strategies, and remedial services are insufficient to address the student's needs.

Consideration will be given to: (1) changing the physical environment (e.g., seat near teacher, seat near model student, seat near whiteboard, use of visual barriers to reduce distraction, establish boundaries or travel patterns with tape, etc.); (2) changing the instructional group; (3) contacting the parent to suggest techniques for working with the child at home; (4) contacting the parent to discuss health concerns (e.g., hearing, vision, medical); (5) using alternative curriculum materials and/ or teaching methods; (6) using curriculum adaptations (e.g., rephrase or rewrite directions); (7) questions to ensure understanding; (8) presentation of concepts in small segments of time; (9) use of physical manipulatives; (10) use of integrated sensory approaches to address different learning styles, etc.; (11) providing opportunities for peer/cross age tutoring; (12) implementing

behavior management techniques (e.g., menu of alternative tasks, limiting choices to reduce frustration, utilizing kinesthetic reminders, providing opportunities for success, scheduling private "teacher talk" times, etc.); and (13) adding pull-out and push-in services from the Reading Specialist, Math Specialist or ELL Specialist.

Consideration will be given to interventions, such as: (1) having the CST review the student's needs and offer recommendations and strategies for interventions and services; (2) providing opportunities for the student to meet with a social worker; (3) consulting with members of the CST for recommended strategies, interventions, and community resources; (4) offering opportunities for the student to participate in a supplemental program within the School; and (5) changing the student's classroom.

Consideration will be given to community interventions, such as connecting the student and family with an outside agency for special services unavailable in the school (e.g., psychiatric care, recreational activities, family counseling, medical interventions, tutorial programs, etc.).

If there is no improvement in the student's academic or other areas of concern the student will receive intensive academic intervention funded through the School's Title I resources. With regard to targeted reading intervention, LACS will have two Reading Specialists on staff beginning in the first year of operations. By year 3, the school will add a third Reading Specialist. The Reading Specialists will be expected to provide direct instruction to students needing reading intervention and to support subject teachers in bringing reading intervention strategies into their classrooms. LACS does not believe in a one size fits all approach to reading intervention particularly with the middle school population of students whom we will serve who will come to the school with a range of reading deficits, Therefore, we are loath to purchase one packaged reading intervention program for students in need of reading support. Instead we want our Reading Specialists to have flexibility to use a variety of programs with students based on students' identified needs and how students respond instructionally. Reading Specialists will provide reading intervention services to targeted students in both a push-in and pull-out model. The Reading Specialists will also work with teachers on how to bring reading intervention strategies into the classroom (such as QAR-Question Answer Relationships or Reciprocal Teaching), both of which can be incorporated into any curriculum (with all subjects)

and are beneficial to all students (even those reading at or above level). It is important to note that the ESL Teacher will also provide support to students below grade level in reading. While they may not be ELLs, research shows that children from poverty level backgrounds face their own challenges and deficits in English language acquisition and development. Thus, students at-risk of academic failure will also benefit from sheltered instructional strategies that will be utilized by the ESL teacher and incorporated by general education teachers to provide access to mainstream, grade-level content, and to promote the development of English language proficiency.

While the school will have a Reading Specialist, LACS considers that all instructional staff will be involved with providing instruction to struggling students. The Principal will play leadership roles in providing support and guidance to all teachers in their work to ensure all students meet or exceed the School's learning standards. In terms of instructional support specialists, the School will have:

- The Reading Specialist who will work collaboratively with the classroom teachers in both a push-in and pull-out model in order to effectively address academically at-risk students' needs;
- Special education teachers who are devoted to meeting the needs of struggling students who are also classified as special education students. However, through the inclusion model, particularly in the designated CTT classroom at each grade level, special education teachers are able to positively impact all students in the classroom as all students are able to benefit from the instructional strategies special education teachers use to address the needs of special education students;
- An ESL Teacher who is devoted to meeting the needs of struggling students who are also classified as ELLs. However, through sheltered instructional strategies, the ESL Teacher is able to positively impact all students in the classroom as all students are able to benefit from these sheltered instructional strategies.
- The Social Worker who will provide counseling support to students and families where personal and family issues may impact student academic achievement.

The Reading Specialist will work collaboratively with the classroom teachers in both a push-in and pull-out model in order to effectively address academically at-risk students' needs. The Principal will serve as the Title I coordinator for all struggling (at-risk) students and will oversee the implementation of the academic intervention programs targeting this population of students,

including:

1. *Implementation and documentation of academic intervention services by classroom teachers and the designated reading specialists. Examples of intervention services by classroom teachers and the reading specialists are:* (a) Extra small group Guided Reading sessions to develop reading comprehension; (b) The Reading Specialist's (and all teachers') use of research-based reading intervention programs and/or strategies for students designated as Title I and in need of academic intervention and remediation; (c) Supplemental utilization of reading material leveled to specific students and matched closely to individual's interests; (d) Individualized or small group instruction focused on Title I student strengths providing development of areas such as background knowledge, vocabulary development, and/or oral language skills; (e) Extra small group mathematics support to develop and/or strengthen Number Sense and Operations; (f) Creation of supplemental specialized mathematics 'station' for targeted practice to promote development of specific skill or strategy; (g) Utilization of supplemental manipulatives to support identified deficiencies; and (h) Supplemental one-to-one instruction, including through the use of technology, to provide drill and practice of basic mathematics facts.
2. *Intervention and documentation by the Social Worker to support family participation in promotion of academic growth of student. Examples of supplemental intervention services by the Social Worker are:* (a) Guidelines to support at-home specific reading and/or mathematics skills, comprehension, and strategy development; (b) Creation of at-home "work space" and time to support academic development; (c) Coordination and outreach for additional academic support services such as tutoring and/or counseling; and (d) Promotion of school-family partnership focused on providing consistent language used by school and home in discussing reading, writing, and math.

With regard to students who are struggling in math, LACS will have on staff math teaching professionals (both math teachers and designated math specialists) who can work with students in a one-to-one setting or in small groups both in a push in or pull out model. The capacity of math teachers to work with struggling students is enhanced through the co-teaching model in math class.

Finally, the mandatory daily academic intervention period from 4:00-5:00 at the end of the day

along with the three-hour Saturday Academy twice a month for all students, will provide opportunities for struggling students to receive more individualized instruction from teachers as well as college and peer tutors.

As discussed in *Response 2ab- Addressing Need*, LACS will have in place a process for continued program assessment. Progress Monitoring will be utilized by teachers and administrators to track student progress through the use of benchmark sheets. Progress monitoring of this type is a scientifically based practice³ that is used to assess students' academic performance and evaluate the effectiveness of instruction. The Progress Monitoring Process provides the framework for instructional leaders and teachers to monitor the progress of students on an individual, aggregate and disaggregated basis.

Students are monitored closely by their teachers to ensure they are meeting benchmarks. An Action Plan is collaboratively developed for students who do not meet these benchmarks so that their needs will be addressed. Scope and sequence and pacing guides are discussed and evaluated during this process to determine what, if any, refinements need to be made for the subsequent semester. This goal of this process is to discuss recommendations for changes in the curriculum that may better allow teachers to meet the needs of all students. At the end of the school year, the curriculum review is a more comprehensive process. It involves the annual review of student data and reflection of teachers, instructional specialists and administrators. This review process may result in changes to the order of the following year's scope and sequence, an enhancement to or complete replacement of any published curriculum used by the school, among other potential changes.

The ongoing Progress Monitoring Process enables us to make adjustments and revisit goals and expectations of the academic intervention program for struggling students. These programs and services will be assessed on an ongoing basis at all levels using disaggregated student performance data. LACS will use this information to determine the progress of struggling students against individual goals and the school's overall accountability goals and will use this information to modify programs and services to struggling students, where necessary.

³ Office of Special Education Programs (OSEP): *National Center on Student Progress Monitoring*.

Throughout the year, teachers and instructional specialists with oversight and support from the Principal and Assistant Principals will evaluate the progress of the struggling students from their performance on ongoing student assessments and student classroom observations. Our data-driven instructional focus facilitates teachers being able to make real time modifications to the lesson plans and instructional strategies to address the needs of struggling students. The performance of struggling students will also be measured using formative and summative assessments and standardized assessments like the NWEA and the New York State assessments in ELA and math and science (including select NYS Regents Exams in math and science that we will expect our students to take at the end of Grade 7 and Grade 8). Analysis of assessment data will allow us to see progress or lack of progress and particular areas in which progress was or was not made. Students meeting established cut-off points will no longer be considered Title I students or students in need of academic intervention.

LACS will engage in a process that provides continued assessment of its academic intervention and Title I programs. These programs and services will be assessed on an ongoing basis at all levels using disaggregated student performance data. LACS will use this information to determine student progress against the school's overall accountability goals and will modify programs and services to struggling students, where necessary. This information will be shared with the LACS Education Committee of the Board. Measures of the academic intervention/Title I program's efficacy will be a part of the academic dashboard which is the tool the Board will utilize to review a report of performance indicators that aligns specific data with expected goals. An analysis of this data will allow the Board to objectively assess the school's progress towards goals and to make informed decisions regarding changes to the instructional program, organizational structure and resource allocation that will more effectively meet the needs of the schools "struggling" student population.

(b) Students with Disabilities: Discuss the school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer to Appendix B – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate the assurances found in this document. Include:

- *A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances.*

- *The process for identifying students with disabilities (child find), especially within the context of the school's RTI process;*
- *The resources, personnel (including administrative responsibilities), direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching ("CTT"), Special Education Teacher Support Services ("SETSS"), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.);*
- *The services or settings that will be provided by the school district of the student's residency or through a third party contract (pursuant to the Act);*
- *Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;*
- *The process for coordination between general education teachers and special education teachers or service providers;*
- *The process that will be used to monitor the achievement and progress of students with disabilities;*
- *The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and,*
- *Specific professional development for identifying, supporting, and evaluating the progress of special education students including the implementation of RTI and behavioral intervention plans ("BIPs") in the classroom.*

LACS will not discriminate in its admission or enrollment policies on the basis of students having or being suspected of having a disability. The School will abide by all terms within the Special Education Assurance document and provide instruction to students with disabilities in the most inclusive environment possible with their non-disabled peers to the extent appropriate and subject in all instances to the requirements and restrictions included in each student's IEP prepared by the Committee on Special Education (CSE) of the student's district of residence and in accordance with all applicable federal and state laws and regulations (e.g. IDEA). 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. The School will provide support services to students to ensure that IEP mandates and measurable goals are met. The School will not place a student in a

learning environment that is inconsistent with his or her IEP. Students with disabilities will also be expected to participate in, and receive credit for, nonacademic, extracurricular and ancillary programs and activities with all other students to the extent allowed by the IEP. Students with disabilities will receive all notices concerning school-sponsored programs, activities, and services.

LACS will comply with the federal Child Find requirements (34 CFR §300.125), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers—the Child Study Team (see below)—to identify any possible indication that the child may need a specialized or Intensive Education Program, or referral to the CSE of the student’s district of residence. LACS will ensure that the most recent IEPs of students already identified as students with disabilities who have been accepted into the school will be forwarded by their previous schools to LACS in a timely manner. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student’s district of residence for an evaluation.

A student suspected of having a disability, based on academic performance, teacher observation, or parental concern, will become the focus of the School’s Child Study Team (CST) consisting of an administrator, teachers, social worker and special education teacher. The LACS CST provides a school-based mechanism to enable school personnel to meet the needs of individual children within the school who are having difficulty in the educational setting. The team is child-centered and facilitates a process that results in the implementation of accommodations, services, and interventions that will enable the child to be successful in school. The options to be considered exist along a wide continuum of support, ranging from mild accommodations to extensive intervention and may be available within the school, the district of residence or located elsewhere in the community. The CST will use the PRIM (Pre-Referral Intervention Manual) to guide their RTI strategies. The CST has the responsibility to: (1) Review any problems (academic/developmental, behavioral, social/emotional) interfering with the child’s performance in school; (2) Brainstorm solutions; (3) Make recommendations to meet the child’s needs; and (4) Monitor/review results of the recommendations. The monitoring and review process takes place

approximately every 6-8 weeks after the CST analyzes internal assessment results including curricular benchmark assessments and other internal assessments.

The CST will review the student's behavior and academic performance, including members of the CST observing the student at select periods throughout the day so as to identify areas of need and strength and to be able to develop a strategy to address the child's needs. In addition, the CST will interview the student's teacher(s) and consult with the student's parents and offer recommendations. A referral to the CSE should be considered when it is clearly demonstrated and documented that interventions, curriculum modifications, prevention strategies, and remedial services are insufficient to address the student's needs.

Similarly, as delineated previously in *(a) Struggling Students*, consideration will be given to: (1) changing the physical environment (e.g., seat near teacher, seat near model student, seat near whiteboard, use of visual barriers to reduce distraction, establish boundaries or travel patterns with tape, etc.); (2) changing the instructional group; (3) contacting the parent to suggest techniques for working with the child at home; (4) contacting the parent to discuss health concerns (e.g., hearing, vision, medical); (5) using alternative curriculum materials and/ or teaching methods; (6) using curriculum adaptations (e.g., rephrase or rewrite directions); (7) questions to ensure understanding; (8) presentation of concepts in small segments of time; (9) use of physical manipulatives; (10) use of integrated sensory approaches to address different learning styles, etc.; (11) providing opportunities for peer/cross age tutoring; (12) implementing behavior management techniques (e.g., menu of alternative tasks, limiting choices to reduce frustration, utilizing kinesthetic reminders, providing opportunities for success, scheduling private "teacher talk" times, etc.); and (13) adding pull-out and push-in services from the Reading Specialist, Math Specialist or ELL Specialist.

Consideration will be given to interventions, such as: (1) having the CST review the student's needs and offer recommendations and strategies for interventions and services; (2) providing opportunities for the student to meet with a social worker; (3) consulting with members of the CST for recommended strategies, interventions, and community resources; (4) offering opportunities for the student to participate in a supplemental program within the School; and (5) changing the student's classroom.

Consideration will be given to community interventions, such as connecting the student and family with an outside agency for special services unavailable in the school (e.g., psychiatric care, recreational activities, family counseling, medical interventions, tutorial programs, etc.). The School will establish an ongoing partnership with the child's family through regular meetings and/or updates.

If there is no improvement in the student's academic or non-academic areas of concern following implementation of appropriate strategies then an official meeting will be called with the family and a referral may be developed. The referral is made in writing to the Chairperson of the CSE of the NYCDOE for an individual evaluation and determination of eligibility for special education programs and services. A copy of the referral, along with the procedural safeguards notice described in 34 CFR §300.504, will be sent to the student's parents.

Regulations of the NYS Commissioner of Education outline procedures for initiating a referral for a student suspected of having a disability and further identify responsibilities for school personnel with respect to such a referral. In accordance with Part 200.4 of the Regulations: *A student suspected of having a disability shall be referred in writing to the chairperson of the district's CSE or to the building administrator of the school which the student attends or is eligible to attend for an individual evaluation and determination of eligibility for special education programs and services...If a referral is received by the building administrator, it shall be forwarded to the committee chair immediately upon its receipt by the building administrator.*

A referral may also be made by: a student's parent or person in parental relationship, a professional staff member of the school, a physician, a judicial officer, a representative of a public agency, or a student over 18 years of age. The Regulation identifies specific requirements for referrals initiated by professional staff members, directing that such a referral must: (1) state the reasons for the referral and include any test results, records, or reports upon which the referral is based; (2) describe attempts to remediate the student's performance prior to referral, including any supplementary aids or support services or the reasons why no such attempts were made; and (3) describe the extent of parental contact or involvement prior to the referral.

The various components described above are integral elements of a referral made by school staff members. In consideration of their importance in Regulation and policy, a referral that does not include all required items will be considered incomplete and will be returned to the sender by the CSE for completion. The evaluation process will not begin until the referral is completed with all required components and resubmitted to the CSE. Therefore, professional staff members will carefully consider all components of the referral in order to avoid any delay in processing.

LACS is responsible for providing annual hearing and vision screenings for all students. An initial referral for evaluation will include the student's hearing and vision screenings in addition to his or her physical examination report. It is the responsibility of LACS to attach a copy of the student's health record which includes primary vision/hearing screenings; possible secondary vision/hearing screenings for students who failed the primary screening; and/or physical examinations obtained. LACS will contact the Department of Health to gather current medical information on students within the school.

The referral form will remind professional staff members of these required components and the requirements for a referral to be considered complete. The referral also provides more opportunity to consider and describe interventions attempted prior to referral. The wide variety of interventions identified on the referral form serves two purposes: to offer intervention strategies and options that may not have been considered prior to referral and to substantiate those that have been attempted. The referral form reinforces the responsibility of school personnel to consider appropriate alternatives in general education before proceeding with a referral.

Initial evaluations, re-evaluations, and revisions of IEPs, and the procedures relating thereto, are the responsibility of the school district of a student's residence (*see* 34 CFR §§300.22, 300.312 and 300.340 *et al*). LACS will implement the IEP developed by the CSE of the student's district of residence for each student with a disability, and will cooperate with the student's district of residence to ensure that all services as recommended in that IEP are provided to the student. LACS will provide substitute coverage for teachers as necessary to ensure they are able to attend CSE meetings. As required by the IDEA, the student's regular education teacher will be involved in the development and implementation of a student's IEP, provided that the student is, or may be, participating in the regular education environment.

LACS will have appropriately certified special education staff to support its special education program, including a special education coordinator, at least one special education teacher on each grade level and school social worker. LACS will also contract with appropriately certified or licensed individuals and/or organizations to provide services as described later in this response.

In year 1, the Special Education Teacher will be responsible for overseeing the School's Special Education program, which includes but is not limited to managing IEP record-keeping, ensuring compliance with all IEP requirements and regulations, managing the review and referral process, ensuring provision of services as mandated on student IEPs, and submitting annually all required reports in compliance with 34 CFR §300.750. In Year 2, the Special Education Coordinator will be hired and be responsible for overseeing LACS's special education program.

LACS is committed to a special education model based on inclusion. Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily, in accordance with the student's IEP. LACS 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. Special education students in LACS, when appropriate according to their IEPs, will receive their adapted curriculum work and other therapies such as speech-language therapy and occupational therapy, within a regular education classroom. Special educators and related-service providers (i.e. speech and language, occupational and physical therapists) will provide both push-in and pull-out services to special education students as required by their IEPs. A special education teacher, paraprofessional or aide may sit with the students to help implement the goals of their IEPs.

The School will provide support services to students to ensure that IEP mandates and measurable goals are met. LACS intends to directly provide the following services that may be required by a student's IEP: resource room and Collaborative Team Teaching (CTT) within a particular grade. LACS will have a full time social worker for those students whose IEP requires counseling services.

LACS special education staff and consultant service will also serve as special education consultants to the overall school community. Special education staff will work with general education teachers to support the education of students with disabilities in a manner consistent with and supportive of the students' IEPs. To this end, special education staff will ensure that these teachers at the school are knowledgeable about the needs of students with disabilities, are informed about their responsibilities for particular students, will receive the support they may require to implement each student's program, and will implement any necessary modifications or accommodations in their classes. Every teacher of a student with a disability will be provided a copy of the student's IEP and will be provided information, training and support by the Special Education Coordinator and special education teachers, as needed, to ensure their understanding of the student's needs and their responsibilities, as required by the student's IEP, to implement a student's program and/or any required modifications or accommodations in their classes.

LACS budgets are also aligned with the expected need to purchase instructional materials as identified by the school's special education professionals. LACS will contract with outside service providers for speech language pathology and audiologist services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early rehabilitation counseling; orientation and mobility services; and diagnostic and/or evaluative medical services. Special education students in LACS will receive their adapted curriculum work and other therapies, such as speech-language therapy and occupational therapy in a setting that is in accordance with their IEPs. A special education teacher, paraprofessional or aide may sit with the students to help implement the goals of their IEPs. The school will ensure that the teacher of a student with a disability is knowledgeable about the student's needs and will help implement any modifications or accommodation as determined by the CSE of the student's district of residence. In any event that LACS is unable to provide services in accordance with the student's IEP, it will rely on the school district of the student's residence to provide services.

LACS believes that everybody benefits from inclusion. In particular, a key element of LACS inclusion model is the *increased instructional intensity* that comes through the collaboration between general education teachers with the special education teacher, particularly in the CTT classroom. By sharing responsibilities through team teaching, instructional staff is able to develop a more comprehensive program that can adapt to the needs of all students. The implementation of

different teaching strategies and the modification of assignments to accommodate individual students is another element found in the proposed LACS inclusion model. Adaptations and accommodations made within the class will be provided for individual students, and in some circumstances, may benefit the entire class.

There are many positive effects of inclusion, where both the students with special needs along with the other students in the classroom benefit. Research has shown positive effects for children with disabilities in areas such as reaching IEP goals, improving communication and social skills, increasing positive peer interactions, many educational outcomes, and post school adjustments. Positive effects on children without disabilities include the development of positive attitudes and perceptions of persons with disabilities and the enhancement of social status with nondisabled peers.⁴ Moreover, at least one author has studied the impact a diversified student body has on the general education population and has concluded that students with disabilities who spend time among their peers show an increase in social skills and academic proficiency.⁵ Several studies have been done on the effects of inclusion of children with disabilities in general education classrooms. A study on inclusion compared integrated and segregated (special education only) preschool students. The study determined that children in the integrated sites progressed in social skills development while the segregated children actually regressed.⁶ Specific learning disabilities students also showed an improvement in self-esteem and in some cases improved motivation.⁷ A combination of inclusion and pull-out (partial inclusion) services has been shown to be beneficial to students with learning disabilities in the area of reading comprehension, and preferential for the special education teachers delivering the services.⁸

Finally, advocates say that there are many children and young people who do not fit in (or feel as though they do not), and that a school that fully includes all students, including students with disabilities, feels welcoming to all. Advocates for inclusion say that the long-term effects of typical students who are included with special needs students at a very young age have a heightened sensitivity to the challenges that others face, increased empathy and compassion, and

⁴ Bennett, T., Deluca, D., & Bruns, D. (1997). Putting inclusion into practice: perspectives of teachers and parents. *Exceptional Children*, 64.

⁵ Trainer, M. (1991). *Differences in common: Straight talk on mental retardation, Down Syndrome, and life*. Rockville, MD: Woodbine house.

⁶ Sale, P., & Carey, D. (1995). The Sociometric status of students with disabilities in a full-inclusion school. *Exceptional Children*, 62.

⁷ Banerji, M., & Dailey, R. (1995). A Study of the effects of an inclusion model on students with specific learning disabilities. *Journal of Learning Disabilities*, 28(8), 511-522.

⁸ Marston, Douglas. *The Journal of Special Education*, Vol. 30, No. 2, 121-132 (1996)

improved leadership skills, which benefits all of society.⁹ Inclusive education can be beneficial to all students in a class, not just students with special needs. Some research shows that inclusion helps students understand the importance of working together and fosters a sense of mutual respect and empathy among the student body.¹⁰

Overall, the program of inclusion at LACS has been developed with the needs—educationally, behaviorally, emotionally—of all students both general and special education, in mind. It is based on best practices and research in the field and is expected to foster both academic growth and social understanding for students.

Finally, the mandatory daily academic intervention period from 4:00-5:00 at the end of the day along with the three-hour Saturday Academy twice a month for all students, will provide opportunities for students with disabilities to receive more individualized or small group instruction from special education teachers as well as classroom and subject based teachers. Curriculum and instruction for the intervention and Saturday programs will mirror classroom work, providing targeted reinforcement of concepts that students demonstrated difficulty with, and provide additional opportunities for practice and skills applications to drive mastery.

During common planning times general education and specials teachers will schedule grade level and individual meetings with the special education staff to review each student with an IEP. Any adaptive technology will be discussed and training will occur during the time. Further, any and all RTIs will be discussed and modified. During staff-wide professional development, the special education staff will conduct training for other teachers and personal around the various laws and regulations surrounding students with disabilities as well as professional development on implementing interventions. Teachers will meet to discuss how push-ins and pull-outs will be scheduled and what will be covered during these time periods. Finally, during the August pre-school conference there will be an entire day reviewing the inclusion program and expectations.

⁹ Giangreco, M.F., Cloninger, C.J., & Iverson, V.S. (1998). *Choosing outcomes and accommodations for Children (COACH): A guide to educational planning for students with disabilities* (2nd ed.). Baltimore: Paul H Brookes Publishing Co.

¹⁰ Gillies, R.M. (2004). The effects of cooperative learning on junior high school students during small group learning. *Learning and Instruction*, 14(2), 197-213.

Because LACS has common planning time and all staff development time built into teachers' weekly schedule, there will be opportunities for collaboration between all instructional staff and special education providers to develop an Action Plan and to monitor ongoing progress against IEP goals and school accountability goals. The Special Education Coordinator, under the direction of the Principal, will be responsible for facilitating this coordination and monitoring the progress. This will also be a time for the CST to report their observations and make recommendations about any students suspected of having a disability. Every teacher of a student with a disability will be provided a copy of the student's IEP and training and will be provided information and support by the Special Education Teacher and the Special Education Coordinator, as needed, to ensure their understanding of the student's needs and their responsibilities related to the student's IEP.

LACS's Progress Monitoring Process will be utilized by teachers and administrators to track student progress through the use of benchmark sheets. Students are monitored closely by their teachers to ensure they are meeting benchmarks. An Action Plan is collaboratively developed for students who do not meet these benchmarks so that their needs will be addressed. Scope and sequence and pacing guides are discussed and evaluated during this process to determine what, if any, refinements need to be made for the subsequent semester. This goal of this process is to discuss recommendations for changes in the curriculum that may better allow teachers to meet the needs of all students. At the end of the school year, the curriculum review is a more comprehensive process. It involves the annual review of student data and reflection of teachers, instructional specialists and administrators. This review process may result in changes to the order of the following year's scope and sequence, an enhancement to or complete replacement of any published curriculum used by the school, among other potential changes.

Through Progress Monitoring Process, special education students will be closely tracked for reaching benchmarks and moving towards their IEP goals as well as school accountability goals, as would be for all students in LACS, no matter their designation. Ongoing progress reports regarding the progress of each student and his or her IEP, as well as copies of all report cards, will be provided to the parents of each special education student and to his/her district of residence. The School will communicate with parents of students with disabilities on an ongoing basis regarding the progress their children are making, their children's IEPs and ways that parents and families can support the education and development of their children with disabilities.

LACS will engage in a process that provides continued assessment of its special education program. The ongoing Progress Monitoring Process enables us to make adjustments and revisit goals and expectations of the special education program. Special education programs and services will be assessed on an ongoing basis at all levels using disaggregated student performance data. LACS will use this information to determine student progress against not only IEP goals but against the school's overall accountability goals and will modify programs and services to special education students, where necessary. This information will be shared with the LACS Education Committee of the Board. Measures of the special education program's efficacy will be a part of the academic dashboard which is the tool the Board will utilize to review a report of performance indicators that aligns specific data with expected goals. An analysis of this data will allow the Board to objectively assess the school's progress towards goals and to make informed decisions regarding changes to the instructional program, organizational structure, and resource allocation that will more effectively meet the needs of the special education population.

All teachers will receive on-going training regarding the education of special needs students, particularly during the pre-opening professional development prior to the opening of school each year. Professional Development will also address the needs of special education students by emphasizing differentiation and ongoing assessment of work. As part of this, teachers will be fully trained in PRIM as well as the special education referral process. In addition to the pre-opening professional development period, the teachers will have opportunities for ongoing training, planning and collaboration facilitated by the special education coordinator, who may engage outside professional development consultants around issues specifically related to the education of students, during regularly scheduled staff development time on teachers' schedules.

As delineated on the teachers' weekly schedules provided in *Response 6(a-c)*, there is opportunity for collaboration between all classroom teachers and special education instructional staff to develop a plan of action and to monitor ongoing progress against IEP goals and school accountability goals. The Special Education Coordinator will be responsible for facilitating this coordination and monitoring the progress.

(c) English Language Learners: Discuss the school's methods and strategies for identifying and

servicing ELLs in compliance with all federal laws and regulations including:

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

LACS shall serve any and all Limited English Proficient (LEP)/ELL students by providing supportive instruction so that they achieve proficiency in the English language as quickly as possible. LACS 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. LACS ensures that LEP/ELL students (ELLs) will not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and also that ELLs 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 in their native language to encourage participation in LACS.

LACS's process for identifying ELLs and the method by which LACS will determine which of its students may need assistance is as follows:

1. If English is the only language spoken in the home as indicated on the Home Language Survey (HLS), then the screening process need not continue;
2. If the home language is other than English or the student's native language is other than English, then appropriate school staff will interview the student and the parent/guardian in English, or when necessary in their native language;
3. If the student speaks a language other than English and speaks little or no English, then the school will administer the New York State Identification Test for English Language Learners (NYSITELL).

A student who scores below the designated proficient level is LEP, thus eligible for ESL services. The NYSITELL is administered only once to each incoming student; and (4) After placement into ESL services, student achievement or progress in the English language is measured annually (usually in April and May) with the New York State English as a Second Language Achievement Test (NYSESLAT). The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether or not the student's level of English proficiency is high enough to exit ESL services.

LACS's data-driven approach to instruction as well as ELL intervention strategies will ensure that the ELL students' needs are addressed and they are able to move out of ESL status in a timely manner.

LACS ESL Intervention Model

LACS will have one ESL Teacher to support instruction in the school who will provide push-in and pull-out instruction to small groups of ELLs in addition to supporting the classroom teachers. The ESL Teacher will be appropriately certified, in particular, LACS will expect the ESL Teacher to have at least a Bachelor's degree and appropriate state certifications, at least two years experience as an ESOL or ESL program teacher in an elementary school or middle school environment, demonstrated understanding of and experience in sheltered instruction techniques and be bilingual English/Spanish or English/French given the demographics of the immigrant community in CSD 18.

The approach that the ESL Teacher will use in conjunction with the classroom teacher is one of *sheltered instruction*. Sheltered instruction is an approach for teaching content to English language learners in strategic ways that make the subject matter concepts comprehensible (i.e. provide access to mainstream, grade level content—not watering down the subject matter) while promoting the students’ English language development. Research of ESL programs indicates successful performance on ELA assessments is based upon the development of both oral proficiency and cognitive academic language proficiency. Academic language proficiency includes the language skills required for literacy and complex thinking such as reading comprehension, writing mechanics, critical thinking skills, study skills, and academic vocabulary. Strategies that promote the acquisition of cognitive academic language proficiency include... sheltered English instruction.¹¹

As Holly Hansen-Thomas, Assistant Professor of TESOL and Literacy Education at SUNY-Binghamton’s School of Education writes in her report entitled, *Sheltered Instruction: Best Practices for ELLs in the Mainstream*, “Sheltered classes can be team-taught by an ESL teacher and a content-area teacher, or taught by a content-area specialist trained in sheltered instruction.” We expect that our classroom teachers, through targeted professional development as well as through push-in support with a trained ESL Teacher, will build their own capacities in integrating sheltered strategies in the classroom. Thus, we believe our instructional model will have the capacity to meet the needs of the ELLs we project to have in the middle school grades.

Sheltered instruction, also referred to as SDAIE (specially designed academic instruction in English), is a teaching style founded on the concept of providing meaningful instruction in the content areas for transitioning ELLs towards higher academic achievement while they reach English fluency. Sheltered instruction is a strategy that is effective within a variety of program models, including push-in and pull-out. Content instruction is provided in English with sheltered English instructional methods to make content comprehensible. Sheltered English Instruction is "a means for making grade-level academic content more accessible for English language learners while at the same time promoting their English language development."¹²

¹¹ Cummins, J. (1989). *Empowering minority students*. Sacramento, CA: California Association for Bilingual Education.

¹² Short, D., Hudec, J. & Echevarria, J. (2002). *Using the SIOP Model: Professional Development Manual for Sheltered Instruction*. Washington, D.C.: Center for Applied Linguistics

The ESL Teacher will plan and work collaboratively with the classroom teachers to integrate language and content and infuse socio-cultural awareness to scaffold instruction for students learning English. Students' language learning is promoted through social interaction and contextualized communication, which can be readily generated in all subject areas.¹³¹⁴ The ESL Teacher will guide students to construct meaning from texts and classroom discourse and to understand complex content concepts by scaffolding instruction—beginning instruction at the current level of student understanding and moving students to higher levels of understanding through tailored support. The tailored support can include such strategies as adjusting their speech (paraphrasing, giving examples, providing analogies, elaborating student responses) to facilitating student comprehension and participation in discussions whether otherwise discourse might be beyond their language proficiency level.¹⁵ Another way the ESL Teacher would work in sheltered instruction within the classroom is by adjusting instructional tasks so they are incrementally challenging (pre-teaching vocabulary before a reading assignment) and students learn the skills necessary to complete tasks on their own.¹⁶ Through these strategies, teachers can socialize students to the academic language setting.

Classroom teachers are also able to develop their own individual capacities to effectively teach the ELLs in their classrooms. Sheltered instruction requires effective collaboration between the ELL and classroom teacher, supported by professional development for all teachers working with ELLs—not just the ESL Teacher. Through collaboration and professional development, the classroom teachers are also able to deepen their knowledge of and skills in sheltered instruction strategies that effectively reach ELLs, helping them develop English language without falling behind in content knowledge.

At LACS, we expect the majority of sheltered instruction will occur in the classroom through a push-in model with the ESL Teacher, the school will also implement a pull-out model with the ESL Teacher as necessary. Since LACS will seek to avoid ELLs missing content instruction in pull-out sessions, these pull-out sessions will, to the greatest degree possible, focus on English

¹³ Vygotsky, L. (1978). *Mind and society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds. And Trans.). Cambridge, MA: Harvard University Press.

¹⁴ Tharp, R., & Gallimore, R.(1988). *Rousing minds to life*. Cambridge: Cambridge University Press

¹⁵ Bruner, J. (1978). The role of dialogue in language acquisition. In A. Sinclair, R. Javella, & W. Levelt (Eds.), *The child's conception of language* (pp. 241-256). New York: Springer-Verlag.

¹⁶ Applebee, A., & Langer, J. (1983). Instructional scaffolding: Reading and writing as natural language activities. *Language Arts*, 60, 168-175.

language development in the context of the particular content course. So, for example, if a group of ELLs are being pulled from social studies for small group English acquisition-focused instruction, the ESL Teacher having planned in advance with the classroom teacher can develop his or her lesson plans around the content being covered that day in the social studies class.

The mandatory daily academic intervention period from 4:00-5:00 at the end of the day along with the three-hour Saturday Academy twice a month for all students, will provide opportunities for ELLs to receive additional individualized instruction from the LACS teachers, including the ESL teacher, as well as from college and peer tutors.

LACS will undertake a training program for teachers who are directly involved with ELLs. This training will become a standard part of the LACS annual professional development plan. The staff development program will enhance staff appreciation for the ELLs' native language and culture, and provide information on the techniques, methods, and strategies appropriate for instructional and support services for ELLs. LACS will guarantee that materials and facilities for the implementation of the ELL instructional program will not be inferior to those materials and facilities available to English proficient students, and will be of the same quality and quantity available to the general student population.

The dedicated common planning and staff development time built into the teacher's weekly schedule provides opportunities for collaboration between all instructional staff, including between general education teachers and the ESL instructional staff where they can collaborate to develop a plan of action and to monitor ongoing progress of ELLs towards English proficiency and school accountability goals. The Principal and his or her designee and the ESL Teacher will be responsible for facilitating this coordination and monitoring the progress. The CST is also a vehicle by which teachers can report their observations and make recommendations about any ELL student who may be struggling with English language acquisition.

LACS will provide a process for continued program assessment. The ongoing Progress Monitoring Process enables us to make adjustments and revisit goals and expectations of the ESL program. LEP/ELL students' academic program and services will be assessed on an ongoing basis at all levels using multiple, fair, and equitable measures. ESL programs and services will be assessed on an ongoing basis at all levels using disaggregated student performance data. LACS will use this information to determine ELLs academic progress, as well as their level of English language acquisition, as well as ELLs' progress against the school's overall accountability goals and will use this information to modify programs and services to LEP/ELL students, where necessary. This information will be shared with the LACS Education Committee of the Board. Measures of the ESL program's efficacy will be a part of the academic dashboard which is the tool the Board will utilize to review a report of performance indicators that aligns specific data with expected goals. An analysis of this data will allow the Board to objectively assess the school's progress towards goals and to make informed decisions regarding changes to the ESL instructional program, organizational structure and resource allocation that will more effectively meet the needs of the ELL population.

LACS will translate all materials necessary for parents into the appropriate language spoken by non-English speaking parents. The Home Language Surveys will provide the school with information about the home languages spoken by our non-English speaking parents. These materials will be translated by members of the school staff who are proficient readers, writers and speakers of the targeted languages, and to the extent there is no one on staff available to translate these documents into a targeted language, LACS will utilize an online translation website, such as Google Translate.

All students at LACS will be eligible to participate in after school and extra-curricular programming. The administration of the School will ensure that all non-English speaking parents (whether or not their child is has limited English proficiency) are aware of the after school program and all other extra-curricular programming and school celebrations by ensuring that all notifications are provided to parents in their respective language. The School will have in place a monitoring process to ensure that all members of the community are participating in these programs. Semi-annually, the Principal or his/her designee will conduct a comprehensive review of ELLs participation in extra-curricular activities to identify any impediments to their full

participation. The results of this review along with recommendation for improvement if necessary will be presented to the Education Committee of the Board.

(d) Gifted and Advanced Students: Discuss the school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served including:

- *How the school will identify advanced and/or gifted and talented students; and,*
- *Strategies and programs the school will use within general education classrooms and in other settings to accelerate learning for advanced and gifted and/or talented students.*

LACS students are deemed academically advanced when they are performing above grade level in ELA and/or math and/or science. LACS will identify advanced students who are exceeding grade level proficiency standards in ELA and math as measured by the NYS ELA and Math test, NWEA tests and curriculum benchmark assessments and in science by curriculum benchmark assessments and the NYS Regents Living Environment Exam (which we will expect all students to take at the end of Grade 7). Teacher observations of a students' performance in English, science and math classes can also be indicators of students who are deemed to be advanced.

As described previously, all teachers will be supported in their continued capacity to address the needs of all learners, including advanced students, by using student assessment data to inform their instruction. The school's focus on data-driven instruction along with a variety of models that teachers will employ to provide instruction (for instance gradual release of responsibility and project-based instruction) will allow teachers to provide highly differentiated instruction and thus accelerate the learning for advanced students. The School's budgets are aligned with the expected need to purchase other instructional materials as identified by the school's instructional staff to continue to raise the achievement level of special student populations, including the advanced student--for instance, purchasing additional books on science topics for advanced students to read within a unit of study regarding a scientific concept which will continue to advance the student's reading skills while simultaneously scaffolding their learning about a specific topic to a more advanced level. During independent work time, teachers may engage advanced students on an individualized research project that requires their developing internet

research capacities in order to obtain and read more advanced treatments of a specific subject matter. Each classroom will be equipped with appropriate resources and technology (for instance, student laptops) that will facilitate advanced students' engagement in this work.

Through LACS professional development program, teachers will be supported in their capacity to differentiate their lessons to address the needs of all learners, whether that is allowing the academically advanced student to engage in more complex applications of a particular unit of study. Teachers will be expected to produce lesson plans that show evidence of how s/he has differentiated instruction for special groups of students who may be in his/her class including: ELLs, special education students, academically advanced students. The lesson plans are expected to also indicate how s/he will assess students' attainment of the goals and objectives of the lessons.

Advanced students will also be the subject of the CST and teachers will engage in conversations around strategies to continue to accelerate the advanced students. Finally, as with students at risk of academic failure, advanced students will also benefit from the extended time available during the school day to engage in academic intervention. All students are engaged between 4:00-5:00 p.m. Monday through Thursday and two Saturdays per month from 10:00-1:00 p.m. in additional academic support. For the advanced student, this means time to continue on an accelerated pace including working on independent projects under the guidance of his or her classroom or subject teacher or receiving accelerated instruction by a teacher or college tutor on a specific topic. As described previously, all teachers of advanced students will be supported in their continued capacity to address the needs of these learners using differentiated instruction within the workshop model construct through professional development as well as systems such as the CST and Progress Monitoring Process that will provide teachers with the opportunity to collaborate with instructional leaders and instructional peers to implement instructional strategies or utilize additional curricular resources that continue to advance advanced students. The School's budgets are also aligned with the expected need to purchase other instructional materials as identified by the school's instructional staff to continue to raise the achievement level of the advanced student--for instance, purchasing higher leveled books on science topics for advanced students to read within a unit of study regarding a scientific concept which will continue to advance the student's reading skills while simultaneously scaffolding their learning about a

specific topic to a more advanced level. During independent work time, teachers may engage advanced students on an individualized research project that requires their developing internet research capacities in order to obtain and read more advanced treatments of a specific subject matter. Each classroom will be equipped with appropriate resources and technology (for instance, student laptops) that will facilitate advanced students' engagement in this work.

All teachers will receive on-going training regarding the education of academically advanced students including during the pre-opening professional development prior to the opening of school each year. Professional Development will also address the needs of all students, including advanced students, by emphasizing differentiation and ongoing assessment of work. In addition to the pre-opening professional development period, the School's weekly schedule provides teachers with time for ongoing training, planning and collaboration facilitated by the Principal, who may engage outside professional development consultants around issues specifically related to how to continue to accelerate the advanced student.

Among the instructional models that will be employed by teachers at LACS, the GRR model is based on Howard Gardner's work and his theory of multiple intelligences and Benjamin Bloom and his work around levels of mind usage and challenging individuals to engage in the highest levels of thinking: analysis, synthesis and evaluation. By changing the paradigm of teacher-centered instruction to a model where students proactively participate in the instruction through discussion and collaboration, this instructional model allows students to engage more fully in higher order skills.

Teachers use of project-based learning is another example of an appropriate strategy for advanced learners as it allows students to engage in complex tasks based on challenging questions or problems that involve the students' problem solving, decision making, investigative skills, and reflection that includes teacher facilitation, but not direction. This instructional model is focused on questions that drive students to encounter the central concepts and principles of a subject hands-on. Students form their own investigation of a guiding question, allowing students to develop valuable research skills as students engage in design, problem solving, decision making, and investigative activities. Through project-based learning, students learn from these experiences and take them into account and apply them to the world outside their classroom.

Project-based learning is a teaching technique that promotes and practices new learning habits, emphasizing creative thinking skills by allowing students to find that there are many ways to solve a problem.

The co-teaching model in Math and English is also a vehicle by which advanced students in the classroom can be accelerated in the curriculum. Through the co-teaching model, teachers have the ability to create instructional groupings based on need allowing one of the two teachers to oversee the instruction of a particular group of students. Students who are able to advance in the curriculum can be instructional group who under the direction of one teacher will be able to accelerate their learning and advance them in the curriculum.

All teachers will be responsible for serving the needs of all learners, including those who are advanced academically. LACS will have a process for continued program assessment. The ongoing Progress Monitoring Process enables us to make adjustments and revisit goals and expectations of the academic intervention program for advanced students. These programs and services will be assessed on an ongoing basis at all levels using disaggregated student performance data. LACS will use this information to determine the progress of advanced students against individual goals and the school's overall accountability goals and will use this information to modify programs and services to advanced students, where necessary.

Throughout the year, teachers and instructional specialists with oversight and support from the Principal will evaluate the progress of the advanced students from their performance on ongoing student assessments and student classroom observations. Our data-driven instructional approach allows instructional staff to make real time modifications to the lesson plans and instructional strategies to address the needs of advanced students. The performance of advanced students will also be measured using the curriculum benchmark assessments, formative and summative assessments and standardized assessments like the Scantron Performance Series and the New York State assessments in ELA and math and science (including select NYS Regents Exams in math and science that we will expect our students to take at the end of Grade 7 and Grade 8). Analysis of assessment data will allow us to determine if academically advanced students are being supported in their continued academic acceleration.

LACS will engage in a process that provides continued assessment of how its academic program supports academically advanced students. Our academic program will be assessed on an ongoing basis at all levels using disaggregated student performance data. LACS will use this information to determine the progress of advanced students against individualized goals and the school's overall accountability goals and will modify programs and services to advanced students, where necessary. This information will be shared with the LACS Board. Measures regarding how our program is serving academically advanced students will be a part of the academic dashboard which is the tool the Board will utilize to review a report of performance indicators that aligns specific data with expected goals. An analysis of this data will allow the Board to objectively assess the school's progress towards goals and to make informed decisions regarding changes to the instructional program, organizational structure and resource allocation that will more effectively meet the needs of the our academically advanced student population.

RESPONSE 8 - INSTRUCTIONAL LEADERSHIP

(a) Instructional Leadership Roles: Describe instructional leadership in the school over the first five years of operation including:

- *Specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school;*
- *The process and criteria for identifying and selecting instructional leaders, including how such criteria aligns with the school's educational philosophy and mission; and,*
- *How instructional leaders will monitor the effectiveness of the academic program and at-risk students' academic performance.*

The primary instructional leader of LACS will be its Principal; s/he will be accountable for the ongoing successful implementation of the school's academic program. Under the direct supervision of the school's Executive Director, the Principal will assume overall responsibilities for recruiting, managing, evaluating, developing and retaining a team of extraordinary teachers; ensuring the use of effective, research-based teaching methodologies and practices; working with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning; keeping abreast of successful instructional methodologies and practices; ensuring consistencies in effective instructional methods and practice among the team of teachers; and ensure the learning environment maximizes student learning for all students.

The LACS team acknowledges that strong instructional leadership is critical to the success of a startup school that may employ teachers without substantial instructional experience. To ensure adequate capacity for to support each teacher, LACS will invest significantly in an expanded instructional leadership team starting in the school's first year of operation. Supporting the Principal in instructional leadership will be a full time Assistant Principal for Math and Science (beginning in Year 1) and an additional Assistant Principal for Humanities (beginning in Year 2). The Principal may delegate any of the above-referenced responsibilities to either Assistant Principal, who would carry out such responsibilities (such as direct teacher coaching or vetting lesson plans) with support from the Principal. The Assistant Principals' overarching

responsibilities are to work with the Principal to provide instructional leadership through ensuring:

- Curriculum development aligned with New York State and Common Core standards
- Skillfulness of teachers through job embedded professional development
- Systematic use of formative and summative assessment data to inform instruction
- Layers of learning support for all students

As their titles suggest, the Assistant Principal for Math and Science will support teachers and curriculum development in math, science, technology, physical education and health, while the Assistant Principal for Humanities will carry out the above responsibilities with respect to ELA, Social Studies, Music, Spanish, and the ESL Program. Please note that job descriptions delineating the roles and responsibilities of the Principal and Assistant Principals are provided in *Response 11(ac)-Personnel*.

The Principal and Assistant Principals will monitor the effectiveness of the academic program through the school's Progress Monitoring Process (described previously in *Response 2-Addressing Need*). Progress monitoring of this type is a scientifically based practice¹ that is used to assess students' academic performance and evaluate the effectiveness of instruction. The Progress Monitoring Process provides the framework for instructional leaders and teachers to regularly monitor the progress of students on an individual, aggregate, and disaggregated basis.

The process for Progress Monitoring begins at the start of the school year where individual student's current levels of performance are determined and goals are identified for learning that will take place over time for individual students, all students and disaggregated groups of students. Students' academic performance is measured on a regular basis-approximately four to six weeks. Progress toward meeting the student goals, on an aggregate and disaggregated basis, is measured by comparing expected and actual rates of learning. In the first year of operation, LACS's Principal and/or Assistant Principal for Math and Science (after the first year of operations, the two APs will be the main facilitators of these meetings) will meet with instructional staff every four to six weeks to engage in the Progress Monitoring Process. When

¹ Office of Special Education Programs (OSEP): National Center on Student Progress Monitoring.

students fall short of benchmarks, a plan of action is collaboratively developed by teachers with the support of the Principal and Assistant Principals, so that the identified student needs will be addressed. Data from Progress Monitoring sessions is used by the instructional leadership and instructional staff to inform modification to classroom instruction, curricular adjustments, and targeted professional development that respond to the Action Plan that is developed for each student or groups of students in order to ensure individual students as well as aggregate and disaggregated populations will meet performance benchmarks.

This process allows the Principal and Assistant Principals to regularly monitor the effectiveness of the school's academic program, including intervention strategies for at-risk populations.

Importantly, this data is shared with the Education Committee of the Board of Trustees so that they can make informed decisions regarding any changes to the instructional program and human and financial resource allocation to support high student achievement.

- (b) *Teacher Support and Supervision: Describe the school's approach to on-going individual teacher supervision and support including, but not limited to: coaching and feedback systems and supports to ensure high quality instructional planning and implementation.*

LACS's approach to teacher supervision and support is grounded in a commitment to building the instructional capacity of each teacher to support high levels of student achievement. As such, it is an integral part of the teacher evaluation process which is a tool for professional development and a means to provide teachers with support on an individual as well as collective basis in order to improve and enhance student learning. At LACS, the Principal (who may delegate such responsibility to the Assistant Principals) will conduct formal observations of teacher practice at least three times a year in addition to informal observations that would occur on at least a monthly basis and more often should observations and such tools as self-evaluations, surveys, and data from the Progress Monitoring Process indicate when a teacher needs additional instructional supports. Teacher observations are conducted using the Danielson framework (described below in *Teacher Evaluation*) as the framework to assess the teacher's delivery of instruction and to communicate feedback with the teacher. Observations and post-conference debriefs involve the reference, review and creation, if necessary of a performance improvement plan. The result of the debrief is always a collaboratively developed and actionable plan to address areas of growth which might include targeted professional development, peer mentoring,

instructional modeling or other strategies. The Principal and Assistant Principals' role in teacher supervision and support go beyond the formal and informal classroom observations. The Principal and Assistant Principals will be engaged with teachers individually and collectively on a weekly basis to support individual planning, planning with co-teachers and instructional specialists, grade level team meetings and staff-wide professional development, including facilitating the Progress Monitoring Process, modeling effective instructional or classroom management strategies and providing guidance to Child Study Team meetings, as needed.

At LACS, teacher supervision and support may not always be Principal- or Assistant Principal-led. LACS's instructional leadership will promote leadership development from within the School's teacher ranks. Through professional development vehicles such as mentor-teacher relationships, model classroom lab sites, peer evaluation, peer review, inter-visitations, among others, teachers are able to provide support to each other while building their own skills in learning how to look at colleagues' work, reflect on best practices and collaborate with each other to create plans of action to improve instruction and thus student performance levels. As described throughout this response, these purposeful interactions between and among Principal and instructional staff provides a myriad of opportunities for teacher supervision and support, the result of which is always to strengthen teacher instructional capacity to improve student learning as well as job satisfaction.

(c) Professional Development: Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals including:

- *An overview of the frequency and format of professional development;*
- *Who will be responsible for leading and providing professional development;*
- *How the school will identify professional development topics;*
- *How the school's professional development plans support the school's mission, key design elements, and the target and special populations' needs;*

- *How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, highly effective teachers, and teachers of all subjects; and,*
- *The process for evaluating the efficacy of the professional development program.*

Professional development is the vehicle through which teachers acquire and/or refine their skills and capacity to implement new practices that will lead to school improvement and increased student achievement. LACS's professional development program is designed to achieve these goals by aligning professional development activities with overall teacher supervision, support, and evaluation activities informed by classroom observations and student level performance data.

LACS's view of professional development is one in which teachers are engaged in professional learning every day. Professional development will pervade the classroom and the school. It will be embedded in the analyses that teachers engaged in every day as they continually draw understanding about their performance from student learning. At LACS, teachers will learn together. They will solve problems under the direction of the Principal in teams or as a whole faculty because every teacher will internalize that he or she is responsible for the success of every student in the school community. Rather than looking only outside of the school for expertise, teachers, with the help and guidance of the school's instructional leadership, will work together to build capacity within their own environment. In the process, they will become avid seekers of best practices that will help themselves and others in supporting a high achieving school environment.

Professional development will begin in pre-opening professional development prior to the start of the school year and will continue throughout the school year. While LACS's philosophy is that teachers will be engaged in professional learning every day, all day long through reflective practice, the school calendar and schedule has carved out discrete times when teachers have time to engage in individual planning, collaborative planning with their co-teachers and with instructional specialists, grade level team meetings and all staff development.

During the pre-opening professional development, time will be spent reviewing the school's charter and accountability plan goals, with specific emphasis on expectations for student

achievement, and the teachers will be asked to reflect upon their role in supporting student achievement and the direct link between their performance and student achievement. The Principal and various topic-specific consultants will present workshops to prepare teachers to work with all students, including at-risk, ELL, students with disabilities, and academically advanced students. The topics that will be covered in pre-opening professional development activities will support all teachers, including novice teachers and teachers new to LACS. Topics included in pre-opening professional development include but are not limited to:

- (1) effective use of student assessment data to differentiate instruction including evaluating student data, assessing student needs, and evaluating student learning;
- (2) effective use of different instructional models—gradual release of responsibility, co-teaching, inquiry-based learning, project-based learning, and other models expected to be employed by LACS teachers;
- (3) Progress Monitoring Process Overview;
- (4) special education procedures and services and the IEP and its use in guiding student learning;
- (5) Sheltered Instruction;
- (6) working together effectively in a co-teaching and collaborative team teaching model;
- (7) the role of the general education, math teacher, science teacher, specials teachers, ELL teachers and special education teachers, and academic intervention service providers;
- (8) forming partnerships with parents;
- (9) analysis of the instructional environment;
- (10) adapting instruction and adaptive technology;
- (11) introduction and overview of curriculum materials;
- (12) the purpose and role of the Child Study Team; and
- (13) classroom management.

Regularly scheduled staff development is an integral part of LACS's professional development model. The professional development activities and supports will take the form of internal and

external workshops, classroom modeling and demonstration, peer review, peer mentoring within LACS, development of “model classrooms” and teacher inter-visitation within the school and other high performing public and charter schools within CSD 18. At LACS, the daily schedules for all teachers will provide for time for individual preparation and the weekly schedule allows time for grade level meetings and all staff development (Fridays from 4:00-5:00) in addition to four designated days on the calendar where teachers will have a concentrated block of time to engage in all staff development. The time on the school schedule and calendar provide teachers the opportunity to:

- (1) engage as a group in comprehensive professional development around specific predetermined topics or topics in response to needs identified by instructional staff or student assessment data facilitated by the Principal, Assistant Principals or other school instructional staff or outside consultants;
- (2) to break out into smaller groups by grade level or across grade level to cross-plan how each grade will cover similar topics in different and increasingly advanced ways;
- (3) to convene Child Study Teams around specific students who have been demonstrating needs and challenges; and
- (4) to plan together to deliver effective collaboration in the co-teaching model or around instructional specialists providing push-in support to targeted students into the classroom; and (5) to engage in the Progress Monitoring Process to evaluate student achievement.

In the first year, the process of designing and coordinating the professional development program will be led by the Principal with support from the Assistant Principal for Math and Science. After the first year of operations, the Principal will delegate this responsibility to the Assistant Principal for Math and Science and the Principal for Humanities but will provide oversight of their work. The Principal and Assistant Principals will work on a weekly basis coaching the school’s instructional staff and providing training and guidance in their work with *all* learners, including special populations of ELLs, students with disabilities, at-risk students and academically advanced students. Instructional support specialists including the special education staff, Reading Specialist, Math Specialist and ELL Teacher will be the school’s internal resources for delivering professional development in their respective instructional areas of

expertise. As necessary the Principal may request funding from the Executive Director to engage outside consultants to provide specific training to teachers.

In the first year of operation, the Principal with support from the Assistant Principal for Math and Science (after the first year of operations, the Principal will delegate this responsibility to the Assistant Principal for Math and Science and the Principal for Humanities, but will provide oversight of their work) will be responsible for identifying the needs of teachers throughout the school year through a needs assessment process that includes teacher survey, teacher observations (including those following professional development to assess whether strategies are being implemented) and analysis of student assessment data. In addition, certain processes and strategies that will be established in the school, including the Progress Monitoring Process described previously, may reveal shortcomings in student learning and teacher pedagogical skill and content knowledge which will need to be addressed through targeted professional development. This information may indicate a need to better support teachers in instructional strategies or for the need to implement new strategies to address identified issues. Further, the convening of CST focused on individual students in need may reveal similar information for which targeted professional development is needed. The professional development model that allows for regular staff development time as well as teachers' schedules that support both individual and common planning time among grade level teams facilitates the ability of the school's instructional leadership to professional development address needs in a timely manner. The process described later in this response regarding evaluating the efficacy of the professional development program will inform the professional development priorities year to year during the first five years of operation.

The process by which professional development topics are identified, described above, ensures that the needs of all teachers are met. The needs assessments, self-evaluation tools of the teacher evaluation process (as described below in response to teacher evaluation) and Progress Monitoring Process provide the Principal and Assistant Principals with information regarding the strengths and weaknesses of teachers on an individual and collective basis. As teachers will come to the school with varying degrees of prior teaching experience, including those new to the profession, and after the first year of operation varying degrees of experience teaching in the LACS community, every teacher will have different starting points and unique expressed and

identified needs for professional development. Results from this ongoing process drive the next steps in the annual professional development program which results in professional development that is responsive to the needs of all teachers in the school.

Among the professional development vehicles that will support the needs especially of teachers new to the profession and/or new to the school is peer mentoring. The Principal with support of the Assistant Principals will facilitate mentor teacher relationships between more experienced teachers and novice teachers and with veteran teachers in the school with new teachers to the school. While the mentoring will of course support the professional needs of new teachers both to the school and to the profession, this model also builds instructional and leadership capacities in the mentor-teachers. As mentor-teachers, they will model lessons for their mentees and observe their mentee's lessons. This peer evaluation process serves as professional development for the mentor-teacher as he or she will gain experience in how to look at their colleagues' work, reflect on best practices and debrief together with their mentee to improve instruction and student learning.

The ultimate value of professional development for teachers is the essential role it plays in transference to the classroom to improve student learning. Therefore, the instructional leadership must pay attention to the results of professional development of teacher practice on the success of all students. At LACS, evaluation of the professional development program has two important goals: to improve the quality of the program and to determine its overall effectiveness. The results of this process will inform the professional development priorities year to year during the first charter term.

Formative evaluation will be used to modify or improve the professional development program and will take place at intervals during the year. Instructional staff will be asked for feedback and comments through surveys, while the Monitoring for Results system will provide data regarding improvement in student learning that will inform the Principal in fine-tuning or making mid-course corrections to improve the quality of the professional development program. Formative evaluation helps ensure that the professional development program meets our teachers' needs and expectations, is a meaningful experience and can be translated into action in the classroom. At LACS, this formative evaluation is an ongoing process and our regular staff development

time allows for implementation of any modifications on an almost real time basis to address needs identified through the formative evaluation process.

Summative evaluation is used to determine the overall effectiveness of the professional development program. Summative evaluation is done at the end of the year. LACS will use two different levels of data to conduct a summative evaluation: teacher practice and student outcomes. The first level of summative evaluation is to assess the changes in teachers as a result of participating in the professional development program. At LACS, through questionnaires, observations, self-assessment instruments and analysis of teacher evaluation records, the Principal will collect data regarding how the professional development program has improved student practice. This process involves teachers describing changes in how they think, what they believe, and what they do in the classroom. They describe their own professional growth and evaluate the program in meeting their personal and professional goals.

The second level of summative evaluation is to determine the effect of the professional development process on student learning. Here, the instructional leadership in collaboration with teachers will analyze student assessment data, including standardized assessments, six-week assessments and teacher-generated summative and formative assessments. Through the Monitoring for Results process, student assessment data will be evaluated in the aggregate as well as broken down into disaggregated groups (ELLs, special education, economic status, etc.). It is important to note that this is one of the steps in the overall process the Principal and Assistant Principals will undertake to evaluate the School's progress towards Annual Accountability Goals. Evaluation of student assessment data is fundamental to determining if the school has met or is making progress towards meeting its annual goals. Based on analysis of both this qualitative and quantitative data, the Principal and Assistant Principals will draw conclusions regarding the efficacy of the professional development program and recommendations for modifications of the overall program in order to improve teacher practice and student outcomes. These recommendations will be presented to the Board's Education Committee. The recommendations will be discussed in the School's Accountability Plan in response to areas where the School may have fallen short of Accountability goals and how these professional development changes will effectuate positive learning outcomes in the future. The recommendations to improve overall professional development program effectiveness will be

implemented in the subsequent academic year. During the subsequent academic year and every year thereafter, the School will continue to engage in this formative and summative evaluation process to continually improve the efficacy of the School's professional development program over time.

(d) Teacher Evaluation and Accountability: Describe how the school will evaluate teachers and hold them accountable for student achievement, including:

- An explanation of how expectations for teacher performance and student achievement will be established, communicated to, and instilled in, staff; and,*
- A description of the school's process and criteria for evaluating teacher performance and holding teachers and leaders accountable for student achievement.*

LACS's expectations for student achievement have been established in the charter application and these expectations will be frequently messaged and reinforced to inform what is expected of teacher performance in order to meet student achievement goals. Even before they are hired, teachers will know what LACS's expectations are for student achievement and the critical role they must play to promote student learning. This will be communicated in the charter application which we expect qualified candidates to have researched (salient points of the charter school's educational program and student expectations will be available on the School's website) and in the job description for teachers that will delineate the roles and responsibilities of teachers and qualifications and characteristics of a successful candidate. A successful LACS teaching candidate is one who believes that *all* students can achieve academically and one who takes ownership of his or her responsibility in supporting high student achievement. Once hired, teachers will engage in pre-opening professional development. During this period, time will be spent reviewing the charter with specific emphasis on expectations for student achievement, and the teachers will be asked to reflect upon their role in supporting student achievement and the direct link between their performance and student achievement. The School's culture promotes accountability, and all members of the community will internalize the fact that they are accountable for outcomes, which for instructional staff means student outcomes. This will be communicated in many ways to teachers. All professional conversations at the school

(professional development, CST meetings, Progress Monitoring Process, etc.) revolve around the learning standards and what students have to achieve to get there, what challenges may be facing individual students in meeting the goals and what instructional staff must do to meet identified student needs. Through the professional development program, all teachers are engaged in continual learning to improve their instructional capacity in order to promote student achievement— teachers are expected to undertake professional readings, attend workshops, participate in book clubs facilitated by the Principal and engage in other learning opportunities. There is another mechanism by which the School communicates how its expectations of teacher performance are tied to student achievement and that is through supplemental compensation. As a charter school, LACS will be able to recognize the contributions of teachers to the instructional quality of the school through their compensation. Unlike the lock-step compensation structure in traditional NYCDOE schools, LACS can compensate teachers based on their performance (pending budget availability). In the years following the first year of operations, LACS, through salary decisions, will acknowledge a teacher’s contribution within the scope of his or her primary job description as well as his or her contributions to the academic achievements of the school as a whole. The school’s ability to compensate teachers based on their performance will support a culture where high performing teachers are rewarded and feel valued and where teachers in general will strive to perform at high levels in order to achieve maximum pay. LACS will employ a data-driven approach to teacher evaluation. The use of data to inform teacher evaluations ensures to the greatest degree possible, that evaluations are conducted objectively. While the actual evaluation process and evaluation tools will be developed during the start-up period, LACS will subscribe to a general framework of teacher evaluation promoted by The Danielson Group’s in its *Framework for Teaching*, (“*Framework*”) as described in Charlotte Danielson’s book *Enhancing Professional Practice: A Framework for Teaching* and LACS would consider adopting the Framework for teacher evaluation at the school. The Framework is aligned to our philosophy that teacher evaluation protocol should incorporate aspects of teacher supervision and support. NYSED identified the Danielson *Framework for Teaching* as the rubric for teacher evaluation that is best aligned with New York State standards of practice of teachers and/or principals. This Framework for evaluating teacher effectiveness is based on a solid foundation of research and is demonstrated to be strongly correlated to student growth. This Framework involves reviewing a researched-based set of components of instruction, aligned to

the Interstate New Teacher Assessment and Support Consortium standards. In the Framework, components of teaching are clustered into four domains of teaching responsibility: planning and preparation, classroom environment, instruction and professional development opportunities. There is a clear rubric that defines and describes each component and provides a roadmap for improvement of teaching. Evaluation begins the first day of school and is continuous throughout the year. The Danielson framework is an important element of this evaluation process, which will also contain a set of goals created through collaboration with the evaluator and teaching professional in order to promote professional development (taking competent staff beyond competence) or professional learning (active involvement in learning within a collaborative and reflective community.) Annual goals will be created collaboratively by the teacher and the Principal (who may designate the responsibility to the respective Assistant Principal) through a mutual dialogue about next steps to the next level. Teacher evaluation at LACS will provide regular opportunities for teachers to express needs of professional growth aligned with better student outcomes, school mission and initiatives in content, pedagogy and professional growth. In collaboration with the Principal (or Assistant Principal), the teacher outlines improvement actions most applicable to the individual's growth and development and provides supports to reach the goals projected. Frequent reference and review of the framework rubric throughout the evaluation process ensures that the teacher reaches the goal of improved teaching quality and improved student outcomes. The Danielson evaluation process involves the compilation of artifacts which are documents for information and provide data sources and concrete examples as they relate to the four domains of teaching responsibility: planning and preparation, classroom environment, instruction and professional development opportunities. Artifacts are used to gain the richer picture of all that is involved in teaching and include any instructional materials or directions employed by teachers to facilitate student learning. In considering educational quality, artifacts must not only be learner oriented but also provide evidence of planning and professional growth. They should be designed to meet a specific outcome reflective of school initiatives, curriculum standards and/or adapted to specific ability and levels. The design should proceed from an analysis of student data, State standards and/or school benchmarks, and the content of the lesson.

The evaluation process involves continual dialogue among the teacher and the Principal (or Assistant Principal, if so designated). The dialogue begins with an initial conference and

continues with informal observations, pre-observation conferences, formal observations, post-observation conferences, and finally, the summative evaluation. The summative evaluation is an annual evaluation process that uses compiled data from all of the components in the evaluation system including artifacts, evidence collected, student assessment data, formal and informal observations as a culmination of the total evaluation process and a source of feedback on the teacher's performance and student learning in meeting the standards. At this time the Principal (or Assistant Principal) and teacher engage in dialogue that supports the development of teaching practices and improved student outcomes by discussion of the following: Review of student performance and other data; Review of effective teacher practices; Survey of knowledge of staff training and use in the classroom; Expectations for grade level planning and common planning periods; Expectations for the use of teacher preparation time; Lesson plan development and review; Individual grade level and school level development; Review process for evaluation; and Identification of staff development needs.

Ultimately, decisions around teacher compensation and renewal of a teacher's annual contract with LACS will be tied to their performance evaluations conducted by the Principal (or Assistant Principal). These evaluations will place emphasis on each teacher's performance as it relates to teaching responsibility: planning and preparation, classroom environment, instruction and professional development opportunities as well as his or her students' achievement of academic goals and/or students' progress towards the achievement of academic goals.

RESPONSE 9: SCHOOL CULTURE AND DISCIPLINE

Explain how the school will establish and maintain a culture that supports learning and achievement including:

- The school's general approach to school culture and rationale for this approach;*
- How the school will maintain a safe and orderly environment; and,*
- If the charter school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the cost of any uniform would be subsidized for parents unable to afford it.*

For LACS, a strong school culture means much more than just a safe and orderly environment and it is one of the more important elements that drive the success or failure of a school. While LACS will of course seek to create a safe and orderly school in addition to a positive learning environment, a culture of inquiry and thought, and a climate of passion and excitement among students and educators, these characteristics of its school culture must be underpinned by a set of shared norms, values, and vision that focus all its stakeholders' attention on what is most important and motivate them to work hard toward a common purpose.

At LACS, our mission and our shared adherence to principles of high expectations, individual and collective accountability, life-long learning, building personal and organizational capacity, self-reflection, academic rigor and academic excellence are those underpinnings. While our culture arises from our mission, vision and established values, it cannot become real unless there is an alignment with what we profess to be and what we do as reflected in our actions, priorities, budget, symbols, ceremonies and rituals that support, reinforce and perpetuate the culture. Teachers at LACS will consistently hold students to high academic expectations and will be able to focus on effective instruction because schoolwide classroom management expectations are enforced by every teacher every day.

Such a strong school culture makes clear what LACS will be about and how members of the community act in it. By fostering such a culture, LACS believes it can reap tremendous benefits, including:

- Promoting effort and productivity among all stakeholders;

- Improving collegial and collaborative activities that promote better communication and problem solving;
- Building student and teacher commitment to and identification with the school;
- Energizing and motivating students and staff; and
- Focusing attention and behavior on what is important and valued.

The Principal will be responsible for developing school-wide routines, rituals and ceremonies in addition to a behavior monitoring system that will support the school culture by reinforcing our shared principles. The behavior monitoring system will promote positive individual and classroom behavior in age appropriate ways. Such systems may involve merits/demerits, rewards and community recognition and other ways to recognize good behavior and reinforce positive behavior among our students.

LACS envisions the school as a learning community that treats students and adults with respect and kindness. LACS will be a place where children value diversity of ideas, develop compassion, and the recognize themselves not just as individuals, but citizens of a larger global community. As children mature and participate in communal classroom work, they broaden their ability to see things from varied perspectives and to work with people with viewpoints different from their own. They can then take their places in the world as empowered adults who can make good choices in their lives, good changes in the world, and work well with others in their occupational and social communities. To this end, LACS will work to ensure that school is a place where all students can learn and all staff can teach in a safe, secure and orderly environment. LACS will define discipline as helping adolescents develop self-control and self-motivation in a school community that is safe for all members. To ensure that an environment is created where teaching and learning can flourish, LACS has developed a series of rules that address proper student behavior, maintenance of order within the school and while people are engaged in school activities, and a code of conduct (the Discipline Code). These policies and procedures will be examined and reviewed by legal counsel annually before being ratified by the Board of Trustees and published in the Student Handbook and distributed to members of the school community. The LACS staff will ensure that parents and students are well informed of these policies during student and parent orientation. As such, students will not be surprised about what type of

behavior is expected of them, and parents will be reassured about the type of classroom environment maintained at LACS.

Our school will be a drug-free workplace and we will follow all mandated Federal and State regulations around this issue. We will work with the local police departments to establish a “Drug Free Zone” around our school building so that students will have a safe environment where they will not be threatened nor influenced by drug dealers or drug users.

It is important to note that LACS commitment to reflective practice is evident in its approach to disciplinary matters. Staff is engaged in not just dealing with a discipline problem but analyzing the circumstances and underlying issues behind the action. What happens with children who need extra help, who do not progress adequately or show interest in being a member of the community? We look at why this is happening and what is causing it. Our resources for finding out include the student, teachers, family, our observations, and outside agencies. We initiate planning and problem-solving meetings with the family. Each meeting will end with a written statement of what was discussed and agreed upon, what actions each party is taking, and when the next steps will be.

LACS believes student behavior issues are symptoms of ineffective instruction that is not engaging the student. While there will be cases where students will bring behavioral issues to the classroom, other issues can and should be resolved through the teacher, with support of the Dean of Discipline and Assistant Principals where necessary, by supporting the involvement and engagement of students in their own learning. Students who are actively engaged in a learning activity are generally not disrupting the class. Teachers will also follow the school’s Response to Intervention protocol described in *Response 7- Specific Populations* in order to address ongoing individual student’s classroom management issues and may include the subject in the Child Study Team (CST). In addition to the Assistant Principals, teachers will have support in behavior management from the Dean of Discipline and social worker. Teachers will be supported in their instructional capacities to ensure that their teaching is engaging and effective. Classroom management will be a subject of the pre-opening professional development period and will be revisited throughout the school year through classroom observations and support by the Assistant Principals, Dean of Discipline and Social Worker.

At LACS, discipline will be considered a process. The LACS staff will deal with each problem individually, and for each unacceptable behavior there is a range of consequences and actions a teacher or staff member will take. This is dependent on the frequency of this behavior, progress of the child, age of the student and severity of the behavior. The specific situation dictates which consequences will be used, revisited or skipped. The first step taken in any disciplinary action is to restore a sense of safety and bring people into self-control. This may mean time out or a sympathetic conversation; whatever will help a student to be able to face a problem rationally. The outcome of the consequences should reinforce not only the essence of what is unacceptable to the group but also how one's behavior impacts on the group and on oneself.

Potential consequences include:

- (1) Speaking to the student individually;
- (2) Holding a group discussion;
- (3) Temporarily removing a student from a difficult situation within the class;
- (4) Sending the student to another class (teachers may not send students unattended into the hall as a disciplinary measure);
- (5) Informing parent/guardian of behavior;
- (6) Discussion with parent/guardian and setting up a plan of action with the parent/ guardian, articulating what "progress" is;
- (7) Sending the student to the Main Office to meet with the Dean of Discipline or other school leadership personnel;
- (8) Discussion with other school personnel;
- (9) Formal meeting with the Principal, teacher and parent/guardian;
- (10) Discussing and initiating other support systems;
- (11) Guidance hearing;
- (12) Suspension (Short and Long Term); and
- (13) Replacement of property or reimbursement.

The decision as to which consequence is chosen will be in accordance with guidelines established by LACS, which will ensure both consistency and equitable treatment for all students and enables schools to exercise discretion and educational judgment. In accordance with state law, potential consequences will in no instance include involuntary transfer.

The Discipline Code sets forth the policy of LACS regarding how students are expected to behave when participating in school and in school activities, both on and off school grounds, and how LACS will respond when students fail to behave in accordance with these rules. In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. School officials must consult the Discipline Code in determining what level of discipline to impose. A student's age, maturity, previous disciplinary record (including the nature of the prior misconduct, the number of prior instances of misconduct and the disciplinary measures imposed for such misconduct) and the circumstances surrounding the incident should be considered when deciding the appropriate disciplinary and intervention measures. Where appropriate, school officials also will contact law enforcement agencies.

The enumerated infractions are not all-inclusive. Students who engage in misconduct which is not listed are subject to appropriate disciplinary measures by the teacher or Principal, based on violation of school rules. To ensure that staff, students and parents are aware of all expected standards of behavior, school rules will be in writing and distributed along with the Discipline Code. When misbehavior involves communication, gesture or expressive behavior, the infraction applies to oral, written or electronic communications. Each level of infractions contains a minimum to a maximum range of possible disciplinary responses that may be imposed by a teacher or principal. Infractions are grouped into five levels, which range from insubordinate behaviors to seriously dangerous or violent behaviors and provide a corresponding range of possible disciplinary responses. Whenever possible, interventions should begin with the lowest level of disciplinary response. The Discipline Code provides graduated penalties for students who engage in repeated misbehaviors despite the prior imposition of appropriate disciplinary measures. More severe penalties will be imposed on those students who engage in a pattern of persistent misconduct. Whenever possible and appropriate, prior to imposing such penalties, school officials should exhaust less severe disciplinary responses. The draft of the proposed

LACS Discipline Code is provided in *9(b)-Discipline Policy*. As mentioned previously, this is a ***draft*** and the final Discipline Code will be further developed and refined by the school leadership and board and reviewed by legal counsel prior to its ratification by the Board of Trustees.

RESPONSE 9(B). DISCIPLINE POLICY

(a) *Discipline Policy (for general education students)*

Every member of the LACS community will hold students to high, universally understood expectations, so that everyone is able to focus their attention on the business of teaching and learning. Teachers will establish and consistently reinforce clear classroom management expectations as a proactive means of avoiding behavioral issues and disruptions to the instructional experience. In instances when student conduct does not meet the school LACS's standards for reasonable and acceptable behavior, those students will not be permitted to interrupt or impede others' learning.

Behavioral consequences will vary based on a number of factors; including, but not limited to: the severity of the behavior, the student's age, grade level, frequency of occurrence, and impact on other persons or property. All teachers and school staff will receive training on schoolwide behavioral expectations, the details of the discipline policy, the levers for reporting, and identifying and delivering appropriate consequences during August teacher orientation as well as throughout the year during regular professional development sessions.

In the school's first year of operation, the Executive Director and Principal will assume responsibility for carrying out the discipline policy; in subsequent years the school will employ a full time Dean of Discipline who will lead this important work.

The LACS discipline policy distinguishes between three categories of offenses:

- minor,
- moderate, and
- severe.

The following behaviors are examples of minor offenses:

- Not paying attention in class
- Disorganization or not being prepared for class
- Non-compliance with the LACS dress code

- Recurring minor offenses (more than once across a two-week period)
- Treating property with disrespect

Consequences for minor offenses: If a student commits any of the infractions above, the student may receive additional targeted corrective consequences. Examples of such corrective action would include, but are not limited to, the following:

- eating lunch in the office and/or in lunch detention
- reflecting on their behavior orally and/or in writing
- apologizing to their peers and/or teachers and staff

The following behaviors are examples of moderate offenses:

- Damaging school property
- Incidence of bullying, intimidation, and/or harassment
- Verbal profanity
- Sustained classroom disruption
- Failure to complete assigned classwork
- Tardiness
- Physical recklessness with self or others

Consequences for moderate offenses: Students who commit a moderate offense will serve a minimum of one day in detention, with the possibility of additional days depending on the precise nature or repetition of the offense.

Detention: Students will use time in detention to reflect on their misbehavior, the degree to which he/she negatively impacted the LACS community, and how he/she should behave differently in the future. Students may also have to complete a written assignment based on the above.

The following behaviors are examples of serious offenses:

- Physical contact that causes a disruption, or makes other students feel uncomfortable or unsafe

- Inappropriate response to teacher re-direction
- Direct disobedience
- Theft of personal or school property
- Possession of offensive materials
- Cheating
- Academic plagiarism
- Gambling on school premises
- Issuing any implied or explicit threat
- Attempt, or actual assault, of another person
- Possession of a pretend or real weapon

Consequences for serious offenses: Consequences for serious offenses include immediate in-school or out-of-school suspension, to be determined by the Executive Director (and later, the Dean of Discipline). Beyond suspensions, staff may assign additional consequences to address the misbehaviors in a targeted and/or restorative way.

Types of suspension: LACS will utilize two types of suspension: in-school suspension and out-of-school suspension. During an in-school suspension, a student is assigned to an appropriate school location with an assigned staff member. During an out-of-school suspension, a student is disallowed from being on school premises. During either type of suspension, student will be required to complete predetermined assignments.

Unless a student presents an immediate danger to the LACS community, the student shall receive notice prior to a suspension of one to ten days. In accordance with the ruling in *Goss v. Lopez*, students are entitled to respond to the charges brought against themselves in a timely manner. Parents/guardians are notified by the Executive Director, or Dean of Discipline as of year two; the parents/guardians may request (or be required, depending on the details of the scenario) with school staff to review the offense prior to the student's return to school.

For instances of long-term suspension (longer than ten days), the student shall receive the following:

- If necessary, the student is immediately removed from class and/or school.
- The student is entitled to respond to the charges against him/her.
- The Dean of Discipline (when hired) addresses the conduct and, in consultation with the Executive Director, assigns an appropriate consequence (potentially a long-term suspension).
- The parent/guardian is notified by the Executive Director or Dean of Discipline;
- Parents/students may be required to meet with the Executive Director or Dean of Discipline regarding infractions prior to the student's return to school.
- In accordance to Education Law §2854(1)(b), LACS will identify alternative instruction programs for the student to participate in while on long-term suspension. At a minimum alternative instruction will be provided for two hours per day.

Expulsion: If expulsion is being considered, parents will be notified by the Executive Director or Dean of Discipline. This consequence will be considered only in extreme cases, such as:

- The possession or use of alcohol or drugs
- Possession of weapons on campus
- Committing racist acts or hate crimes against students or staff

If expelled:

- The student is immediately removed from class and/or school.
- The student is entitled to respond to the charges against him/her.
- The Dean of Discipline (when hired) addresses the conduct and, in consultation with the Executive Director, assigns an appropriate consequence.
- The parent/guardian is notified by the Executive Director or Dean of Discipline.
- Parents/guardians will be required to meet with the Executive Director or Dean of Discipline during a disciplinary hearing.
- The hearing notification and any materials associated with the hearing will be translated into the family's home language while maintaining FERPA guidelines.
- At the hearing, the student and family will have a formal opportunity to respond to charges, enlist counsel to represent them and to bring forward witnesses and evidence.

- After the hearing the Executive Director will submit a written decision to the student, family, and the LACS Board of Trustees. The student's family will have up to ten days to appeal the expulsion decision.

Appealing an Expulsion: An expulsion decision may be appealed by the family to the Board of Trustees. The appeal needs to take place within ten days of the expulsion decision. The Board of Trustees may affirm the decision of the Executive Director, order the removal of the expulsion unconditionally or upon such terms and conditions as it deems reasonable. The action of the Board of Trustees is final.

Gun-Free Schools Act: LACS will be a gun-free campus and adhere to the Gun-Free Schools Act (20 U.S.C. §7151), which requires the suspension of any student who brings a firearm (as defined in 18 U.S.C. §921(a)) to school or possesses a firearm at school for a period of no less than one year.

Harassment, Bullying and Discrimination: As part of the LACS's key design elements, the board and leadership will create and nurture a tightly knit school culture that provides a safe space for all students, with no tolerance for bullying hazing, mistreatment, or harassment of any kind. Threats, intimidation, and exclusionary conduct will not be tolerated at the school.

RESPONSE 9C: SPECIAL EDUCATION DISCIPLINE POLICY

(c) Special Education Discipline Policy (in conformity with the federal Individuals with Disabilities Education Act (“IDEA”) and regulations.

Disciplinary Policy for Students with Disabilities

In addition to the discipline procedures applicable to all students, LACS shall implement the following disciplinary policy procedures with respect 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.] LACS 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.

If a student violates LACS’s discipline code and is being considered for a suspension or removal, the School must ensure the following due process protections are provided to the student and to the student’s parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five school days or less, the student’s parent(s) or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Principal and appropriate staff to discuss the incident and question any complaining witness against the student. For suspensions in excess of five consecutive school days, the student’s parent(s) or guardian must be provided with a written notice which indicates that the district proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the Principal or his or her designee at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, notification must also be provided by telephone. In addition, the School must provide alternative education to the student during the suspension as set forth below, including any special services required by the Individualized Education Program (IEP) prepared by the student’s Committee on Special Education (CSE) of their district of

residence. Final determination on a suspension or removal of a student, following due process, shall be made by the Principal.

LACS 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 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 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 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.

LACS shall work with the district to ensure that the CSE of the student's district of residence meets within 7 days of notification of any of the following: (1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days; (2) The commission of any infraction resulting from the student's disability; (3) The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of 5 days.

Also, LACS will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to:

- 1) Convene a CSE meeting within 10 school days to make a manifestation determination.
- 2) Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
- 3) Provide the student's parent with a copy of their procedural due process rights.
- 4) Work closely with the CSE of the students' district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

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. LACS 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. The student's special education teacher (or coordinator) and the general classroom teacher will attend all meetings regarding the student initiated by the CSE from the student's home district.

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 the School agree otherwise.

RESPONSE 9: SCHOOL CULTURE AND DISCIPLINE

(d) Dress Code Policy

LACS will implement a formal dress code to contribute to its seriousness of purpose and positive learning atmosphere. The clearly defined dress code is expected to foster self-discipline and to better prepare students for the expectations and demands of the work world they will enter in the future. Uniforms must fit and be worn properly.

Students are to be in compliance with the dress code from the beginning of the school day until its conclusion, as well as during travel to and from school.

The official dress code of the school for the boys requires that they wear properly sized clothing. Oversized clothing is not permitted and may result in a disciplinary infraction.

The official dress code for male students requires they wear:

1. Uniform pants (black, navy, khaki).
2. Uniform shirt (white only) and tie. Shirts must be properly sized and tucked in at all times.
3. Uniform sweater or sweater vest (mandatory: October 16-May 14)
4. All shoes must be a BLACK leather /pleather dress shoe. All shoes must be tied.
5. Summer uniform shirt is optional from the beginning of school through October 15 and may be worn again beginning May 15 until the end of school.
6. Earrings may not be worn in school. Nose rings/studs on the face or tongue are not permitted.
7. Excessive and/or expensive jewelry such as rings, chains, etc. is not permitted.

The official dress code for girls requires that they wear:

1. Uniform skirt (at the knee) or Uniform Slacks (navy blue or khaki).
2. Uniform blouse (white only)
3. Uniform sweater or sweater vest (mandatory: October 16-May 14)
4. Dress shoes must be in black leather/pleather flat slip on or tie shoes, with heels no higher than ½ inch. All shoes must be tied.
5. Excessive and/or expensive jewelry is not permitted.
6. Girls may not wear dangling earrings or hoop earrings of any kind. They may wear one small earring in each ear. Nose rings/studs on the face or tongue are not permitted.

7. Summer uniform shirt is optional from the beginning of school through October 15 and may be worn again beginning May 15 through the end of school.
8. Stockings, tights or socks must be worn at all times. These must be beige, gray, navy, or white without designs or patterns.

Students are required to wear their gym uniform to and from school on the days they have gym.

The official gym uniform for boys and girls requires that they wear:

1. White T-shirt with LACS logo
2. Grey Sweatpants (winter)
3. Grey Athletic Shorts that come above the knee but no higher than mid-thigh (summer/spring)
4. White gym socks
5. Sneakers

Interpretation of the above items concerning fashion will be made by the Executive Director, Principal, or Dean of Discipline.

Any violation of these regulations will be considered an infraction of the School Dress Code Policy and will be subject to disciplinary responses as outlined in the Lamad Academy Charter School's Discipline Code. Parents of students not dressed in compliance with the school dress code policy will be notified and expected to bring the proper uniform components to school that day, if applicable. A student in violation of the dress code will be permitted to attend class, however repeated infractions of this nature will be subject to graduated levels of disciplinary responses as outlined in the Discipline Code.

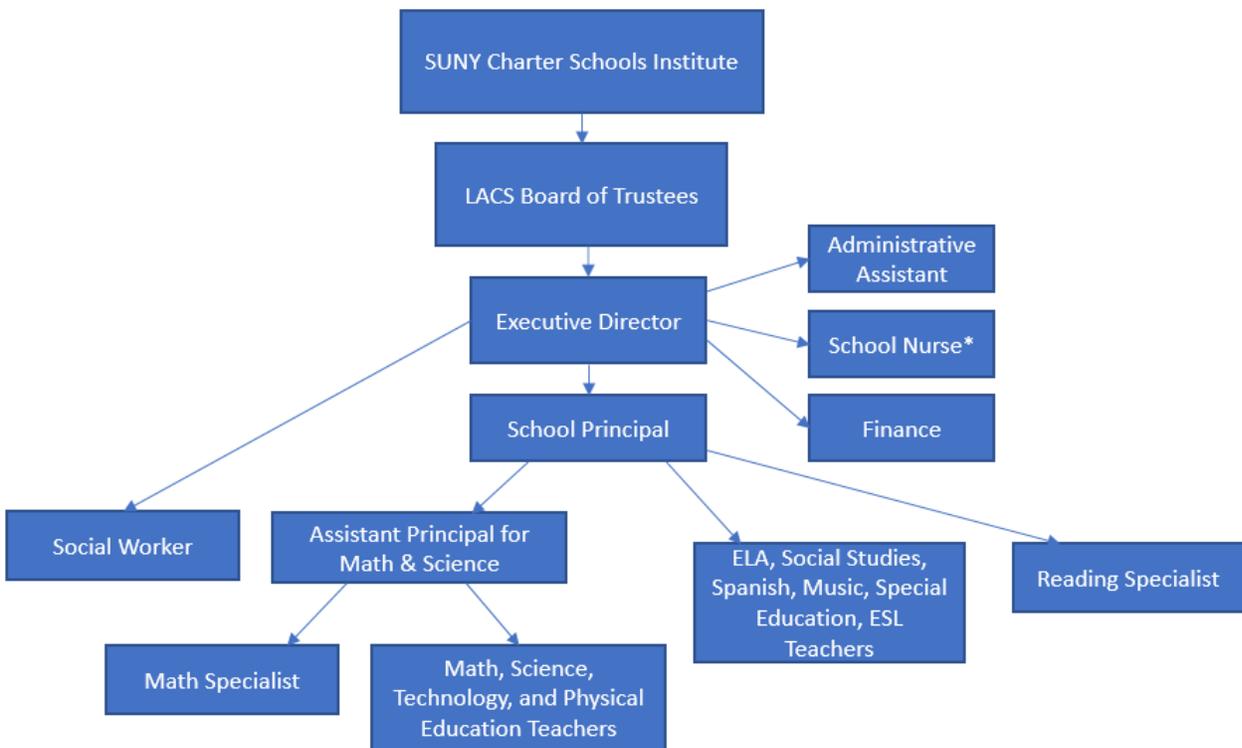
LACS will use a student uniform vendor to sell student uniform pants, skirts, shirts, blouses, sweaters and vests. All other components of the school uniform may be purchased by families from clothing stores of their choosing. The uniform company will also supply the LACS gym uniform, with the exception of the white gym socks and sneakers. Students will be expected to purchase these uniform components from the uniform company. The school will subsidize the cost of uniforms for students who come from families under severe financial distress.

RESPONSE 10: SCHOOL MANAGEMENT AND LEADERSHIP

(A) ORGANIZATIONAL CHART

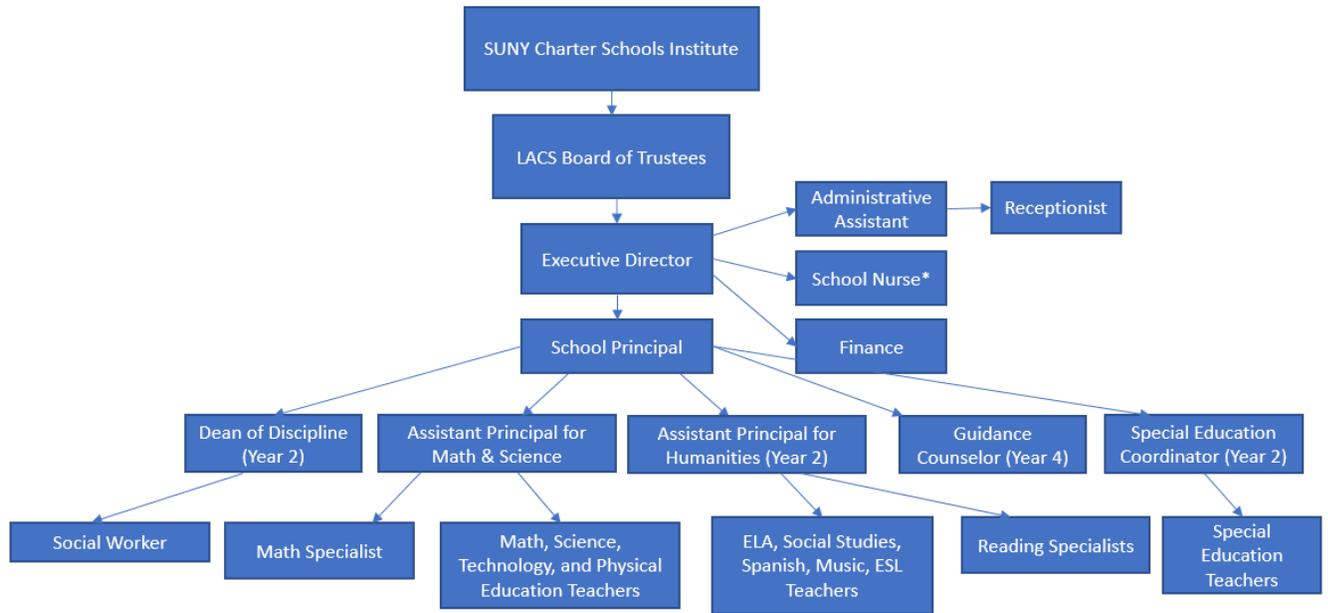
Provide organizational charts for the 1st and 5th years of operation clearly showing reporting structures between the school leader(s), the board of trustees, and staff. If the charter school intends to contract or partner with an entity for management or educational services, the organizational charts should also reflect that relationship.

First Year Organizational Chart (2019-20)



*As LACS prefers to locate in public space, the school may not need to contract with school nurse services, or janitorial, maintenance and/or security services. If the school ultimately secures private space, the Executive Director would source recommended and cost-effective providers for this work and oversee those relationships.

Fifth Year Organizational Chart (2024-25)



(B) SCHOOL LEADERSHIP AND MANAGEMENT STRUCTURE

- *Outline the evaluation procedures for staff in management positions; and,*
- *Describe recruitment plans for the school leader including:*
 - *The process and criteria the school will use to select the school leader;*
 - *Who has been, or will be involved in the selection process; and,*
 - *The role of any CMO or partner organization (if any) in the selection process.*

The Board of Trustees will serve as LACS’s oversight and policy-making body, and ultimately bears the responsibility for the charter and successful attainment of the school’s accountability plan goals.

The Board will conduct an extensive search to recruit and appoint an Executive Director who will be the external face of the school and responsible, under the authority of and with oversight by the Board, for management and oversight of the school’s instructional program and fiscal and business operations. His/her primary responsibility will be to ensure that LACS fulfills its mission and ensuring that resources are provided and leveraged so that the mission can be successfully executed by meeting the school’s academic, fiscal, and operational goals. The Executive Director will report directly to the Board, and his/her responsibilities are described in *Response 11(ac)-Personnel*. An effective working relationship between the Board and the Executive Director will be built upon the mutual understanding of the appropriate roles of the Board and the staff—i.e. the distinction between the governance responsibilities of the board and managerial responsibilities of the staff. The Board’s role will be one of oversight and supervision. The relationship between the Board and the Executive Director and staff will reflect the distinction between the “ends,” the policy decisions made by the Board of Trustees, and the “means” used by the Executive Director and staff to achieve such ends. Appropriate Board decisions include approving the school’s annual budget, determining strategic plan goals and

objectives, formulating major policy and interpreting laws and regulations with which the school must comply. The Executive Director and school staff have the authority to do what is required to implement Board policies. The Executive Director will be the only school employee to report directly to the board on all school matters; this will ensure clear and unfettered lines of communication. The Board will evaluate the Executive Director's performance annually, based on attainment of mutually agreed upon goals established in August of each year. The Executive Director will generally hire, supervise, and evaluate all school employees, but may delegate some of these duties to other administrative staff; including, but not limited to, the Principal, Assistant Principals, Special Education Coordinator, and/or Dean of Discipline as appropriate. Ultimately, the Executive Director is charged with executing all school operations and programs to ensure adequate progress toward and attainment of the goals contained in the school's Accountability Plan.

When hired, the LACS Principal will be the primary instructional leader for the school in year one and will also provide overall management while the school is still relatively small with one grade level and only 125 students but will ultimately be supported in his or her instructional role by additional hires as the school and its needs for staffing grow. These will include the Assistant Principal for Math and Science, the Assistant Principal for Humanities, and the Special Education Coordinator, all of whom will report to the Principal. The Principal will delegate management of the math, science and technology curriculum and instructional program, including management and professional development of the math, science and technology instructional staff, to the Assistant Principal for Math and Science. Likewise, when the Assistant Principal for Humanities is hired, the Principal will delegate to the Assistant Principal for Humanities the management of the English, Social Studies, Spanish, ESL and Music curriculum and instructional program, including the management and professional development of the requisite instructional staff (including the 6th Grade Classroom general education teachers). The Principal will delegate oversight, management and administration of the special education program to the Special Education Coordinator when hired in Year 2, including the management and professional development of the special education staff. The Special Education Coordinator will report to the Principal. In year 1, the special education teacher will take on the responsibilities of coordinating the special education program under the oversight and management of the Principal. The Assistant Principals and the Special Education Coordinator

will carry out their work under the oversight and supervision of the Principal. The Principal will carry out the responsibilities of the Assistant Principal for Humanities until that staff position comes on line in Year 2.

LACS will employ a Director of Finance to manage financial operations of the school in coordination with the Executive Director. An administrative assistant will support the instructional and operational leadership by taking responsibility for administrative and secretarial tasks and will be supported in later years by the receptionist.

Beginning in Year 2, the school will hire a Dean of Discipline who will be responsible for managing school discipline and promoting school culture. The social worker will report to the Dean of Discipline once hired. Until that time, the social worker would report directly to the Executive Director, who will be directly responsible for discipline and promoting school culture.

Beginning in Year 4, the school will hire a Guidance Counselor who will report to the Principal and be responsible for working with LACS's 8th graders in their successful application to, acceptance by and transition to charter, traditional public, parochial, and independent high schools that suit their needs and academic aspirations.

If LACS is not able to secure shared NYCDOE space, the school will hire a full-time school nurse who reports to the Executive Director and will also arrange for custodial and security services through a contractual relationship with an outside provider. These contracted functions will be overseen by the Executive Director.

RESPONSE 11(A)(C). PERSONNEL

(A) STAFFING CHART AND RATIONALE

Complete the table provided in the budget template to list all instructional and non-instructional staff positions during the first five years of operation and include a copy of the table in this response. Provide a narrative that explains the rationale for the staffing structure and numbers.

	Number in Position				
	Year 1	Year 2	Year 3	Year 4	Year 5
Grades Served:	6	6-7	6-8	6-8	6-8
Enrollment:	125	250	375	375	375
Position					
Executive Director	1	1	1	1	1
Director of Finance	1	1	1	1	1
Principal	1	1	1	1	1
Assistant Principal for Math and Science	1	1	1	1	1
Assistant Principal for Humanities	0	1	1	1	1
Dean of Discipline	0	1	1	1	1
Special Education Coordinator	0	1	1	1	1
Administrative Assistant	1	1	1	1	1
Receptionist	0	1	1	1	1
General Education Classroom Teacher	5	5	5	5	5
Math Teacher	2	3	5	6	6
Science Teacher	1	2	3	4	4
English Teacher	0	2	4	6	6
Social Studies Teacher	0	1	2	3	3
Spanish Teacher	1	1	2	2	2
Music Teacher	.75	.75	1.5	2	2
ESL Teacher	1	1	1	1	1
Technology Teacher	.75	.75	1.5	2	2
Math Specialist	0	1	1	1	1
Physical Education /Health Teacher	1	1	2	2	2
Reading Specialist	1	2	3	3	3
Special Education Teacher	1	2	3	4	4

	Number in Position				
	Year 1	Year 2	Year 3	Year 4	Year 5
Nurse*	1	1	1	1	1
Social Worker	1	1	2	2	2
Guidance Counselor	0	0	0	1	1
Total	21.5	32.5	44	55	55

School Leadership

The LACS Executive Director will be responsible for the overall administration and management of the school’s instructional program and fiscal and business operations. The Executive Director is supported in his or her role beginning in Year 1 and beyond by an instructional leadership team comprised of a Principal and also an Assistant Principal for Math and Science. Given the school’s focus on math and science, the board believes it is imperative that the school has an instructional administrator focused on the day to day oversight and management of the math, science and technology curriculum and instructional program, including management and professional development of the math, science and technology instructional staff as well as all staff as it relates to the integration of math and science across the curriculum.

In Year 2, an Assistant Principal for Humanities will be hired. As the primary instructional leader, the Principal will delegate to the Assistant Principal for Humanities the management of the English, Social Studies, Spanish, ESL and Music curriculum and instructional program, including the management and professional development of the requisite instructional staff (including the 6th Grade Classroom general education teachers) as well as all staff particularly as it relates to the integration of writing across the curriculum.

Ultimately, the LACS model of instructional leadership is one of a Principal charged and empowered with the overall responsibility for the educational program supported by Assistant Principals who are focused on a day-to-day basis on curriculum and instruction in their specific content areas. The Assistant Principals are expected to work collaboratively with each other under the direction of the Principal to oversee curriculum planning, student assessment, cross curricular integration, teacher professional development and teacher evaluation in order to promote high quality instruction and strong student achievement.

The Executive Director is additionally focused on the school's fiscal management, operations, fundraising and other strategic issues. On the business and operations side of the School, the Executive Director will be supported by the Director of Finance. A full time administrative assistant will support both administrative and instructional leadership by taking responsibility for assorted administrative and secretarial tasks and will be supported by a receptionist in the latter years of the first charter term. LACS will also arrange for custodial and security through a contractual relationship with an outside provider as opposed to having personnel on staff to carry out these functions, if located in a private facility.

Instructional and Student Support Staff

The staffing chart reflects the teaching staff required to carry out the educational program of the school and meet the needs of its expected student body. As a school with a focus on math and science, the instructional staffing model assumes designated math and science teachers beginning with Grade 6. LACS feels strongly that beginning with Grade 6, teachers for math and science must be experts in their subject areas as well as passionate about the subject matter. In its first year, the school will open with 125 Grade 6 students, or five classes of 25 sixth grade students lead by five classroom teachers, including designated math and science teachers. As the school grows, there will be additional subject-based teachers hired each year. For each grade level 7-8, there will be a designated English, Social Studies and Science teacher per grade in addition to 2 designated Math teachers for each grade span 6 and 7-8. New teachers will be hired in grades as needed based on the assignment of existing teachers. Technology is part and parcel of the school's focus on math and science. As such, technology is not only integrated across the curriculum, but at LACS it warrants a stand-alone treatment as well. LACS staffing is aligned with this need with at full enrollment, one Technology teacher for each grade span 6 and 7-8 to support both direct instruction as well as collaboration with grade-level and subject-based teachers to incorporate technological applications into their content areas.

The academic program also includes Spanish, Music and Physical Education/Health. Specials teachers for these subjects are delineated in the staffing chart above and increase commensurate with the planned student growth.

The instructional staffing model also reflects the expected needs of the population we intend to serve. Data from the 2017 administration of the New York State ELA and math test show that students across all tested grades and all racial groups represented in CSD 18 struggle in meeting proficiency standards in ELA and math; therefore, LACS expects that many students entering the school will have significant academic deficits in ELA and math that will need to be remediated quickly. The Summer Bridge program for incoming 6th graders and new students entering the school at higher grades will address some of those needs (and our staffing and budget is aligned with our plan for the four week Summer Bridge program); however, instructional staffing is aligned with our expectation that intervention will need to continue to take place during the school year. Further, given the student enrollment plan is to replace any student lost to attrition even at the higher grades through backfilling, LACS must have the academic intervention staff necessary to address a variety of needs at all grade levels, particularly for new students to the school. As such, LACS will have one reading specialists beginning in Year 1 and will increase to 3 Reading Specialists by Year 3 to provide push-in instruction and pull-out instruction. Likewise, LACS will have math intervention specialists as well. During Years 2-5, LACS will have an additional math specialist in addition to the math teachers.

LACS expects its special education and English language learner populations will mirror that of CSD 18 where it will be located. According to the New York District Report Card for CSD 18, 20% of all students in Grades 3-8 were designated as students with disabilities and 6% were classified as English language learners. Given our expectations for these special populations, LACS instructional staffing is aligned with their needs. LACS will have one special education teacher for each grade level of students. This staffing will allow for the ability to create a collaborative team teaching setting at each grade level should a student's IEP require such a setting. By year 2, a special education coordinator will be hired to provide administer and manage LACS's special education program but to also provide special education teaching support services as necessary.

While LACS will have one ESL teacher for the school, that individual will not be the only instructional support for the school's ELL population. As is discussed in more depth in *7(c)-Specific Populations*, while the ESL teacher will be available for push-in and pull-out instructional support, all teachers will be trained to incorporate sheltered instructional techniques

into their own classroom instruction to benefit ELLs. In addition, the reading and math specialist supports will also be utilized to support both English language development and overall academic progress of ELLs (as they would be used to support academic progress for all special populations, including students with disabilities, at-risk students and academically advanced students). Finally, our instructional model and choices of instructional materials to support the curriculum will be highly effective in supporting differentiated instruction for all learners, including students who may struggle with reading, writing and speaking the English language.

To further support LACS students, parents and teachers, a Social Worker will be hired in year 1. The Social Worker will be responsible for working with students who are having problems adjusting or are showing behavior issues, including for instance students who have IEPs which require counseling services, as well as generally supporting strong the home-school connection. The Social Worker will work closely with parents and teachers to ensure that the learning environment at both the school and at home facilitate learning. Ultimately, there will be a social worker to support each grade span 6 and 7-8. The social worker will report to the Principal until year 2 when the Dean of Discipline will be hired. The Dean of Discipline has overall responsibility for student discipline and promoting a strong school culture. Beginning in Year 4, the school will hire a Guidance Counselor who will report to the Principal and be responsible for working with LACSs' 8th graders in their successful application to, acceptance by and transition to public, parochial and independent high schools. Finally, a nurse will be hired to oversee and implement health services at the school.

It should be noted that should LACS site its school in an existing NYCDOE facility, the need for a nurse on staff and contractual relationships for custodial and security services will be obviated as these functions will be provided to LACS through a shared service agreement with the facility in which the school is located. These functions, if required, would be overseen by the LACS Executive Director.

(B) QUALIFICATIONS AND RESPONSIBILITIES

Provide a list of qualifications and responsibilities for each position including all instructional and administrative positions.

Successful candidates for every position at the school will have an understanding of and commitment to the mission, goals, educational philosophy and activities of LACS, as described in the school's charter. They will be committed to a data-driven culture and in working collaboratively with their colleagues. All will demonstrate a commitment to continuous improvement and learning through professional development. The following job descriptions for the key staff required at the school illustrate the professional backgrounds, depth of experience, and personal qualities that will be sought.

Executive Director

Main Responsibilities:

- Act as the external face of the school
- Secure a suitable facility to accommodate the school and its programs
- Assume responsibility for the school's academic and organizational success and fiscal viability
- Liaise between the Board of Trustees and school staff
- Lead the school in meeting its mission and vision
- Hire, supervise, manage, and evaluate the Leadership Team and school employees (unless these duties are otherwise delegated)
- Ensure resources are deployed appropriately to support leaders and staff in being successful in their roles
- Oversee day to day school operations to allow instructional staff to focus on implementing a high quality academic program
- Leads fundraising and development efforts, with assistance from the Board of Trustees.

Preferred Qualifications:

- Master's degree (in education, business management, and/or business administration) preferred.
- Demonstrated personal and professional commitment to the mission and vision of Lamad Academy Charter School.

- Demonstrated personal and professional commitment to the school's target student population(s).
- Experience in K-12 education as a teacher, instructional coach, principal, or executive director.
- Experience in strategic planning, managing, and liaising with a volunteer board.
- Experience in school management and operational systems.
- Experience with staff hiring and executing professional development.
- Community leader with connections to the target CSD.
- Outcomes focused leader with a commitment to rigorous curriculum, assessments, and instructional practices.
- Experience with fundraising.
- Experience with sourcing, securing, and managing school facilities.
- Demonstrated understanding and commitment to the tenets of charter school accountability metrics.

Principal

Main Responsibilities:

- Setting a vision for student achievement and motivating others to follow that vision.
- Implement the school's mission through effective leadership, management and support of the school's students and staff to result in an instructional program and school environment that prepares every student for success in high school, college and beyond.
- Recruit, manage, evaluate, develop and retain a team of extraordinary teachers
- Ensure use of effective, research-based teaching methodologies and practices
- Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning
- Keep abreast of successful instructional methodologies and practices
- Ensure consistencies in instruction and practice amongst team of teachers
- Ensure learning environment and classroom instruction maximize student learning
- Foster a school climate that supports both student and staff success and promotes respect and appreciation for all students, staff and parents that is aligned with the mission and values of the school
- Monitor progress of self, school, student and staff goals
- Manage student recruitment and enrollment process

- Ensure high standards for student behavior, performance, and attendance
- Address any disciplinary issues immediately
- Lead long term strategic planning and medium-term process improvement as needed
- Foster a mutually supportive relationship with a high functioning Board of Directors

Preferred Qualifications:

- Master’s Degree or higher in Education Leadership or Education-related field
- Appropriate NYS School Building Leader certification, preferred
- Minimum 3 of years’ experience in an educational leadership role (Principal, Assistant Principal) in a middle school or secondary school environment with demonstrated success in building a learning community engaged in reflective practice and data-driven instruction.
- Minimum 5 years teaching experience at the middle school or high school level, math or science content area a plus
- Demonstrated success working with students in an urban, open-admissions school
- A strong background in and command of all core content areas
- Demonstrated understanding and commitment to the tenets of charter school accountability metrics.

Assistant Principal(s)

Main Responsibilities:

- Provide structures for collaborative planning in all subject areas, including opportunities for vertical and horizontal planning with teachers to ensure instructional alignment and consistency
- Ensure provision of resources for curriculum development across all subject areas
- Support teachers in unit and lesson planning
- Provide feedback on unit and lesson plans
- Teacher Professional Development
- Create professional learning communities
- Design professional development calendar and sessions
- Lead professional development sessions
- Create personalized professional development plans for teachers
- Model lessons as appropriate

- Conference with teachers on planning, classroom and student data
- Conduct observations and provide feedback to teachers
- Videotape teachers and facilitate opportunities for peer observation & feedback
- Identify professional development resources to support teacher development, including
- books, articles, conferences, and learning opportunities
- Systematic Use of Formative Assessment Data
- Coordinate system of daily formative assessment practices and interim assessments, including assessment design, revision, tracking, and analysis
- Ensure alignment of internal assessment practices with state assessments and Regents
- Ensure comprehensive preparation for NYS assessments and Regents
- Facilitate data-driven instructional planning through regular meetings and professional development sessions
- Participate in school's RTI process
- Substitute as needed
- Other duties as assigned by the Principal

Preferred Qualifications for Assistant Principal for Math and Science:

- Minimum 3 years teaching experience at the middle school or high school level in math or science
- Minimum of 1-2 years in a leadership of coaching position in math and/or science
- Demonstrated success working with students in an urban, open-admissions school
- A strong background in and command of core content area, specifically in math and/or science.
- Enthusiasm for these subject areas and for on-going acquisition of knowledge across all areas.
- MA or M.Ed. required.
- NYS Teacher certification and/or school building leadership certification.

Preferred Qualifications for Assistant Principal for Humanities:

- Minimum 3 years teaching experience at the middle school or high school level in English or Social Studies
- Minimum of 1-2 years in a leadership of coaching position in literacy

- Demonstrated success working with students in an urban, open-admissions school
- A strong background in and command of core content area, specifically in ELA and Social Studies
- Enthusiasm for subjects in the Humanities and for on-going acquisition of knowledge across all areas.
- MA or M.Ed. required.
- NYS Teacher certification and/or school building leadership certification.

Classroom Teachers

Main Responsibilities:

- Develop effective, standards-aligned lessons that support student learning and achievement of school academic objectives and benchmarks and of state learning standards.
- Plan purposefully to provide students with opportunities for constructing meaning and developing understandings of new concepts.
- Utilize developmentally appropriate and rigorous curricula and instructional materials and present students with new ideas and concepts through a variety of strategies that inspire and guide them to explore, express and uncover new ideas.
- Administer, collect and analyze qualitative and quantitative data gathered from a variety of assessments on each student.
- Reflect regularly on data from student assessments alone and with colleagues, administration, or students' families in order to inform his or her work, modify practices and increase student achievement.
- Collaborate with administrators, specialists and other colleagues in designing, reviewing, standards-aligning and executing lessons, including participating in collaborative planning
- and, as appropriate, peer review of standards-aligned learning experiences.
- Collaborate with special education teachers to design and execute individualized instructional plans for students with special needs in order to ensure they achieve academically at high levels and are fully included in the LACS community.
- Build relationships with families of LACS students through frequent communication about students' progress and ways that families can support their children's learning.

- Create supportive classroom communities that maintain the School’s high academic and social expectations for students.
- Actively work to improve their own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction and to generally increase their effectiveness in the classroom and in the school community.

Preferred Qualifications:

- Fulfillment of all NCLB “highly qualified” requirements and NYS middle school certification or Content Specialist 7-12 Certification
- Minimum of two-years teaching in a middle school or high school as a teacher or in other relevant educational positions (e.g. Teach for America corps members), preferred.
- Bachelor’s Degree, or higher degree, in content area or Education
- Demonstrated and successful record of prior employment in urban educational environments.
- Knowledge of and experience with assessments and relevant technologies.
- Experience working with diverse populations of students, parents and families.
- Experience working with students at-risk of educational failure.

Special Education Coordinator

Main Responsibilities:

- Overseeing special education and related services, programs and grants, and ensure LACS is in compliance with state and federal laws and regulations related to the implementation of IDEA.
- Supporting implementation of NCLB and attainment of State and Common Core standards, remaining current regarding laws, policies, trends and best practices related to education and, in particular, special education programs, and sharing this knowledge with administrators and staff on a regular basis.
- Interpreting, explaining and addressing district regulations, State and Federal laws, government guidelines and appropriate school policies and procedures for staff, students, parents, and others in a timely and accurate manner, under the direction and guidance of the Principal.

- Developing systems, tools and policies/procedures for effective implementation of special education services, as needed.
- Expanding learning opportunities for special education students in an on-going effort to expand opportunities, to improve services and programs and to facilitate delivery of instruction to special education students based on best practices.
- Assisting and providing support to special education teachers, general education teachers, administrators and other key stakeholders regarding strategies and practices to address requirements of individualized education plans, including facilitating meetings and advising principals, especially in complex IEP processes.
- Supervising and evaluating classified and certified special education staff and providing support, coaching, mentoring and guidance for professional growth
- Facilitating timely performance evaluation in a manner that promotes team development and effective work.
- Assisting in the development of the special needs program budget and planned management of resources to support learning goals.
- Assisting with recruiting, screening, hiring, assigning and training special needs staff.
- Serving as a resource and/or consultant to school administrators and personnel on the nature of, causes of and solutions to the learning difficulties of children.
- Providing thorough and timely reports, data, and information as requested.

Preferred Qualifications:

- A Master's Degree or higher.
- Appropriate state certification as a special education teacher.
- Special education administrative and/or teaching experience, including case management experience.
- Extensive knowledge of the provisions of IDEA, Section 504, assessment and curriculum, especially assessment and curriculum for special education.
- Skilled in leading, supervising, coaching, and evaluating special education staff and others as may be assigned.
- Knowledge of programs that support learning among students with special needs that include special education, behavior, and "at-risk."
- Demonstrated ability to inform and support administrators, instructional staff (both special

- and general education) and parents regarding special education and Section 504 law, policies and procedures; assists in compliance with state and federal requirements.
- Demonstrated ability to organize, plan and facilitate regularly scheduled meetings that include special educators and Section 504 facilitators in an effort to maintain consistency of program services.
 - Knowledge and experience with programs that support learning among students of diverse ethnic and cultural backgrounds.
 - Demonstrated ability to implement effective prevention, intervention, and disciplinary practices.

Special Education Teacher

Main Responsibilities:

- Collaborate with regular and other special education teachers and instructional assistants, in coordination with the Special Education Coordinator, regarding inclusive education practices, curriculum modifications and behavior interventions for special needs students in general education classrooms.
- Assisting teachers in adapting curriculum for special needs students, and providing modified curriculum and resources as needed by classroom teachers.
- Assisting teachers with developing daily reports, behavioral schedules and social skills curriculum for special needs students in general education classrooms.
- Modeling teaching strategies and techniques for teachers regarding special needs students in general education classrooms.
- Providing resource room instruction to students whose IEPs require instructional time outside of an inclusion setting.
- Providing consultation and support for parents of special needs students in general education classroom and help to facilitate positive collaboration between parents and teachers.
- Conferring frequently with the district of residence special education support staff and administrators to provide needed services regarding inclusive education practices.
- Attending IEP and staff/parent meetings of students with special needs in general education classrooms, as requested.

Preferred Qualifications:

- Minimum Bachelor's Degree in Special Education and appropriate NYS certification as a special education teacher, along with any other credentialing required.
- Knowledge of special education laws and requirements.
- At least two years of successful experience in middle school or secondary classroom teaching experience with students with special needs is desirable before assignment to this position.
- Experience in the Collaborative Team Teaching model.
- Knowledge of the principles, practices and trends impacting affecting inclusion programs; organization, planning and program evaluation strategies; techniques and procedures regarding curriculum and instruction design and delivery systems for both special education and core curriculum; human relationships, conflict resolution strategies and procedures; and team building methods and techniques.
- Demonstrated capacity to plan, organize, and coordinate full inclusion program; supervise the development of strategies for curriculum modifications; develop and present training for teachers in best practices regarding full inclusion; evaluate and analyze complex problems, issues, and concerns, and recommend appropriate alternative solutions; and communicate effectively in oral and written form to a variety of audiences.

Dean of Discipline

Main Responsibilities:

- Responsible for the overall safety and well-being of the students
- Be the lead for discipline enforcement
- Provide support to teachers in handling classroom and school site discipline
- Assist teaching staff in establishing excellent classroom management practices
- Provides interventions for student discipline issues
- Develop an appropriate program to promote positive discipline behavior
- Develop, implement and monitor student behavior contracts
- Assist in the development of policies of student discipline and behavior
- Monitor student attendance and truancy issues
- Conduct discipline panel hearings and expulsion hearings

- Work with School Social Worker to liaison with to community organizations, police and probation officers
- Other duties as required by Executive Director or Principal

Preferred Qualifications:

- Master's Degree and New York State Teaching Certification strongly preferred
- Minimum 3 years of teaching experience in the Grade 5-8 span
- Minimum 2 years of experience in a Dean of Discipline role in a middle school or high school
- Excellent oral and written skills
- Bilingual/Spanish a plus
- Successful experience working in a diverse educational setting
- Successful experience in communicating with parents and students

Social Worker

Main Responsibilities:

- Counseling students whose behavior, school progress, or mental or physical impairment indicate a need for assistance, diagnosing these students' problems and arranging for needed services.
- Consulting with parents, teachers, and other school personnel to determine causes of problems such as truancy and misbehavior, and to implement solutions.
- Developing and reviewing service plans in consultation with students, their families and school staff, and performing follow-ups assessing the quantity and quality of services provided.
- Collecting supplementary information needed to assist students, such as medical records, or school reports.
- Supporting school staff in addressing issues such as suspected child abuse and neglect.
- Acting as school liaison with the New York City Administration for Children's Services (ACS).
- Assisting with such legal issues as hearings and providing testimony to inform custody arrangements.
- Serving as a clearinghouse for community supports for parents and students

- Maintaining case history records and preparing reports.
- Addressing emergency situations impacting students—e.g. leading group counseling sessions that provide support in such areas as grief, stress or chemical dependency.
- Arranging for medical, psychiatric, and other tests that may disclose causes of difficulties and indicate remedial measures.
- Serving as a liaison between students, homes, schools, family services, child guidance clinics, courts, protective services, doctors and other contacts, to help children who face problems such as disabilities, abuse or poverty.
- Interviewing students individually, in families, or in groups, and assessing their situations, capabilities, and problems, to determine what services are required to meet their needs.

Preferred Qualifications:

- A Master’s degree or higher degree in Social Work, with clinical and supervisory experience preferred.
- Appropriate NYS Certification
- Clinical experience with teens and families preferred
- Demonstrated and successful record of prior employment as a counselor or social worker in an educational environment.
- Demonstrated ability to work productively with staff and with diverse populations of students, parents and families—including students, parents and families with limited English proficiency.
- Demonstrated understanding of issues facing children and youth,

Reading Specialists

Main Responsibilities:

- Provide direct instructional support to students identified to be in need of reading intervention in both push-in and pull-out models.
- Demonstrate, model and coach effective research-based literacy instructional strategies
- Provide leadership role in the area of literacy instruction for the school and school community
- Utilize student data for placement and progress monitoring

- Assist in coordinating a school-wide literacy program that meets the needs of all students in collaboration with the building principal and teaching staff
- Serve as a resource for teachers by demonstrating and suggesting strategies, ideas or materials that can enhance instruction and support students who are at risk of not meeting academic standards
- Provide and facilitate professional development workshops, model strategies or techniques and teach demonstration or collaborative lessons in the classroom
- Guide and assist staff with assessment/analysis of students for identification and placement in intervention programs
- Mentor and coach teachers in the use of research-based strategies and programs
- Coordinate and communicate regularly with the Principal and Assistant Principals on reading intervention activities

Preferred Qualifications:

- Master's Degree from Reading Specialist/Literacy Program
- At least three years of experience as reading specialist/literacy coach in a middle school or secondary school environment.
- Appropriate NYS Certifications
- Bilingual (including English/Spanish) helpful
- Demonstrated and successful record of prior employment in educational environments.
- Knowledge of and experience with a variety of reading intervention programs and methods and strategies
- Knowledge of and experience with assessments and relevant technologies.
- Experience working with diverse populations of students, parents and families.
- Experience teaching at multiple levels and across diverse populations

Math Specialists

Main Responsibilities:

- Provide direct instructional support to students identified to be in need of math support and intervention in both push-in and pull-out models.
- Demonstrate, model and coach effective research-based mathematical instructional intervention strategies

- Provide leadership in the area of math instruction for the school and school community
- Utilize student data for placement and progress monitoring
- Serve as a resource for teachers by demonstrating and suggesting strategies, ideas or materials that can enhance instruction and support students who are at risk of not meeting academic standards
- Provide and facilitate professional development workshops, model strategies or techniques and teach demonstration or collaborative lessons in the classroom
- Guide and assist staff with assessment/analysis of students for identification and placement in intervention programs
- Mentor and coach teachers in the use of research-based strategies and programs
- Coordinate and communicate regularly with the Principal and Assistant Principals on math intervention activities
- To support the professional growth of middle school mathematics teachers by strengthening classroom teachers' understanding of math content.

Preferred Qualifications:

- Valid certification to meet New York State requirements with specific endorsement in elementary or middle school education, secondary mathematics, or K-8 mathematics specialist.
- Bilingual (including English/Spanish) helpful
- Demonstrated and successful record of prior employment in educational environments.
- Applicant must have five or more years' experience as a math teacher in the grade 5-8 span.

Administrative Assistant

Main Responsibilities:

- Answering general telephone and email enquiries, and re-directing calls to appropriate administrators, faculty and staff members.
- Maintaining office appliances including computers, photocopier, fax machine, including interacting with suppliers and service engineers and taking responsibility for contracts and their fulfillment.
- Coordinating internal meetings and appointments, including—
- Managing meeting room bookings

- Welcoming guests on arrival
- Clearing rooms after meetings have finished
- Collating meeting information
- Overseeing school security procedures, in close coordination with Executive Director.
- Managing postal operations, including:
 - Ensuring that all post is collected daily and on time
 - Ensuring that special/recorded delivery items are sent correctly
 - Distributing incoming post to relevant members of staff each morning
 - Preparing and franking large mailings when required
 - Arranging couriers as and when required and signing for incoming deliveries
- Managing personnel-related records and activities, including:
 - Maintaining records of staff holidays and absence
 - Formulating general office induction procedures
- Maintaining up-to-date copies of all school supplier contracts, contact lists for staff and committee members and records of all domain names owned by school ensuring that registrations are up to date.
- Distributing papers/information packs for all meetings organized by the school staff.
- Filing, including management of document archiving and organization and maintenance of common files (both hard copy and electronic format).
- Ensuring that school calendar is kept up-to-date with all conferences/meetings.
- Managing/assisting with other assignments or ad hoc tasks as and when required.
- Operate according to the professional standards of the school, which are defined in detail within the schools' staff policies and procedures handbook.
- Overseeing the collection and maintenance of all student records, under the oversight of the Director of Operations, including entering data in the ATS (Automate the Schools) System and the School's internal student information management system.

Preferred Qualifications:

- Minimum of Associates Degree or completion of formal secretarial training
- Demonstrated and successful record of prior employment in an administrative or secretarial capacity in an educational environment.

(c) *Staff Recruitment and Retention: Describe plans to recruit and retain staff, particularly high-quality teachers including:*

- *The processes and policies to recruit and hire teachers and other staff; and,*
- *The strategies for retaining high quality teachers.*

LACS will utilize a recruitment, screening, and selection process that will ensure the hiring of a highly-qualified staff with the requisite skills as well as a collective educational philosophy that is consistent with that of the School. The first candidate to be recruited will be the Executive Director position, through a variety of methods including through the network of the Applicant Team and founding Board of Trustees, networking with relevant educational organizations, and nonprofit institutions and the posting of advertisements in the Education Jobs Section of the *New York Times* Sunday Week in Review section, Education Week, at graduate programs in business and nonprofit management, the National Charter School Center, the New York City Charter School Center, and on on-line career websites such as Indeed.

Candidates for the Executive Director position will be assessed and screened through a formal selection process coordinated by the Board of Trustees. The Executive Director Selection Committee will be comprised of members of the Founding Board as well as key outside individuals who will be brought in whose insight and experience with charter schools and nonprofit leadership will add significant value to the interview process.

The responsibilities of the Executive Director Selection Committee will include: (1) monitoring the school's recruitment initiative and conducting an initial screening of all candidates, using the job description included in *Response 11ac-Personnel* as guides in assessing candidates' qualifications and experience; (2) establishing a list of candidates who will move forward in the selection process based on the initial review; (3) conducting an additional, more rigorous screening of the candidates, including interviews, checking references and conducting background checks; and (4) establishing a list of finalists for the position to be interviewed by the full LACS Board of Trustees.

The full Board of Trustees will make the final decision as to whom to appoint as Executive Director of LACS.

Hiring:

After the Board hires the Executive Director, s/he will recruit and hire the Principal. The Principal will work together with the Assistant Principals in the hiring of all teachers; however, the Principal will delegate final authority on hiring and termination decisions on instructional staff to the respective Assistant Principal. The Principal will delegate to the Executive Director the hiring and termination decisions regarding all operational staff. Job Descriptions for these management positions as well as for other staff positions delineated in the staffing table in *11(ac)-Personnel*.

LACS's philosophy is that the quality of the professional staff determines the quality of education offered in the school. Staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional or operational practices, and ability to contribute to the furtherance of LACS' mission and educational goals. Attention will be paid to the candidate's academic record and to his/her previous relevant experience, among other factors. Successful candidates for staff positions must demonstrate that they are prepared and able to support the educational and developmental needs of the expected LACS student population or the operational and administrative needs of the School, depending on the particular staff position sought. LACS staff will be expected to fulfill their individual responsibilities and work effectively in concert with administrators and with the other members of the staff as required. In selecting and hiring teachers, LACS will comply with state laws regarding certification.

Critically important will be the selection of the right instructional leadership team: the Principal and Assistant Principals and a talented, passionate, energetic and cohesive team of teachers.

Among the most important attributes, skills and characteristics LACS will look for in a successful teacher candidate are the following:

- (1) Understanding of and commitment to the School's mission, goals, educational philosophy and activities;
- (2) An unwavering belief that all children can achieve excellence;
- (3) Fulfillment of all NCLB "highly qualified" requirements;

- (4) Minimum of three-years teaching in a middle school or high school setting as a classroom teacher or content teacher;
- (5) Bachelor's Degree, or higher degree, in Education, candidates with an additional content degree in a math or science field a plus;
- (6) Appropriate New York State certifications;
- (7) Bilingual (English/Spanish or English/French) helpful;
- (8) Demonstrated and successful record of prior teaching employment in middle school urban settings;
- (9) Knowledge of and experience with assessments and relevant technologies;
- (10) Experience working with urban populations of students, parents and families;
- (11) Experience working with students at-risk of educational failure;
- (12) Demonstrated success in working in a team-oriented environment;
- (13) A "roll up your sleeves"-approach to work; and (14) Commitment to continuous improvement and learning through professional development.

LACS will establish a broad and diverse applicant pool for all vacant positions. It will recruit teachers and other staff members through a variety of means, which may include advertisements in newspapers and educational journals, relationships with colleges and graduate schools of education, teacher recruitment fairs, and email and phone networks. LACS will promote diversity in its applicant pool by advertising positions in targeted media (e.g. minority newspapers), networking with minority organizations and participating in minority recruitment events. LACS will also leverage the relationships and experiences of its Board members and supporters to expand its outreach, networking and teacher and staff recruitment initiatives. LACS will comply with all federal, state and local laws and requirements regarding the hiring of staff and will not discriminate in hiring, employment, contracting, or retention for reasons of race, sex, age, religion, disability or other reasons prohibited by local, state or federal law.

The LACS teacher and staff hiring process will include the following five phases:

(1) Screening—Prospective employees will complete an employment application, which will request information related to prior work experience, special skills and academic credentials and will also provide consent to check references. LACS will require candidates to attach a résumé to the application and will retain both the application and the résumé in its employee files. In

compliance with law and school policy, LACS will not ask about: age, race, sex, religion, disabilities, physical appearance, political affiliation, national origin, place of birth, length of residence, home ownership, arrest records or minor convictions, military discharge/reserve status, relatives employed by the School, spouse, children or family plans, credit history or personal bankruptcy (note, while we will not ask the applicant about arrest records or minor convictions, we will conduct background checks before employment is offered and fingerprinting before employment commences—see below);

(2) **Interviewing**—LACS’s interview process is designed to help the Principal or designee determine whether a candidate possesses the necessary skills to be a productive staff member and is prepared and capable of working cooperatively with colleagues, administrators, parents and students. LACS will develop an interview protocol, a process for checking references, a list of interview questions and a rubric containing objective criteria. The Principal or designee may elect to pre-screen candidates with a telephone interview to discover whether the candidate has the knowledge and experience required and to ascertain whether the candidate agrees with and can work in a manner consistent with the School’s instructional philosophy and culture. Phone interviews may be recorded only after informing the candidate that the call will be recorded. Candidates for teaching positions will be asked to provide a sample lesson and/or portfolio;

(3) **Checking References**—LACS has an absolute policy of calling references provided by the employee, as well as contacting former employers. The LACS Board recognizes that an employer may be found liable for harm caused by an employee if the employer failed to discover something in that employee’s past that a reasonable degree of investigation would have uncovered, and if this information would have revealed a distinct possibility of harm. LACS will therefore implement a rigorous reference-checking policy;

(4) **Offering Employment**—LACS will offer employment through a job offer letter and, in most cases, a phone call. LACS’ job offer letter will include at least the following: a) job title or position offered; b) salary, benefits and perks offered; c) instructions to accept or decline the job offer; and d) where appropriate, a statement that the employment will be at-will. LACS will notify candidates who were not selected of the school’s decision.

(5) **Fingerprinting**—Before employees can begin working, they must clear the NYSED fingerprint screening process. OSPRA form 101, 102 and/or 104 must be submitted to NYSED for *each* new employee stating that the individual is employed by LACS.

- **The strategies used to retain high quality teachers.**

The high-quality teaching candidates LACS will attract and hire will be individuals who are attracted to the mission-driven school model and its focus on preparing our students for careers in high growth industries through our focus on math and science. They are individuals who believe that all students have a right to a high-quality education. They are individuals who believe in accountability. We will be able to retain our high-quality teachers because we will support, respect, encourage and motivate them and we will provide them with tremendous opportunities to build their capacities and grow in their professions. They will be drawn to the fact that we will give them a voice in our school, and they will have opportunities to shape our school from the ground up.

LACS has incorporated the most effective teacher retention strategies in its design. Teachers who are supported in their work and valued for their contributions experience high levels of job satisfaction. Our commitment to supporting teacher growth through ongoing professional development and ability to compensate teachers based on their performance and contributions provide the structure for all teachers to grow and for their growth to be recognized. Teachers that are held to high standards and are supported to meet those standards are teachers that stay and are teachers that are worth keeping.

As a charter school, LACS will be able to recognize the contributions of teachers to the instructional quality of the school through their compensation. Unlike the lock-step compensation structure in traditional NYCDOE schools, LACS can compensate teachers based on their performance. In the years following the first year of operations, LACS, through salary decisions, will acknowledge a teacher's contribution within the scope of his or her primary job description as well as his or her contributions to the academic achievements of the school as a whole. Our ability to compensate teachers based on their performance will support a culture where high performing teachers are rewarded and feel valued and where teachers in general will strive to perform at high levels in order to achieve maximum pay.

LACS is committed to promoting staff involvement in school governance. Indeed, one of the objectives of the New York Charter Schools Act is to “create new professional opportunities” for staff, as stipulated in Education Law § 2850(2)(d). By being a small school and enjoying the statutory freedom given to charter schools in New York State, LACS can create great opportunities for staff to directly influence the direction and impact of the School’s instructional program. Under the instructional leadership of the Principal, the staff of LACS will play a significant role in the governance and administration of the school.

In particular, LACS provides opportunities for instructional staff with the guidance of the Principal and Assistant Principals to shape the curriculum benchmarks and curriculum mapping based on student performance data on state assessments and diagnostic exams. In addition, the Principal will solicit staff input, both formally and informally, on an ongoing basis. The Principal will establish advisory groups comprised of staff members to provide input in school decision-making regarding relevant issues. Any and all staff members are free to attend public meetings of the Board and can meet with or make recommendations to the Board of Trustees or to the administration individually or as a group. The Principal will encourage teachers to have at least one colleague attend every Board meeting to present issues that are of concern to them. There will be a regular agenda item at each Board meeting for this purpose. The Principal will promote staff involvement in the Title I School-wide Planning process and in other school improvement initiatives. School staff may also be requested by the Board to serve on ad hoc committees. LACS school leadership will be accessible to staff, and the school leadership will seek to minimize bureaucratic impediments to staff access and communication.

RESPONSE 11(D): PERSONNEL POLICIES

Submit a copy of the proposed school's personnel policies.

Hiring Practices

Background Checks: To ensure that all potential hires and staff members are of the highest quality and will help Lamad Academy Charter School (LACS) achieve its mission, the school will regularly conduct extensive checks of employment references, educational verification and Criminal Offender Record Information (CORI) on all applicants prior to extending any offer of employment.

Equal Opportunity Employment: LACS is an Equal Employment Opportunity employer, and makes all employment decisions based solely on the qualifications necessary to perform the necessary work functions effectively, regardless of race, color, age, sex (including pregnancy), gender identity, religion, national origin, disability, veteran status, marital status, sexual orientation, genetic information, or any other characteristic or status protected by law. All LACS employment decisions are made in a nondiscriminatory manner, based on the qualifications, abilities, and merits of the applicant. Further, all personnel actions (such as rates of compensation, benefits, promotional opportunities, and professional development) are determined without regard to any of the aforementioned characteristics protected by law. LACS provides a work environment that guarantees potential hires and existing employees will not be subjected to harassment, intimidation, threats, retaliation, coercion, or discrimination because they have exercised any right protected by law. LACS's Executive Director is responsible for ensuring compliance with all Equal Opportunity Employment policies.

Employing Relatives: Relatives of LACS staff will be considered for employment based solely on their qualifications and fit for a specific role at the school, notwithstanding any direct reporting relationships, or a real or perceived conflict of interest. All staff members and potential hires must disclose familial relationships.

Relatives are defined as a staff member's mother, father, husband, wife, son, daughter, sister, brother, mother-in-law, father-in-law, sister-in-law, brother-in-law, son-in-law, daughter-in-law,

stepchild, stepparent, grandparent, uncle, aunt, first cousin, nephew, niece, half-sibling, or step-sibling.

Employment Classifications: LACS employees are classified as either full-time or part-time, and either exempt or non-exempt. LACS may also hire external consultants and project-based experts as necessary to meet the needs of the school and its staff.

Distinctions between full- and part-time positions follow:

- Full time employees work the ten- or twelve- month year (depending on role) and work approximately 40 hours per week. All full- time employees are eligible to participate in LACS’s benefits program.
- Part time employees work less than the ten- or twelve-month year and/or fewer than 30 hours per week. Part-time employees are not eligible to participate in LACS’s benefits program.

Exempt/ Non-exempt Classifications: LACS will abide by the Fair Labor Standards Act in determining whether an employee is exempt or non-exempt. Employees classified as exempt are ineligible for overtime pay; employees classified as non-exempt are eligible for overtime pay.

External Consultants: All external consultants retained by LACS are independent contractors who work under individualized contract agreements. Consultants do not qualify for any employee status and are therefore not eligible for the LACS benefit program.

Temporary Employees: LACS may engage temporary employees as necessary, defined as those employees whose employment with the school is for a limited period, generally not exceeding six months. Temporary employees are not entitled to participate in LACS’s benefits program.

At-will Employment: Each LACS staff member is employed “at-will.” Therefore, the school or the employee may unilaterally terminate the employment relationship at any time, without notice, with or without cause. The LACS Board of Trustees will oversee school policies and operations, and the school’s Executive Director has the authority to enter into any agreement for employment for any specified period of time and any such agreement must be in writing.

Work Schedules and Compensation

Staff Attendance Policy: LACS requires that every employee will attend work consistently and report for duty on time each day. If a staff member will be late or absent from work, he/she must directly inform the Executive Director or Principal. Attendance and punctuality will be taken into account in performance evaluations.

If an employee cannot attend work or will be late, he/she must email the Executive Director or Principal at least 90 minutes prior to the start of the school day so that coverage can be arranged. Employees absent for more than three consecutive days of work are required to submit a doctor's note, approving your return to work, to the Executive Director or Principal. Specific to instances of disability or maternity leave, a doctor's note is required allowing the employee to return to work. Failure to follow the above procedure for three or more consecutive days will be presumed a "job abandonment" and result in termination of employment.

LACS staff are compensated for authorized absences; and extended absences may be authorized on a case-by-case basis after review by the Executive Director and/or Principal.

Typical Work Day: All LACS employees are expected to contribute fully to the fulfillment of the school's mission, vision, and accountability plan goals. Unless otherwise determined by the school's Executive Director, all staff must arrive at school at least fifteen minutes prior to the start of school. Staff must remain at school until at least fifteen minutes after student dismissal, unless there is an event scheduled during the evening or the weekend, in which case staff may need to stay later.

Payroll Schedule: LACS employees are paid twice per month, on the fifteenth and the last day of every month. All requisite contributions to benefits will be split evenly between these two paychecks. There are twenty-four pay periods every year.

Time Off: Notwithstanding personal days and school holidays, LACS teachers do not receive vacation time. Teachers begin employment on the first day of staff orientation on the first working day of August as detailed in our Annual Calendar. Teachers receive time off during regular school vacation periods during the school year. Administrators and leaderships work a twelve-month school year and receive two weeks of paid vacation to be used during the summer.

School Closings: LACS utilizes the New York City Department of Education (NYCDOE) school-closing policy. Therefore, LACS adheres to the NYCDOE's decisions regarding the delay of opening, closing, or early dismissal of students. If significant instructional time is lost as a result of closings, the LACS Executive Director will determine the necessity of adding an equal number of days to what was scheduled to the end of the school year. Any such calendar changes will be communicated to all staff at least 30 days prior to the change taking effect.

Performance Evaluations: Ongoing evaluation and feedback, both informal and formal, are integral parts of every staff member's professional development and growth at LACS. Performance reviews may take place any number of times during the year, depending on data analysis and observed staff need. Performance reviews are tools to improve employee performance with regard to leaders' expectations. Minimally, formal performance evaluations will be scheduled in advance, and occur twice a year, approximately mid-year and end-of-year. Evaluations will be based on both general and specific terms and conditions identified in the employee's actual contract. Performance evaluations will be used to determine professional development opportunities, promotion, contract renewal, contract termination, or resolution of other contractually related terms and/or conditions. Finalized performance evaluations will be prepared by the immediate supervisor of the employee and delivered in written, digital form to facilitate records retention. When appropriate, and when the Executive Director is not the immediate supervisor, the Executive Director will oversee the performance evaluation process.

Employees will have five business days to reply to a written evaluation. If requested by the employee, a meeting with the appropriate supervisor and the Executive Director may be scheduled within the next five business days. Either party may request the presence of other individuals at this meeting for the purpose of providing relevant information directly related to

any contractual terms and/or conditions at hand. If such a meeting takes place, the Executive Director will prepare a written response within five business days and shall be immediately delivered to the employee and the direct supervisor of the employee.

If the matter is not resolved to the satisfaction of the employee, the employee may request that, within a reasonable period of time, the Chairperson of the School's Board of Trustees schedules a meeting of the full Board, or sub-committee of the Board, to hear this case.

The Board of Trustees, through the Board Chair, shall hear this case within a reasonable period of time. Either party may request the presence of other individuals at this meeting for the purpose of providing relevant information directly related to any contractual terms and/or conditions at hand. The Board then has ten days to deliberate this case. All decisions of the Board of Trustees shall be final.

Benefits: As an important part of LACS's efforts to recruit and retain high quality staff, the school offers a competitive benefits package, including but not limited to:

Health Insurance: LACS contributes to each employee's individual health insurance Premiums; employees are responsible to pay the balance over and above this amount. LACS reserves the right to amend or terminate this program or to increase employee premium contributions.

Dental Insurance: The Executive Director may select and a dental insurance plan that the school may offer to employees.

Life Insurance: The Executive Director may select a life insurance policy that the school may offer to employees.

Disability Insurance: In accordance with NYS law, LACS carries short-term disability insurance. This 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 the appropriate reports and forms with the Executive Director.

The employee is also responsible for filing any other necessary forms, applications, or other information as required by the applicable government policies.

Retirement Benefits: LACS will offer a 3% match to any full-time staff member's 403(b) retirement plan, pending budget availability.

Medicare: All employees are required by federal statute to participate in the federal government Medicare program. Medicare is currently deducted at 1.45% of gross salary earnings. The federal government has the authority to change this rate in the future without notice.

Domestic Partner Policy: LACS offers domestic partner health coverage along with individual and family plans, at the same rates.

Workers' Compensation Policy: All employees are covered by Workers' Compensation Insurance for job-related illnesses or injuries.

Unemployment Compensation: LACS contributes to the Unemployment Compensation Plan administered by State of New York.

Sick Days: Every full-time employee is entitled to five paid sick days per school year. If an employee is not able to report to work because of a sickness, or sickness to someone dependent on them for care such as a parent, spouse, partner, or child, it is expected that the employee will call the Executive Director with as much advance notice as possible, and by 6:00 am on the day of the absence, allowing enough time for the Executive Director to arrange coverage for that day.

Personal Days: Every full-time employee is entitled to three paid personal leave days per school year beginning August 1 to be available for use over the following twelve months. Employees hired after August 1 in any given year are granted a pro rata portion of the three personal leave days for that twelve-month period immediately upon the first day of employment. Unused personal leave days will roll-over from year to year up to five total personal leave days.

Jury Duty: All employees will be granted jury duty leave when summoned for jury duty. Employees summoned for jury duty should inform the Executive Director immediately so that coverage can be arranged. Employees will be paid regular wages for the first two weeks (10 workdays) of actual time served on jury duty. Thereafter, jury duty will be unpaid. Employees are expected to return to work on any day or portion of a day they are released from jury duty.

Bereavement Policy: Full-time employees are entitled to take up to three consecutive days off, with full pay, to attend to a family death. Employees may be granted additional time without pay or may use unused personal leave days for additional bereavement leave. For these purposes, LACS defines family as a spouse, domestic partner, child, parent, sibling, grandparent or grandchild.

Military Leave: In accordance with the Unified Services Employment and Re-employment Act, LACS provides job-protected leaves of absence to employees who serve in the military for up to five cumulative years and who are honorably discharged at the conclusion of their service. Such leave will be granted whether the service is voluntary or involuntary.

Family Care, Maternity, and Paternity Absences: Full-time employees who have completed at least 90 days of continuous employment will be entitled to a paid or unpaid leave of absence for family care, maternity, paternity, or adoption based on employment status and reason.

An employee may apply for a family care leave of absence to care for certain members of one's immediate family (including parents, children, spouse, domestic partner, siblings, and grandparents) due to a family member's serious health condition. Family care leaves of absence may be authorized for up to twelve weeks and are unpaid.

An employee may apply for a maternity or paternity leave of absence due to pregnancy or childbirth. A maternity or paternity leave of absence may consist of two types of leave: 1) a disability leave of absence, (for the employee's period of actual disability), and 2) a family care leave of absence (for any additional period of time requested by the employee to care for the newborn child). Total leave time may be up to twelve weeks. If the employee is disabled due to pregnancy for longer than twelve weeks, the employee may continue to qualify for disability

leave. The family care portion of a maternity leave must be concluded within the twelve month period following the date of the child's birth.

An employee may apply for an adoption leave of absence for the adoption of a child or placement of a foster child in the employee's home. Adoption leaves of absence may also be authorized for up to twelve weeks. The adoption leave of absence must be concluded within twelve months following the date of the adoption or placement.

For leaves pertaining to the birth or adoption of a child, LACS will provide salary benefits according to the following schedule:

- A. For employees who have worked fewer than 24 months, 3 weeks of paid leave will be given to the primary caregiver and 1 week of paid leave to the non-primary caregiver.
- B. For employees who have worked a minimum of 24 months, 6 weeks of paid leave will be given to the primary caregiver and 2 weeks of paid leave to the non-primary caregiver.
- C. For employees who have worked a minimum of 60 months (5 years), 9 weeks of paid leave will be given to the primary caregiver and 3 weeks of paid leave to the non-primary caregiver.
- D. The total parenting leave period (both paid and unpaid, including FMLA if applicable) will not exceed 12 weeks.

Returning from Absence: If an employee returns to work at or before the scheduled expiration of a leave of absence and within twelve weeks, he or she is entitled to return to the same or an equivalent job, if available, with no reduction in salary or benefits. If an employee requires more than one family care leave of absence in any rolling twelve-month period, then the employee's job will be held for a total of 90 days. The 90-day period will include all leave time used in connection with all family care leave taken during the previous twelve months, not just the leave time used in connection with the current leave. If an employee does not return to work at or before the scheduled expiration of the leave, the employee will be considered to have voluntarily resigned and his/her employment will be terminated.

Workplace Safety and Environment

Email Communication and Internet Usage Policy: LACS's email and other computer applications are intended for the sole use of LACS employees engaged in administrative or educational work as part of their role. Employees who use these systems for personal communications are subject to the terms of this policy. LACS reserves the right to review all email messages and Internet transaction, and users of school systems have no expectation to privacy in messages either sent or received. The use of obscene or harassing language when sending email message is strictly prohibited. Similarly, employees may not use the Internet to send, access, display, download or print pornographic or sexually explicit materials, derogatory, racial or religious messages, or other material which a reasonable person would find offensive. Such conduct may be grounds for professional discipline, up to and including termination.

Telephone Policy: All teachers have their own telephone at the school and their own voicemail account. These phones are intended for school business only, including speaking with students' families.

Drug and Alcohol Policy: LACS expressly prohibits the possession, distribution, or use of alcohol or any illegal narcotic, drug, or controlled substance on its premises or during any school activity. Employees who report to work under the influence of alcohol or of an illegal drug, narcotic, or controlled substance will be subject to disciplinary action, including immediate discharge. The only exception is when the use of a controlled substance is pursuant to a doctor's or other health care professional's order and the doctor or health care professional has advised the employee that the substance will not adversely affect the employee's ability to perform his or her job duties safely. In such situations, the employee must provide a doctor's note stating that the employee is able to safely perform his or her job duties. Any employee convicted under any criminal drug statute for a violation occurring while on the job, around students, on LACS's premises, or in any vehicle used for LACS business must notify the Executive Director no later

than five days after such a conviction. A conviction includes any finding of guilt or plea of no contest and/or imposition of a fine, jail sentence, or other penalty.

Consistent with its policy of equal opportunity, LACS maintains a policy of nondiscrimination and reasonable accommodation with respect to recovering addicts and alcoholics, and those having a medical history reflecting treatment for substance abuse conditions.

Violence-Free Workplace: LACS will not tolerate violence or threats of violence of any form in the workplace, at work-related functions, or outside of work if it affects the workplace. This policy applies to all LACS employees, students, guests, vendors, and persons doing business with the school. It will be a violation of this policy for any individual to engage in any conduct, verbal or physical, which intimidates, endangers, or creates the perception of intent to harm persons or property. Any violation of this policy may result in disciplinary action.

Dress Code: Professional, business attire is expected for all employees.

Personal Property: While employees may bring their own property to school for use in their classroom or office, LACS does not assume any responsibility for any property lost or stolen during, or outside of school hours.

Records Retention: All personnel files and payroll records are maintained under the provision of the Fair Information Practices Act. Employees may obtain access to their files by completing an access request form. Files must be obtained in the presence of the Executive Director. Personnel files may include the following: job application, job description, resume, records of participation in training events, salary history, records of disciplinary action, and documents related to employee performance reviews, coaching, and mentoring. Please notify the Administrative Assistant immediately of any change of name, address, telephone number, marital, dependent, or tax status.

Family Educational Rights and Privacy Act (FERPA): The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age certain rights with respect to the student's education records. The Model Notification of Rights and the school's directory information public notice are posted in a public employee area and will be addressed in detail during faculty orientation.

Change of Personal Data: It is the responsibility of the employee to notify the Executive Director of any change(s) in personal data that may have an impact on future employment verification.

Dispute Resolution: LACS has established the following review system to solve problems as expediently, fairly, and informally as possible. Any significant employee concern that arises in the application of personnel breaches or in violation of personnel practices, either between employees and their coworkers or between employer and employees. Employees who seek resolution of employment situations by using established procedures are assured that they will not be subjected to discrimination or retaliation or be penalized in any way for their use of these procedures. Employees are encouraged to take complaints involving a co-worker directly to that person for discussion and resolution. If the two employees are unable to resolve their differences, they may at any time request a mediation meeting with their supervisor and/or the Executive Director where both employees are present. The resolution of the Executive Director shall be considered final.

The following procedure is intended to serve as a means for peaceful settlement of disputes that arise between employees and the school:

- 1) In the event that an employee believes he or she has been treated unfairly, the employee should discuss the situation with his or her supervisor in an effort to resolve the issue.
- 2) If a resolution has not been reached through the discussion, the employee should present the written material to the Executive Director within two business days of receiving their supervisor's response. The employee must notify their supervisor of this action.

- 3) The Executive Director will respond to both parties within two business days of receiving the complaint.
- 4) If the complaint cannot be resolved by the Executive Director, or if the complaint involves the Executive Director, the employee may present the complaint to the Board of Trustees. The Board of Trustees will review any complaint brought before it and will respond in writing to the parties concerned within fifteen days of receiving the complaint. The decisions of the Board of Trustees are final.
- 5) There will be no retaliation of any kind against an employee for bringing up complaints under this procedure.
- 6) At their own expense, employees may seek outside guidance in order to articulate a complaint as clearly as possible.

Harassment Policy: LACS expressly prohibits any form of harassment based on race, color, religion, sex, national origin, age, disability, military status or any other status protected by federal, state or local law. Policy will be enforced in conformance to NY State laws as well as Title VII of the Civil Rights Act of 1964, which proscribes harassment in the workplace. Harassment may include, but is not limited to, derogatory, vulgar or offensive comments or jokes, and distribution of written or graphic material containing such comments or jokes. Sexual harassment is considered to be a) Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially where submission to such conduct is made either explicitly or implicitly a term or condition of employment or submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment; or such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment; b) offensive comments, jokes, innuendoes, and other sexually oriented statements; c) sexually explicit or offensive pictures, greeting cards, articles, books, magazines, photos or cartoons; d) It is sexual harassment for a manager or supervisor to use his or her authority to solicit sexual favors or attention from subordinates when the subordinate's failure to submit will result in adverse treatment, or when the subordinate's acquiescence will result in preferential treatment; e) administrators and supervisors who either engage in sexual harassment or tolerate such conduct by other employees shall be subject to sanctions, as described below.

For non-managerial and non-supervisory employees in particular, it is sexual harassment to subject another such employee to any unwelcome conduct of a sexual nature. Employees who engage in such conduct shall be subject to the sanctions described below.

It is sexual harassment for an employee to subject a student to any conduct of a sexual nature. Employees who engage in such conduct shall be subject to sanctions. The Executive Director and other management personnel are responsible for creating an atmosphere free of discrimination and harassment, sexual or otherwise. Further, employees are responsible for respecting the rights of their coworkers.

Employees who experience any job-related harassment based on their sex, race, national origin, disability, or another factor protected by law, or believe that they have been treated in an unlawful, discriminatory manner, are encouraged to report the incident to their supervisor or to the Executive Director. The Board has a responsibility to investigate and resolve complaints of sexual harassment. Complaints will be investigated promptly, and will be kept confidential to the extent possible. If LACS determines that an employee has engaged in inappropriate, harassing or unlawful discriminatory conduct, disciplinary may be taken against the offending employee, up to and including termination of employment. LACS prohibits any form of retaliation against any employee for filing a complaint under this policy or for assisting in a complaint investigation.

Non-Discrimination Statement: LACS admits students of any race, color, gender, religion, disability and national and ethnic origin. LACS does not discriminate on the basis of race, color, gender, religion, disability and national and ethnic origin in administration of its policies and programs.

Non-Discrimination Policy: LACS will model the best practices and professional behavior of a diverse community of teachers and learners. Any grievance regarding discrimination shall be handled through the Executive Director and in consultation with the Board of Trustees when appropriate. The complainant should contact the EEOC officer, who shall provide information and assistance on filing and pursuing the complaint.

Specifically, LACS will not discriminate in the recruitment, hiring, training, compensation, benefits, promotion, transfer, termination, lay-off, reduction in workforce, or any other terms or LACS will not make any comments, display, or distribute any materials that constitute unlawful harassment based on an individual's membership in a legally protected class.

LACS will not deny a person any service or other program benefits based on the individual's legally protected classification.

A LACS staff member aware of any such violations of this provision has the affirmative obligation to report the conduct to their immediate supervisor, or if the supervisor is engrossed in the conduct, to another member of the school leadership team or board. It is the policy of the school, its students, faculty, and its volunteers to provide information and program services to any and all interested parties in need of said services and for those interested in serving in a volunteer capacity, without regard to race, color, sexual orientation, age, national origin, handicap, gender, ability to pay, or any other status as protected by law.

Immigration Law Compliance: LACS does not hire anyone that is not a citizen of the United States, or is not a non-citizen that is authorized to work in the United States under the Immigration Reform and Control Act of 1986. As a condition of employment, all new and past employees must show valid proof that they are eligible to work in the United States.

Accommodations of Individuals with Disabilities: Qualified individuals with a disability may make a request for reasonable accommodation to the Executive Director. On receipt of an accommodation request, the Executive Director will meet with the requesting individual to discuss and identify the precise limitations resulting from the disability and the potential reasonable accommodation that LACS might make to help overcome those limitations. LACS may request medical certification from the individual's doctor in order to verify the disability and the precise nature of the limitations.

Workplace Searches: To safeguard the safety and property of our employees, students and LACS, the school reserves the right to inspect any packages, parcels, purses, handbags,

briefcases, or any other possession or articles carried to and from work areas. Therefore, there is no reasonable expectation of privacy with regard to items brought onto the school premises. It is considered to be part of each employee's job at LACS to cooperate fully with such searches. Refusal to cooperate may lead to disciplinary action, up to and including discharge.

Corrective Action: An employee's failure to meet performance expectations may result in disciplinary action up to and including dismissal. All forms of substandard performance, including work of unacceptable quality or quantity, excessive or chronic absenteeism or tardiness, violations of school policies or procedures, misconduct, insubordination, and conduct which presents even the appearance of impropriety may result in disciplinary action up to and including discharge. Most performance problems will be addressed using progressive discipline, which may include an oral warning, a written warning, a probation period, and then discharge. In cases of serious misconduct, however, certain steps of the progressive discipline process may be skipped or immediate termination may be warranted.

RESPONSE 12(A). PARTNER ORGANIZATIONS

As LACS will not be formally partnering with any organizations at this time, this response is not applicable.

RESPONSE 12(B). PARTNER COMMITMENTS

As LACS will not be formally partnering with any organizations at this time, this response is not applicable.

RESPONSE 13: GOVERNANCE

(a) EDUCATION CORPORATION BOARD ROLES AND RESPONSIBILITIES

Describe the roles and responsibilities of the education corporation's board of trustees including:

- *Selecting school leader(s) (and partner or management organizations, if any);*
- *Monitoring school performance including fiscal performance; and,*
- *Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for achievement of the school's mission and goals.*

The Board of Trustees of the Lamad Academy Charter School (LACS) Education Corporation (the Board) is the body with legal responsibility to direct the affairs of LACS, subject to all applicable education and charter laws, the charter agreement, and its own by-laws. As the independent governing authority of the charter school with ultimate responsibility to the SUNY Charter Schools Institute for meeting the school's academic goals and ensuring organizational viability, the Board will delegate day-to-day school and instructional management to the Principal and other leaders. However, the Board will at all times retain authority and oversight responsibility for overseeing LACS.

Roles and Responsibilities: The activities and responsibilities of the Board are defined in the charter school's by-laws. As discussed later in this section, the Board's responsibilities include:

- 1) hiring and evaluating annually the performance of the school's Executive Director;
- 2) monitoring school performance;
- 3) establishing, reviewing, and overseeing overall institutional, educational and operational policies and activities consistent with the mission and school's charter;
- 4) ensuring the School is compliant with local, state, and federal guidelines, regulations and laws and all requirements of its charter authorizer; and
- 5) acting as the primary liaison to the charter authorizer whenever necessary over the course of the charter term.

While the Board may delegate certain responsibilities to its Committees, it is ultimately accountable for ensuring that all of its responsibilities are met. Specific Board responsibilities include:

- 1) Selection and Evaluation of the Executive Director—One of the most important responsibilities of the Board is to select the charter school’s Executive Director, who will be responsible for implementing the school’s programs and managing day-to-day activities at the school. The Board will also review and confirm the Executive Director’s selection of key administrative personnel. The Founding Board will implement a campaign immediately after the charter school is approved to recruit, select and hire the Executive Director. The qualifications and experience that the Board will seek in recruiting the Executive Director are described in the Job Description in **R11—Personnel**.

The Board is also responsible for evaluating the performance of the Executive Director annually. The evaluation process will occur in the manner described in *Response 10(ab)—School Management and Leadership*. Specifically, the Board Chairperson and Academic Committee will work with the Executive Director prior to the beginning of each school year to establish annual growth targets, which will then be reviewed by the full Board. At the end of each year, the Board Chairperson and the Academic Committee will prepare and deliver to the full Board an evaluation report with findings regarding the director’s performance and areas of strength and challenge, as well as recommendations regarding retention. The report will be delivered and discussed in an Executive Session of the Board, and the full Board will determine whether the Executive Director will be retained. The Chairperson of the Board and Academic Committee will discuss evaluation findings with the Executive Director and, with his/her input, establish growth targets and professional development goals for the next year.

- 2) Monitoring School Performance—The Board is also responsible for monitoring the performance of the school. At each monthly Board meeting, the Board will receive a Executive Director’s Report that will provide information regarding the academic, operational and financial health of the school. The Executive Director will make a presentation at each Board meeting about the data in the report; assisted in this

presentation, as necessary, by the school's Principal and/or Assistant Principal(s). Board members will also receive a packet of critical information that will be discussed during the Board meeting, including information to supplement the Executive Director's Report. Key information that will be provided to the Board includes:

- The most recent assessment data (including summary and disaggregated grade-level and sub-group performance), including results from NYS assessments and other benchmark assessments
- Data regarding school culture and student discipline, including number of suspensions, attendance data, information about school-home communications
- Data about changes, if any in the school's academic programming or operations
- Teacher evaluation results, including the percentages of teachers achieving their professional growth objectives (once annually)
- Results of the NYCDOE parent, teacher and student satisfaction surveys (once annually)
- Data regarding enrollment and student attrition, hiring and staff attrition
- Financial data, including current cash on hand, philanthropy and/or federal grants received and related information
- Any relevant information about facilities
- Key compliance considerations (including upcoming dates for reporting and meeting state, federal and authorizer requirements)
- Progress towards meeting recruitment and retention targets for special populations (at least once annually)
- Key findings in the annual audit (once annually)

The Principal and key administrators will also work closely with Board Committees and will provide them with information on request.

- 3) Governance by Policy—The Board will develop formal policies that define how the Board and the school operates and how the mission of the school will be achieved.

During its first year of operation, the Board will establish and ratify a number of policies including a Sexual Harassment Policy; a FERPA Policy; a FOIL Policy; a Conflict of Interest Policy; a School Wellness Policy; a Dignity for All Students Act policy; a Hiring/Personnel Policy; an Admissions Policy; an Enrollment Policy; a Fiscal Policies and Procedures; a Health Safety Plan; a School Building Safety Plan; a Medications Administration Plan; a Complaint and Grievance Procedure for Staff; and a Complaint and Grievance Procedure for Parents. These policies and others will support consistent and effective governance.

- 4) Ensuring Compliance—The Board will ensure that the charter school is complying with all relevant federal, state and local laws and that the charter school is operating in accordance with its charter and with any approved amendments to its charter. All Board members will engage in a review of key provisions of the charter at the beginning of each year to ensure that they are aware of the school’s obligations and commitments under the charter. The Executive Director will report on the charter school’s compliance with the charter at each Board meeting. Also, Board members are expected to use and rely on the advice of legal counsel and other experts to assist them in their oversight of charter school compliance.
- 5) Liaison to the Charter Authorizer—LACS recognizes the importance of open and frequent two-way communication with the charter authorizer to the success of the charter school. The Board Chairperson will notify SUNY’s Charter Schools Institute of any proposed changes in its program, operations, Board composition and/or other charter revisions in a manner consistent with the Charter School Act and SUNY’s Guidelines for Requesting a Charter Revision and will provide any requested information to facilitate approval of the changes. The Board will also ensure that all required reports are prepared and submitted to the Charter Schools Institute that the charter school cooperates fully in any Charter Schools Institute site visits or reporting.

(B) EDUCATION CORPORATION BOARD DESIGN

Describe the rationale for the proposed design of the education corporation’s board of trustees including:

- *Number of trustees;*
- *Officer positions;*
- *Ex-officio members (voting and non-voting);*
- *Standing committees or committees with the full authority of the board (if any);*
- *Delegation of authority to any committees, officers, employees, or contractors;*
- *Information to be received from the CMO, partner, school leadership, staff or contractors as applicable;*
- *Frequency of board and committee meetings;*
- *Procedures for publicizing and conducting monthly school board meetings in accordance with the Act and the NY Open Meetings Law;*
- *Trustee recruitment and selection process and criteria;*
- *New trustee orientation process; and,*
- *Board/trustee training and development.*

The proposed LACS Board of Trustees is currently comprised of ten individuals, each of whom possess diverse and relevant skills and expertise as well as a strong commitment to the mission and goals of the school. These skills and experiences range from higher education, data analysis, businesses, finance, and K-12 education and development. The Board members have been working together for the past several months to discuss the school's programs, to engage in Board development activities and to begin to frame policies that the Board will ratify upon approval of the charter.

According to the by-laws, the number of Board members must be at least five and may be as many as 15 people. During its pre-opening period and first operating year, LACS will actively recruit additional members to increase the size of its Board, further deepen its collective skill and knowledge bases, and facilitate the work of Committees. All current Board members will be voting members. There are no ex-officio or non-voting members. There will be four Officers of the Board: a Chairperson, a Vice-Chairperson, a Secretary and a Treasurer. All Officers are chosen by and serve at the pleasure of the Board.

The Board will have three standing committees. The Executive Committee is chaired by the Chairperson of the Board and is responsible for setting Board direction. The Finance Committee

is chaired by the Treasurer and will present monthly and annual financial statements to the full Board, propose the annual budget for Board approval and review and approve the annual audited financial statements. The Academic Committee monitors the academic achievement of the charter school's students, monitors the progress of the charter school's overall educational program in relation to the goals and objectives stated in the school's charter and charter application and, in coordination with the Board Chairperson, conducts the annual performance evaluation of the Principal. The Executive Committee may have no fewer than five members. All other committees must have a minimum of three members. Except for the Executive Committee, Board committees may be comprised of Trustees and non-Trustees. All committees, however, must be chaired by a Trustee. The Board may establish additional ad-hoc committees as needed.

In accordance with the Charter Schools Act, Board meetings will be held monthly at the school and will be open to the public, in full compliance with the Open Meetings Law and the school's by-laws. (Board compliance with the notice requirements and other mandates of the Open Meetings Law is described in the ByLaws.) Committee meetings will be held as needed and will also comply with the Open Meetings Law. Minutes will be taken at all Board and Committee meetings and will be posted promptly on the school's website.

Board recruitment will occur on an ongoing basis, rather than simply as a reaction to vacancies as they occur. The Board will attempt to leverage professional and community-based relationships of current Board members and work with charter school support organizations and other organizations to cultivate a pipeline of prospective Board members. The Board may also use professional recruitment agencies and organizations to expand its bench of prospective Board members. The criteria that will be used to evaluate Board candidates and determine whether to invite them to join the Board include:

- a) a candidate must be at least 18 years of age;
- b) a commitment to helping improve the lives and educational outcomes of at-risk children;
- c) an understanding of and commitment to the school's mission and principles; and
- d) skills, experience and/or expertise in areas that will help to strengthen the Board and address gaps in skills or experience on the Board identified through the Board's self-evaluation process.

As part of the self-evaluation process, the Board will engage in reflective discussions at least annually to identify needs and gaps in Board capacity that could be addressed through professional development, replacement of Board members and/or expansion of the Board. Prospective Board members will be nominated by at least one current Board member and will participate in an interview with the Chairperson and at least two additional Board members. Prospects will join the Board if a majority of current Board members vote in their favor.

The Board will engage in professional development each year to ensure that all Trustees have a common vision of the Board's roles and responsibilities and to address needs or gaps identified through an annual self-evaluation completed by all Board members. A key element of this professional development is the sharing of expertise by Board members with one another in formal and informal ways. A block of time at each Board meeting will be devoted to an open discussion about some important aspect of the charter school's program, culture or school improvement strategies. The Board will also work with the NYC Charter Center and/or other experts to provide professional development to the Board. A portion of Charter School Program grant funds will be set aside to support board training and, thereafter, board training will be supported by charter school budget funds. A key focus of board training will be "governance by policy"—i.e. engaging the board in an ongoing process of developing formal policies that define how the board operates. The founding Board will establish and ratify the following list of policies within the first six months of its operation: a Sexual Harassment Policy; a FERPA Policy; a FOIL Policy; a Conflict of Interest Policy; a School Wellness Policy; a Dignity for All Students Act policy; a Hiring/Personnel Policy; an Admissions Policy; an Enrollment Policy; a Fiscal Policies and Procedures; a Health Safety Plan; a School Building Safety Plan; a Medications Administration Plan; a School Wellness Policy that complies with the Child Nutrition and WIC Reauthorization Act of 2004; a Complaint and Grievance Procedure for Staff; and a Complaint and Grievance Procedure for Parents). Such "governance by policy" will promote consistent and effective governance over the life of the school. Also, all new Board members will participate in an orientation that includes receipt of a packet of written materials (i.e. the charter, the By-laws, the Code of Conduct, previous Board and Committee meeting minutes and articles regarding best practices in charter school governance) and at least one orientation meeting with the Board President.

(C) STAKEHOLDER PARTICIPATION

Explain how parents and school staff, including teachers, will provide input and participate in the governance of the education corporation.

LACS is committed to providing regular opportunities for students, families, and other community members to voice feedback and concerns and will engage parents proactively and support them in participating in the governance of the school. Similarly, the founder's commitment to creating a close culture of professional collaboration requires that the charter school provide teachers and staff with opportunities to be engaged in the governance of the school. For example:

Parent involvement: Parents will be encouraged to present concerns at Board meetings. In addition, the school will encourage parent participation and feedback on its webpage and Facebook page.

Staff involvement: Teachers and other staff members will be encouraged and supported in voicing their concerns to and engaging with the Board. A regular Board meeting agenda item will be reserved for teacher feedback and comment, ensuring that staff will have opportunities to speak and be heard at all Board meetings.

RESPONSE 13(D). BYLAWS OF THE LAMAD ACADEMY CHARTER SCHOOL

(A NEW YORK EDUCATION CORPORATION)

Article I

Name and Offices

Section 1. Name. The name of the organization is the Lamad Academy Charter School (the “Corporation” or the “School”).

Section 2. Offices. The principal offices of the School for the transaction of School business shall be fixed and located at such place within the state of New York as the board of trustees (the “Board”) may determine.

Article II

Purpose

The purpose of the organization is to operate and maintain a public school serving grades 6-8 under a charter (“Charter”) granted by the board of trustees of the State University of New York (the “Charter Authorizer”). The School is organized exclusively for charitable and educational purposes under Section 501(c)(3) of the Internal Revenue Code (the “Code”), or the corresponding section of any future version of the Code.

Article III

Charter

The Charter is incorporated by reference into these bylaws (“Bylaws”). The powers of the School and of its Board, its trustees (“Trustees”) and its officers (“Officers”) are set forth in the Charter. In the event of any inconsistency between the Charter and these Bylaws, the Charter shall govern.

Article IV

Membership

Section 1. Membership. The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of The Corporation (hereinafter the “Trustees”). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board.

Article V
Board of Trustees

Section 1. Number. The Board shall consist of at least five, but not more than fifteen, Trustees. Within the specified limits, the number of Trustees may be increased or decreased from time to time, by resolution of the Board or amendment of the Bylaws, but no decrease shall shorten the term of any incumbent Trustee. Any reduction in the number of Trustees made pursuant to this paragraph shall be made in accordance with the requirements of Section 226(1) of the New York State Education Law (“Education Law”). The School’s Executive Director will be an advisory, non-voting member of the Board (ex-officio).

Section 2. Powers. The affairs and property of the School shall be managed by, or under the direction of, the Board in accordance with applicable law, the School’s Charter, and these Bylaws (regarding actions that require approval of the Member). The Board may delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board’s ultimate jurisdiction. 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 and responsibilities:

- a. To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them; and to fix their compensation;
- b. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
- c. 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 School;
- d. To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the School may engage;
- e. To act as Trustee under any trust incidental to the School’s purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

- f. 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;
- g. 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;
- h. 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
- i. 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 NFPCL and the limitations noted in these Bylaws.

Section 3. Composition. Trustees shall be composed of individuals, 18 years of age or older, who have an expressed commitment to the mission and values of the School and who have experience and/or expertise in areas that will contribute to the effectiveness of the Board and the success of the School.

Section 4. Selection and Term. The Trustees shall be appointed by the Member, subject to the requirements of the New York Charter Schools Act of 1998, as amended, the Charter Authorizer and any and all appropriate laws and regulations. The Trustees may at any special or regular meeting by an affirmative vote of a majority of Trustees then in office, if approved by the Member, increase the number of Trustees. The Member will then appoint new Trustees to complete the number so fixed. Trustees-elect shall assume office subject to approval by the Charter Authorizer.

Section 5. Eligibility. The Member shall select Trustees who are eligible in accordance with applicable law, are not employees of the School, are at least 18 years old, support the School's mission and vision, and have demonstrated an ability to serve the interests of the School faithfully and effectively.

Section 6. Term.

- a. Trustees shall serve a term of three (3) years from the date of their appointments, or until their successors are seated. A full three-year term shall be considered to have been served upon the passage of three (3) annual meetings. After election, the term of a Trustee may not be reduced, except for cause as specified in these bylaws. No Trustee shall serve more than two (2) consecutive, three-year terms. Trustees shall serve staggered terms to balance continuity with new perspective.
- b. The initial Board of Trustees will serve staggered terms. The initial Board shall consist of at least two Trustees who will serve a one-year term (ending in Spring 2019), at least two Trustees who will serve a two-year term (ending in Spring 2020), and at least three Trustees will serve a three-year term (ending in Spring 2021).
- c. The term of office of a Trustee appointed to fill a vacancy 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 appointed by amendment of the school's Charter or the Bylaws or other Board action.

Section 7. Newly Created Trustee Positions. Newly created Trustee positions resulting from an increase in the authorized number of Trustees and vacancies occurring in the Board for any cause, including any vacancy occurring by reason of the removal of any Trustee from office pursuant to Section 8 of this Article, may be filled by appointment by the Member. All such appointments shall be subject to approval by the Charter Authorizer. Each Trustee so appointed shall serve until the next annual meeting and until such Trustee's successor is appointed or until such Trustee's earlier death, resignation, or removal. All newly appointed Trustees must be approved by the Charter Authorizer.

Section 8. Removals and Suspensions. Any Trustee may be removed or suspended from office, by vote of a majority of the entire Board, upon examination and due proof of the truth of a written

complaint by any Trustee, of misconduct, incapacity or neglect of duty; provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to all Trustees.

Section 9. Resignation. Any Trustee may resign at any time by giving five (5) days written notice to the chairperson or secretary of the Board. The resignation shall take effect at the time specified therein, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective. The acceptance of a resignation by the Board chairperson or secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. If any Trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the Board, such Trustee shall be deemed to have resigned and the vacancy shall be filled.

Article VI

Meetings of the Board

Section 1. Place of Meetings. Board meetings shall be held at the School's principal office, or at any other reasonably convenient place that is open to the public, and that is in compliance with the requirements of the New York State Open Meetings Law ("Open Meetings Law").

Section 2. Annual Meetings. The annual meeting of the Board shall be held in the month of June, or at another time to be designated by the Board, for the purpose of electing Trustees and Officers, selecting committee members, making and receiving reports on the School's affairs, and transacting other business.

Section 3. Regular Meetings. Regular meetings of the Board shall be held at least once every calendar month on dates designated by the Board.

Section 4. Special Meetings. Special meetings of the Board may be called by the chairperson, or by a majority of the Trustees of the Board, for the purpose of transacting business between regularly scheduled Board meetings.

Section 5. Emergency Meetings. Emergency meetings may be called by the chairperson of the Board, or a majority of the Trustees of the Board, upon at least twenty-four (24) hours written notice by email, overnight delivery service, facsimile transmission, or hand delivery. In addition,

if possible, each Trustee shall receive telephone notice of an emergency meeting unless waived by the Trustee, in writing. Emergency meetings shall be reserved for true emergencies or matters of great urgency that require immediate action.

Section 6. Notice of Meetings. Notices to Trustees of Board meetings shall be given in a manner consistent with the Education Law and shall be given as follows:

1. Notice of the time and place of every meeting shall be mailed not less than five nor more than ten days before the meeting to the usual address of every Trustee.

2. Special meetings shall be held upon four days' notice by first-class mail or forty-eight (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. The notice shall include the time and place of the meeting and shall include any location from which a Trustee is participating via video-conference, such that the public may attend the meeting from that location as well.

Section 7. Public Notice of Meetings. Public notice of all Board meetings shall be given in accordance with the notice requirements in the Open Meetings Law. The notice shall state the time and place of the meeting and shall include the location, if any, from which a Trustee is participating by videoconference. The notice shall state that the public may attend the meeting from the videoconference location.

Section 7. Quorum. At each meeting of the Board, the presence of a majority of the total number of Trustees shall constitute a quorum for the transaction of business. Trustees other than those participating in-person or by video conference shall not vote. If a quorum is not present at any meeting of the Board, a majority of the Trustees present may adjourn the meeting to another date and time until a quorum is obtained.

Section 8. Manner of Acting. Except as otherwise provided by statute or these Bylaws, the vote of a majority of the Trustees present at any meeting at which a quorum of the Board is present shall be the act of the Board.

Section 9. 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. Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Trustees participating by means of video-conferencing shall do so from a site, at which the public may attend, listen and observe. Trustees who attend a Board meeting by telephone may not be counted for purposes of establishing a quorum. Once a quorum is present, 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 in-person and live video-conferencing (e.g. Trustees who attend a Board meeting by telephone) shall not vote. All meetings of the Board are subject to the provisions of the Open Meetings Law.

Section 10. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum is present, may adjourn the meeting to another time and place. Notice of the adjournment shall be given to any Trustees who were not present.

Article VII

Committees

Section 1. Committees of the Board. The Board may create committees for any purpose, and the chairperson of the Board shall appoint Trustees 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 chairperson of the Board, except that any executive committee of the Board shall comprise not fewer than five trustees.

Section 2. Standing Committees. The Board shall have the following standing committees: an executive committee (chaired by the chairperson of the Board) responsible for setting Board direction and coordinating with the Member; a finance committee (chaired by the treasurer) that presents monthly and annual financial statements to the Board, that proposes the annual budget for Board approval and that reviews and approves the annual audited financial statements; and an

academic committee that monitors the academic achievement of the School's students, monitors the progress of the School's overall educational program in relation to the goals and objectives stated in the school's Charter and Charter application and conducts the annual performance evaluation of the principal.

Section 3. Authority of Board Committees. The chairperson of the Board may delegate to a Board committee any of the authority of the Board, except with respect to: a) the submission to Trustees of any action requiring approval of the Trustees under Chapter 35 of the NFPCL; b) the election of Trustees; c) filling vacancies on the Board or any committee which has the authority of the Board; d) the fixing of Trustee compensation for serving on the Board or on any committee; e) the amendment or repeal of Bylaws or the adoption of new Bylaws; f) the appointment of other committees of the Board, or the members of the committees; and g) the amendment or repeal of any resolution of the Board which by its terms shall not be so amendable or repeal-able.

Section 4. Committee Meetings. Meetings of committees shall be held at such time and place as shall be fixed by the chairperson of the Board or the chairperson of the committee or by a vote of a majority of all of the members of the committee. The meeting provisions of these Bylaws and of the Open Meetings Law govern regular and special meetings of committees.

Section 5. Quorum and Manner of Acting. Unless otherwise provided by resolution of the Board, a majority of all of the members of a committee shall constitute a quorum for the transaction of business and the vote of a majority of all of the members of the committee shall be the act of the committee. The procedures and manner of acting of the committees shall be subject at all times to the directions of the Board.

Section 6. Committee Participation by Other Means. In all events, a quorum of members of a committee must be present to lawfully conduct a committee meeting. Members of a committee participating by means of video-conferencing may be counted toward achieving a quorum. Members of a committee participating by means of video-conferencing shall do so from a site, at which the public may attend, listen and observe. Members of a committee who attend a committee meeting by telephone may not be counted for purposes of establishing a quorum. Once a quorum is present, members of a committee may participate in a committee meeting through conference telephone or similar communication equipment, provided that all committee members

participating in such meeting can hear one another and there is no objection from any committee member or any person in the public audience. Members of a committee other than in-person and live video-conferencing (e.g. members of a committee who attend a committee meeting by telephone) shall not vote. All committee meetings are subject to the provisions of the Open Meetings Law.

Section 7. Tenure of Members of Committees of the Board. Each committee of the Board or the Corporation and every committee member shall serve at the pleasure of the Board.

Section 8. Alternate Members. The Board may designate one (1) or more Trustees as alternate members of any committee, who may replace any absent member or members at any meeting of such committee.

Article VIII

Standard of Care, Rights of Inspection, Participation and Voting and Duty to Maintain Board Confidences

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 ordinarily 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 1 of this section, 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 1 of this Article and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. Nothing herein shall authorize the Board, or those acting on its behalf, to invest the Corporation's money, assets, or funds in any manner proscribed by the New York State Constitution and/or any other law.

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.

Participation in Discussions and Voting.

To the extent permitted by the New York State General Municipal Law ("General Municipal Law") and in accordance with the disclosure requirements in the School's code of ethics, 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 recuse him or herself from the discussion and vote on any matter involving such Trustee relating to:

1. A self-dealing transaction;
2. A conflict of interest,
3. Indemnification of that Trustee uniquely; or

4. Any other matter at the discretion of a majority of the Trustees then present.

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 IX

Officers

Section 1. Officers. The Officers of the Board shall consist of a chairperson, a vice chairperson, a secretary and a treasurer. The Board may choose to appoint other Officers, if deemed necessary. All Officers shall be chosen by, and shall serve at the pleasure of, the Board.

Section 2. Election, Term of Office, and Qualifications. The Officers of the Board shall be elected annually by a majority vote of the Board at the annual meeting of the Board 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. Each Officer shall hold office until such Officer's successor is elected and qualified or until such Officer's earlier death, resignation, or removal. One person may hold, and perform the duties of, more than one office, provided that the same person may not hold the offices of chairperson and secretary. All Officers shall be subject to the supervision and direction of the Board.

Section 3. Removal. Any Officer elected or appointed by the Board may be removed at any time, by vote of a majority of the entire Board, upon examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty; provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to all Trustees.

Section 4. Resignations. Any Officer may resign at any time by giving five (5) days written notice to the chairperson. The resignation shall take effect at the time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5. Vacancies. A vacancy in any office arising from any cause shall be filled for the unexpired portion of the term in the manner prescribed in these Bylaws for regular appointment to such office.

Section 6. Chairperson. The chairperson shall convene regularly scheduled Board meetings and shall preside or arrange for another trustee to preside at each meeting. The chairperson shall be responsible for officially representing the Board at external meetings and signing correspondence or other documents as required. The chairperson shall have such other powers and duties as the Board may prescribe.

Section 7. Vice Chairperson. At the request of the chairperson, or in the event of the chairperson's absence or disability, the vice chairperson shall perform the duties and possess and exercise the powers and duties of the chairperson. The vice chairperson shall have such other powers and perform such other duties as the Board may prescribe.

Section 8. 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.

Section 9. Treasurer. The treasurer shall serve as chairperson of the finance and audit committee and shall be responsible for maintaining oversight over and making regular reports to the Board about the fiscal health of the school. Specifically, 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 chairperson 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; and g) have such other powers and perform such other duties as the Board may prescribe.

Article X

Execution of Instruments

Section 1. Contracts and Instruments. The Board, except as otherwise provided in these Bylaws, may authorize any Officer or agent of the School to enter into any contract or to execute and deliver any instrument in the name of and on behalf of the School. Such authority may be general or may be 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.

Section 2. Deposits. Funds of the School may be deposited from time to time to the credit of the School with the depositories that are selected by the Board.

Section 3. Orders for the Payment of Money and Endorsements for Deposit. Except as specifically provided by Board resolution, all checks, drafts or other orders for the payment of money, notes, or acceptances issued in the name of the School shall be signed by any two Officers or agents of the School authorized, and in the manner determined, by resolution of the Board. Endorsements for deposits to the credit of the School in any of its authorized depositories may be made, without countersignature, by any Officer of the School or may be endorsed by hand-stamped impression in the name of the School, unless otherwise provided by resolution of the Board.

ARTICLE XI

Self-Dealing Transactions

The School shall not engage in any self-dealing transactions, except as allowed by the General Municipal Law and 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. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general definition of standard of care, i.e. a transaction which is part of a public or charitable program of the Corporation, if the transaction is approved or authorized

by the Board in good faith and without unjustified favoritism and 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, and if it does not conflict with the General Municipal Law and the conflict of interest policy embedded in the School's code of ethics.

Article XII

Indemnification

Section 1. Indemnification. The School may, to the fullest extent now or hereafter permitted by law and in accordance with standards and procedures provided by Sections 721 through 726 of the NFPCL, indemnify any person, made, or threatened to be made, a party to an action or proceeding, other than one by or in the right of the School to procure a judgment in its favor, by reason of the fact that he/she, his/her testator or in testate, was a Trustee or Officer of the School against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

Section 2. Insurance. The School shall have the power to purchase and maintain insurance to indemnify the School for any obligation that it incurs as a result of its indemnification of Trustees, Officers and employees pursuant to Section 1 above, or to indemnify such persons in instances in which they may be indemnified pursuant to Section 1 above.

Article XIII

Non-Liability of Trustees

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

Article XIV

Interpretation of Charter.

To the extent of any conflict between any provision of these Bylaws and the Open Meetings Law, the Open Meetings Law will control. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

Article XV
Amendments

A majority of the Trustees may adopt, amend or repeal these Bylaws subject to approval by organization's Charter Authorizer. Such action is authorized only at a duly called and held meeting of the Board for which written notice of such meeting, setting forth the proposed alteration, is given in accordance with the notice provisions for special meetings set forth herein. No amendment shall be effective until approval by the Charter Authorizer has been secured.

RESPONSE 13(E). CODE OF ETHICS

In accordance with relevant sections of the New York State Education Law (“Education Law”), the New York State General Municipal Law (“General Municipal Law”) and the New York State Not-For-Profit Corporation Law (“NFPCL”), the Lamad Academy Charter School (“LACS”), a New York state education corporation, has developed a formal code of ethics and embedded conflict of interest policy (“Code of Ethics”). The Code of Ethics sets forth the standards of conduct expected of trustees, officers and employees of LACS with respect to carrying out financial and non-financial transactions that may be in conflict with official duties and other key areas of conduct. This Code of Ethics will be adopted by the LACS board of trustees (the “Board”) at its first regular meeting.

The trustees, officers and employees of LACS shall at all times be in compliance with the following Code of Ethics:

1. The Board shall conduct and direct the affairs of LACS and exercise all such powers subject to the applicable limitations of the Education Law, the NFPCL, the General Municipal Law and LACS’ certificate of incorporation, charter and bylaws. The Board may delegate the management of the activities of LACS to others, including officers and employees, but all affairs of LACS will be managed and all LACS powers will be exercised under the Board’s ultimate jurisdiction. In carrying out these official duties, all trustees, officers and employees of LACS will be required to follow the standards and requirements set forth in this Code of Ethics.
2. A trustee, officer or employee of LACS shall not disclose confidential information acquired by him or her in the course of his or her official duties. A trustee, officer or employee of LACS shall not use any confidential information acquired by him or her in the course of his or her official duties to further his or her own personal interest. In addition, he or she shall not disclose information about any matters discussed in an executive session of the Board, whether such information is deemed confidential or not. Notwithstanding the foregoing, the provisions of this paragraph shall not restrict any trustee, officer or employee of LACS from making any disclosure required by law, including, but not limited to, disclosure in connection with any judicial or administrative proceedings.

3. A trustee, officer or employee of LACS shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before LACS, before the Board or before any committee of the Board (“Committee”).

4. A trustee, officer or employee of LACS shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board or before any Committee, whereby his or her compensation is to be dependent or contingent upon any action by LACS, the Board or the Committee with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. A trustee, officer or employee of LACS shall not engage in any self-dealing transactions, except as approved by the Board. A “self-dealing transaction” is one to which LACS is a party and in which one or more of the trustees, officers or employees has a material financial interest. Notwithstanding the foregoing, 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 LACS, 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 and if it does not conflict with the General Municipal Law or the conflict of interest provisions in this Code of Ethics.

6. Any trustee, officer or employee of LACS, whether paid or unpaid, shall promptly disclose any Interest (as defined below) in a matter (a) before the Board in which he or she participates in the discussion or gives an official opinion to the Board on or (b) that he or she has, will have, or later acquires in—or whose spouse has, will have, or later acquires in—any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with LACS (each of clauses (a) and (b) constituting a “Conflict of Interest”). The trustee, officer or employee shall publicly disclose the nature and extent of such Interest (as defined below) in writing to his or her immediate supervisor, if applicable, and to the Board (or the audit or other appropriate Committee) as soon as he or she has knowledge of such actual or prospective Interest (as defined below). 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, and shall be made

prior to the Board or Committee acting on the matter. Such disclosure shall be entered into the official minutes of the Board, along with any related discussion and resolution. The trustee, officer or employee may not be present at or participate in the Board or Committee deliberation or vote about the matter, provided that nothing in this section shall prohibit the Board or a Committee from requesting that the trustee, officer or employee present information as background or answer questions at a Board or Committee meeting prior to the commencement of deliberations or voting related to the matter. The trustee, officer or employee may not attempt to improperly influence the deliberation or vote regarding the contract.

The term "Interest" means a direct or indirect pecuniary or material benefit accruing to a trustee, officer or employee of LACS as a result of a contract with LACS. A trustee, officer or employee of LACS shall be deemed to have an Interest in the contract of: (a) his or her spouse, minor children and dependents, except a contract of employment with LACS; (b) a firm, partnership or association of which the trustee, officer or employee is a member or employee; (c) a corporation of which the trustee, officer or employee is an officer, director or employee; and (d) a corporation any stock of which is owned or controlled directly or indirectly by the trustee, officer or employee.

7. In accordance with the General Municipal Law, no trustee, officer or employee of LACS shall have an Interest in any contract with LACS, when such trustee, officer or employee, individually or as a member of a board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract or authorize or approve payment thereunder; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above. In addition, no chief fiscal officer, treasurer, or his or her deputy or employee, shall have an Interest in a bank or trust company designated as a depository, paying agent, registration agent or for investment of funds of LACS of which he or she is an officer or employee.

In addition to the individual penalties noted later in this Code of Ethics, the existence of a prohibited Conflict of Interest may result in making the contract null, void and wholly unenforceable and may further result in criminal prosecution. The provisions of this section shall in no event be construed to preclude the payment of lawful compensation and necessary expenses of any LACS trustee, officer or employee in one or more positions of public

employment, the holding of which is not prohibited by law.

In accordance with the General Municipal Law, these prohibitions on Conflict of Interest do NOT apply to:

- a. The designation of a bank or trust company as a depository, paying agent, registration agent or for investment of LACS funds except when the chief fiscal officer, treasurer, or his/her deputy or employee, has an Interest in such bank or trust company; provided, however, that where designation of a bank or trust company outside the municipality would be required because of the foregoing restriction, a bank or trust company within the municipality may nevertheless be so designated;
- b. A contract with a person, firm, corporation or association in which a LACS trustee, officer or employee has an Interest which is prohibited solely by reason of employment as an officer or employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;
- c. The designation of a newspaper, including but not limited to an official newspaper, for the publication of any notice, resolution, ordinance or other proceeding where such publication is required or authorized by law;
- d. The purchase by LACS of real property or an interest therein, provided the purchase and the consideration therefore is approved by order of the supreme court upon petition of the governing board;
- e. The acquisition of real property or an interest therein, through condemnation proceedings according to law;
- f. A contract with a membership corporation or other voluntary non-profit corporation or association;
- g. The sale of lands and notes pursuant to Section 60.10 of the New York State Local Finance Law;
- h. A contract in which a trustee, officer or employee has an Interest if such contract was entered into prior to the time he/she was elected or appointed as such trustee, officer or employee, but

this does not authorize a renewal of any such contract;

i. Employment of a licensed physician as school physician for a school upon authorization by a two-thirds vote of the Board;

j. A contract with a corporation in which a trustee, officer or employee has an Interest by reason of stockholdings when less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such trustee, officer or employee;

k. A contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;

l. A contract for the payment of a reasonable rental of a room or rooms owned or leased by a trustee, officer or employee when the same are used in the performance of his/her official duties and are so designated as an office;

m. A contract for the payment of a portion of the compensation of a private employee of a trustee, officer or employee when such employee performs part-time service in the official duties of LACS;

n. A contract in which a LACS trustee, officer or employee has an Interest if the total consideration payable thereunder, when added to the aggregate amount of all consideration payable under contracts in which such person had an Interest during the fiscal year, does not exceed the sum of seven hundred and fifty dollars; or

o. A contract with a member of a private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an Interest, provided the member discloses such Interest to the council and the member does not vote on the contract.

8. Any trustee, officer or employee of LACS representing any not-for-profit corporation proposing to do business with LACS (whether or not for compensation) shall disclose, in writing, the nature and extent of his or her relationship with the not-for-profit entity to the Board or the appropriate Committee, and such disclosure will be entered into the official minutes of the Board. Such trustee, officer or employee may not be present at or participate in the Board or Committee deliberation or vote regarding selecting, retaining, contracting

with or compensating the not-for-profit corporation.

9. No trustee, officer or employee of a for-profit corporation, limited liability corporation or partnership having a business relationship with LACS shall serve as a voting member of the Board for the duration of such business relationship; provided, however, that the exceptions explicitly set forth in the General Municipal Law shall apply.

10. No trustee, officer or employee of a for-profit corporation, limited liability corporation or partnership having a business relationship with LACS involving the provision of educational management services shall serve as a voting member of the Board.

11. No trustee, officer or employee of LACS may engage in a related party transaction unless it is determined expressly by the Board to be fair, reasonable and in LACS' best interest. A "related party transaction" is defined as any transaction, agreement or other arrangement in which the related party has a financial interest and LACS is a participant. Any interested trustee, officer or employee must disclose all material facts, in writing, to the Board and may not participate in any deliberations or voting regarding the transaction. Related party transactions will be valid only if approved by a majority vote of all Board members present. The Board may approve such transactions only when they are at fair market values or better for LACS and when the Board has considered alternative transactions. The Board must document in writing the basis for approval of any related party transactions, including its consideration of any alternative transactions.

12. Trustees, officers or employees of any single external organization, other than another charter education corporation, shall hold no more than 40 percent of the total seats comprising the Board.

13. Trustees of LACS 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, the trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the letter, along with any related discussion or resolution, will be entered into or referenced in the official minutes of the Board.

14. No trustee, officer or employee of LACS shall invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his/

her official duties.

15. No trustee, officer or employee of LACS shall engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties. No trustee, officer or employee of LACS shall, after the termination of service or employment with LACS, appear before the Board or any Committee in relation to any case, proceeding or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. However, this shall not bar or prevent the timely filing by a present or former trustee, officer or employee of LACS of any claim, account, demand or suit against the charter education corporation on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

15. Trustees of LACS shall make all appropriate financial and non-financial disclosures, in writing, whenever a grievance of Conflict of Interest is lodged against them and such disclosures shall be noted in the official minutes of the Board.

16. Other than solicitation of donations to LACS or another not-for-profit entity for the benefit of LACS, a trustee, officer or employee of LACS shall not directly or indirectly accept any gift from any person associated with LACS in any capacity, including but not limited to, any student or prospective student, any employee or prospective employee or any supplier, contractor or other contractual counterparty or prospective supplier, contractor or other contractual counterparty. However, ordinary personal gifts from relatives, members of a household or others who may be associated with LACS (e.g. holiday gifts) are permitted and are not considered “gifts” for purposes of this Code of Ethics.

17. A trustee, officer or employee of LACS shall not, directly or indirectly, solicit any gift, or accept or receive any single gift or privilege in connection with LACS worth \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a 12 month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her, or could reasonably be expected to influence him or her, in the performance of his or her official duties or was intended as a reward for any official action on

his or her part. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

18. A trustee, officer or employee of LACS shall never ask a subordinate, student or a parent of a student to work on or give to any political campaign.

19. All trustees, officers and employees of LACS will observe rules of behavior and conduct. Unacceptable conduct includes, but is not limited to: a) theft or inappropriate removal or possession of property belonging to LACS or otherwise used by LACS; b) falsification of documents; c) possession, distribution, sale, transfer or use of alcohol or illegal drugs in the workplace or while on duty; d) use of tobacco or tobacco products on LACS grounds; e) insubordination or other disrespectful conduct; f) violation of safety or health rules; g) sexual or other unlawful or unwelcome harassment; and h) excessive absenteeism or any absence without notice.

Prior to election and annually thereafter, all trustees of LACS will be required to file with the Board secretary a written statement identifying any entity with which LACS has a relationship and for which the trustee is an officer, director, trustee, member, owner or employee. The trustee will also be required to identify any transaction with which the trustee may have a conflict. Conflict statements by each trustee must be submitted to the chairperson of the Board and/or a designated Committee. New trustees will complete and submit a trustee background information form and trustee disclosure forms, and such forms will be included in LACS's annual reports to its charter authorizer.

All trustees, officers and employees of LACS will be given a copy of the Code of Ethics upon commencement of their association with LACS, and the Code of Ethics will be posted on LACS's website. Material amendments to the Code of Ethics will also be distributed to trustees, officers and employees.

In accordance with the General Municipal Law, any contract willfully entered into by or with a school in which there is a prohibited interest is void and unenforceable. In addition, any trustee, officer or employee of LACS who willfully and knowingly violates the foregoing provisions will be guilty of a misdemeanor. In addition to any penalty contained in any other provision of law, any person who knowingly and intentionally violates any of the provisions of this Code of Ethics may be fined, suspended or removed from office or employment in the

manner provided by law and by the by-laws of LACS.

RESPONSE 13(F): COMPLAINT POLICY

LAMAD ACADEMY CHARTER SCHOOL COMPLAINT POLICY

Lamad Academy Charter School will receive and consider any individual's or group's complaints or concerns at any time for any reason; complaints and concerns will be directed to the Executive Director, who will work to resolve conflicts fairly, as quickly as possible. If the Executive Director is unable to resolve the complaint to the individual or group's satisfaction, or if the complaint is about the that leader, the individual or group may utilize the Formal Complaint process below.

The Board of Lamad Academy Charter School will adopt the following policies and procedures related to Formal Complaints:

In accordance with New York State Education Law §2855(4), which is part of the New York Charter Schools Act of 1998 (as amended, the "Act"), Lamad Academy Charter School provides parents or guardians, as well as any other individuals or entities (e.g contractors, employees, etc.), who believe that the charter school has violated a term of its charter or any applicable law, an opportunity to make a formal complaint to the Board of Trustees to seek relief. The Executive Committee of the Board will consider any formal complaints brought to the Board.

The process for bringing a concern to the Board's Executive Committee will be as follows:

- A complainant (whether parent, guardian, employee, individual or organization) may bring a concern to a member of the school administration in the form of an informal complaint. It is not necessary for a complainant to make an informal complaint before bringing a formal concern to the Board of Trustees. Informal complaints may be brought first to the Executive Director, Principal, Assistant Principal, a teacher, etc. or an immediate supervisor for staff complaints. The recipient of an informal complaints will documented the complaint and, on request by the complainant, the decision or resolution will be in writing.
- If the complainant is not satisfied with the response to the informal complaint—or if the complainant elects to bring a formal complaint to the Board without first seeking an informal resolution—then the complainant will put the concern in writing and give it to

the Executive Director, who will forward it to members of the Executive Committee of the Board of Trustees.

- The Executive Committee will send a written acknowledgement of receipt of complaint within five business days of receiving the complaint.
- The Executive Committee will investigate the concern and respond to the complainant in writing. The Executive Committee will provide the Board of Trustees with a report at the next Board of Trustees meeting.
- The Executive Committee will respond in writing with a decision regarding any written complaint they receive within 45 business days from receipt of the complaint.

Upon resolution of a complaint, Lamad Academy Charter School will provide to the complainant:

- A written finding and any plans for subsequent remedial action;
- A written notice to the complainant that they may appeal the determination of the school to the Board of Trustees of the State University of New York (SUNY Trustees); and
- A copy of the SUNY Trustees' Grievance Guidelines (as they are posted on the website of the SUNY Charter Schools Institute).

Appeals of decisions made by the Lamad Academy Charter School Board of Trustees may be made first to the SUNY Trustees via the SUNY Charter Schools Institute and then to the Board of Regents. Only decisions regarding formal complaints can be appealed to the SUNY Trustees. Both the SUNY Charter Schools Institute and the Board of Regents can issue school remedial orders to remedy complaints.

A copy of this Complaint Policy will be distributed to the parents and/or guardians of students and made readily available to all others requesting a copy and will also be provided to the Trustees.

RESPONSE 14. DISTRICT AND SCHOOL RELATIONS

(a) Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.

Lamad Academy Charter School intends to nurture and maintain a productive relationship of mutual respect and benefit with the NYCDOE CSD 18 and the existing traditional public and charter schools in CSD 18. As shown in *Response 15e—Evidence of Community Support*, LACS has received substantial support from elected officials, leaders, and residents across the CSD and broader Brooklyn. To date, the school has received letters of support from Congressman Hakeem Jeffries, Assemblywoman Latrice Monique Walker, Esq., and Congresswoman Yvette D. Clarke, amongst others. The LACS board is also leveraging its collective community ties and relationships within the district to disseminate information about the school.

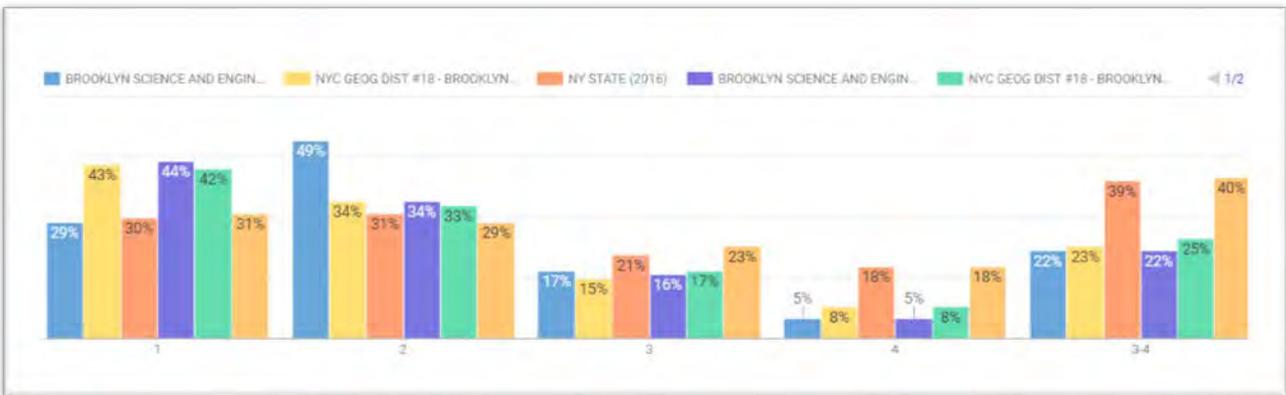
LACS fully intends to partner with the district to support education for middle school students in CSD 18, so that it's programming can have a positive impact on students beyond its own enrollment. The applicant has reached out to the CSD 18 superintendent to schedule an informational meeting but, to date, has not been able to secure a meeting.

(b) Provide a description of low-performing schools in the area where the proposed charter school intends to be located and explain how the charter school might partner with those schools to share best practices and innovations.

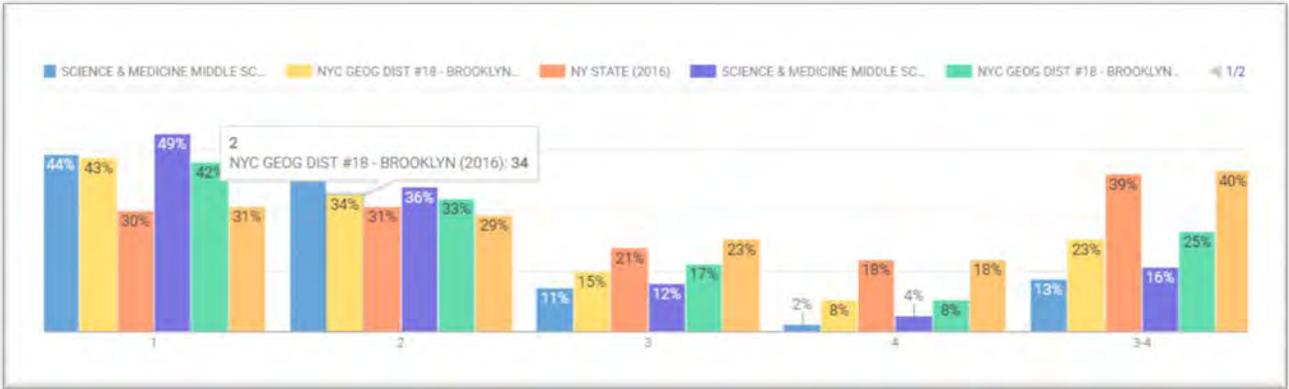
As discussed at length in *Response 1ac- Community Need and Proposed School Impact*, CSD 18 is a historically and chronically underperforming district with predominantly low-performing elementary, middle, and high schools. LACS intends to support struggling schools in the district by sharing concrete examples of innovation, particularly in the areas of math and science, to hopefully improve student achievement for all students as well as exposing students to this variety of career paths. While we are eager to share best practices with neighbors in CSD 18, LACS leaders will be sensitive in their approach; for example, the labeling of other schools as “low performing” would most likely put LACS’s traditional public school counterparts on the defensive and will put a barrier up along the path to effective communication and collaboration. Therefore, while LACS will endeavor to be an effective facilitator of such efforts; the team is loath to approach this task as the new kid on the block assuming they have all the answers. Instead, LACS leaders will build upon the fact that most educators do want to have collaborative

relationships. Despite this desire, too often the teaching profession is characterized by privatization. Whether it is a teacher doing exemplary things in her classroom raising student achievement with innovative lesson plans and instructional strategies or a high performing school achieving stellar results in the midst of an otherwise under-performing district, what is working remains private, held within the four walls of the teacher’s classroom or of a school building. LACS is committed to working *in partnership* with its CSD 18 traditional public and charter school counterparts so that the goal of openness and sharing best practices can be achieved across the system.

Post-authorization, LACS leadership plans to reach out to build direct relationships with principals at elementary and middle schools across the CSD to understand their challenges and areas for potential collaboration going forward. These efforts will be coordinated by LACS’s Executive Director. Specifically, two particular schools that LACS hopes to partner with, given their foci and anticipated affinity for engaging students in STEM content, are Brooklyn Science and Engineering Academy and The Science and Medicine Middle School. Both serve predominantly minority middle school students in CSD 18.



While Brooklyn Science and Engineering Academy students perform above the district and state proficiency averages in ELA, its students struggle to reach proficiency in math- with a consistent rate of only 22% passing the NYS math assessment in both 2016 and 2017. Given the stated interests of the school model, and LACS’s mission and vision to put students on the path to careers in STEM fields, LACS hopes to be able to provide some support to improve outcomes at that school over the course of its first charter term.



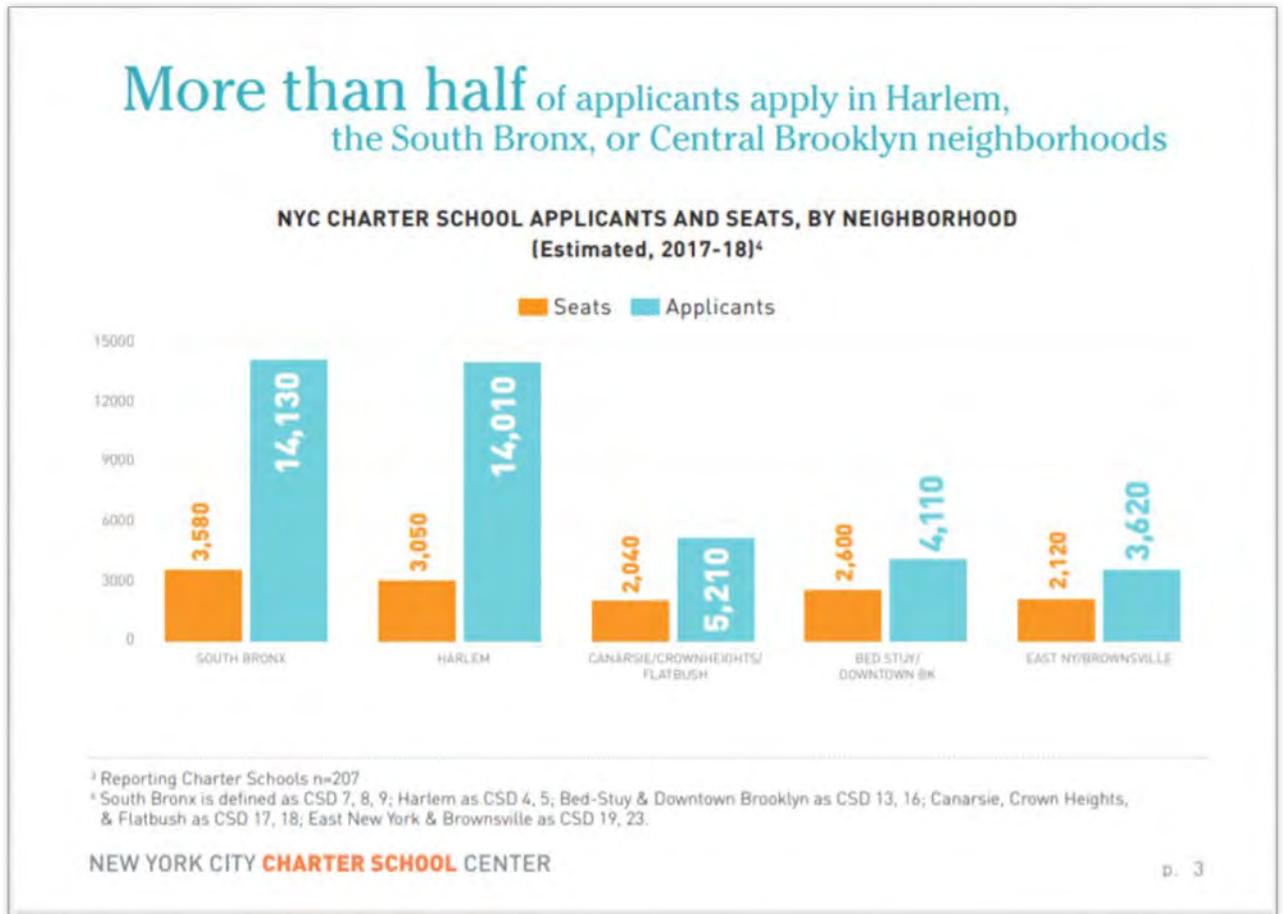
Similarly, The Science and Medicine Middle School focuses on health education, healthcare career paths, and integrates hands-on components that engage students in the sciences. However, although the program is well-respected in the community, math scores are consistently low and students have only demonstrated minimal progress on state exams over the last two years. LACS sees this school as another potential partner, particularly by providing information on the work the school’s math specialist will be doing to support LACS students and instructional staff.

More broadly, LACS will advocate for and disseminate information on its best practices that can be codified and replicated in the traditional public schools in CSD 18. Specifically, once its programming is sufficiently established after years one and two, LACS can provide an effective model of integrating math and science concepts in a cross-curricular fashion for the other schools in CSD 18. As LACS builds a successful track record in doing this work well, it will partner with any interested school in CSD 18 and will help such schools in learning about and adapting its key design elements of interest and instructional practices. The depths and parameters of these partnerships may likely vary, but may include school tours, open houses, staff meet and greets, classroom inter-visitations, and opportunities to attend select professional development sessions at LACS.

RESPONSE 15(A)(B)(D). STUDENT DEMAND, RECRUITMENT AND RETENTION

(a) *General Student Population: Provide a narrative description of student demand. Explain how it will enable the school to meet its proposed enrollment.*

LACS has extrapolated demand for high quality charter seats in CSD 18 by examining the number of applications annually, as well as waitlist numbers, for existing charter schools in Central Brooklyn. As the graphic below illustrates, approximately 5,210 families in the Canarsie, Crown Heights, and Flatbush communities entered charter lotteries for the 2017-18 school year.¹



¹ New York City Charter School Center, Annual Report on NYC Charter School Lottery Estimates, 2017-18. Available at: <http://www.nyccharterschools.org/sites/default/files/resources/NYCCSC-LotteryReport-2017-18.pdf>

Looking at the New York City Charter School Center’s report more closely, data shows that in CSD 18 alone, 2,610 students sought one of the available 960 seats. This equates to 2.72 applicants for each available charter school seat- the largest disparity in Brooklyn.

BOROUGH	CSD	APPLICANTS	SEATS AVAILABLE	APPLICANTS PER SEAT
Bronx	7	6,020	2,020	2.98
	9	4,980	1,090	4.57
	11	4,160	670	6.21
	8	3,470	860	4.03
	10	1,970	730	2.70
	12	1,050	410	2.56
Brooklyn	13	3,010	1,580	1.91
	18	2,610	960	2.72
	17	2,600	1,070	2.43
	23	2,030	860	2.36
	14	1,950	1,010	1.93
	15	1,930	880	2.19
	19	1,690	1,260	1.34
	32	1,600	630	2.54
	22	1,460	620	2.35
	16	1,100	1,020	1.08
	21	850	410	2.07

Based on the above information demonstrating the unmet demand across Brooklyn and specifically CSD 18, the positive community response from the group’s outreach efforts, and the school’s modest plan of 125 students per grade level per year, LACS expects to easily reach its enrollment goals.

(b) Target Population Enrollment

- *Cite the proposed school’s enrollment and retention targets as determined through the enrollment and retention calculator found here:*
www.newyorkcharters.org/operate/existing-schools/enrollment-retention/;
- *Articulate the recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language);*

- Describe any at-risk admissions factors, set-asides, or “preferences” the school would offer to increase the likelihood of enrolling targeted students; and,
- Provide a brief explanation of the efforts, resources, structures, or programs that the school will employ to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup.

Enrollment Targets for Initial Charter Term

Find Your Targets		
	Comparable District Percentages by Grade Level	School Enrollment Target (Shows Target #s of Students in Grade Span)
Economically Disadvantaged	81.2%	306.5
English Language Learners	5.3%	19.9
Students with Disabilities	16.4%	62.1

LACS recognizes that in order to reach the above enrollment targets for ELLS (5.3%), economically disadvantaged students (81.2%) and students with disabilities (16.4%), it will be incumbent upon the school to have extensive outreach and marketing efforts particularly to families who might not otherwise seek out information about school options within the district. Further, the outreach and marketing efforts will only be successful if the School can back up its desire to serve these targeted populations with an academic model that has the staffing, programs and interventions in place to truly meet the needs of these special populations and has a school

culture that welcomes these special populations and their families. Without having an academic program, organizational model and school environment aligned with serving these populations of students, LACS would not be able to convince parents of these students that our environment would be the right place for their children. The School's educational program reflects this desire as it was purposefully designed to meet the needs of this expected student population.

LACS will engage in multiple strategies to recruit student applicants. LACS will implement these measures with special consideration for parents of children with disabilities, who are economically disadvantaged, or who are ELLs. Generally, the outreach plan includes the following components:

1. LACS will canvass the community to disseminate information on LACS with flyers about the school and student applications for the upcoming school year (when available). Ads will be placed in local newspapers, including newspapers that cater to the Latino, West African, and Caribbean population in CSD 18. These documents will be distributed in housing projects, CBOs, houses of worship, public libraries, and other venues which families, especially non-English speaking parents and low-income families with school-age children, frequent. Materials distributed at these venues will provide as much information as needed for parents to complete the application, but will also provide information on the school's website, information to contact the school with questions and any upcoming School Open Houses or local information sessions to attend. Ways by which materials and student applications (inclusion with the Sunday penny-saver, for instance) can be distributed directly under the doors of residents of low-income public housing projects will also be identified and explored. Outreach materials will be developed in Spanish and French as well as English, to ensure that parents whose first language is not English will have opportunities to learn about the school.
2. LACS representatives, including but not limited to its Executive Director, Principal, Assistant Principals and teachers (especially intervention teachers), as appropriate, will host family information sessions not only at the school, but more importantly in locations *within* the identified communities—such as in houses of worship, local CBOs (especially programs serving at-risk youth), housing project community rooms, etc. These meetings, which will be also accessible to families who speak Spanish and French through translators, will highlight the

academic program, curriculum, key design features and welcoming and inclusive school culture, support services, and importantly for families which might live more than walking distance from the school location, transportation options to the school. Information materials will also be available at these meetings, including the student application. Parents will be encouraged to complete the student application at the conclusion of each of the meetings for collection there or for return at a later date.

3. After the first year of operations, the School will seek the support of parents, especially those from economically disadvantaged backgrounds, non-English speaking backgrounds and parents of special needs students, to be volunteer Ambassadors for the School providing entrée to additional community organizations, houses of worship and housing developments that would be fruitful areas in which to engage in the School's marketing and recruitment efforts.

The outreach plan will be comprised of an intensive, targeted and ongoing community information strategy, conducted by the founders group and LACS school staff when hired to: a) build widespread community awareness about LACS; b) demonstrate to parents in the community the importance of education and the critical role of parental involvement in the academic achievement and outcomes of children; and c) inform parents about LACS' curriculum and academic model, especially related to the staff, resources and instructional strategies devoted to supporting ELLs in acquisition of and proficiency in the English language and the staff and resources the school in which it will be investing to serve students with disabilities—including kinds of special education services it will offer on site (resource room, CTT), our robust special education staffing and our inclusion model.

LACS will also engage in specific outreach to families with children who are identified as special education and/or ELL students by: (1) reaching out to community-based organizations that serve populations whose language and ethnic diversity reflect the communities the School will serve, (2) translating documents and materials into other languages spoken in the communities that the School will serve and providing, when necessary and where practical, translators for families who do not speak English during in-person events/meetings for prospective families, (3) leveraging the community-based contacts of LACS's founding board to reach into various language minority communities as well as community organizations and

agencies that provide services to immigrant families and families of children with disabilities, and (4) advertising in local community newspapers with descriptions of how the LACS is a special education-friendly and ELL- friendly school environment. The responsible staff person at LACS who will oversee the communications will be the Executive Director, with the Board of Trustees' assistance, as needed.

LACS will implement a multi-media campaign, including both social and print media. It has also established a website that will convey information about the School, its curriculum and its events and activities. The outreach activities and materials will stress the following: a) our commitment to educational excellence, strong academic focus with its science and math focus, rigorous curriculum and instructional staff; b) our extended day and extended year program; e) our Summer Bridge and Saturday Academy programs f) the resources devoted to the school's special education program, the CTT model and the specific services offered to this population; g) the engagement of parents in the school community; and h) the use of data-driven decision-making, innovative instructional practices and comprehensive academic support to help all students achieve.

The board does not currently intend to have an at-risk preference at the school to facilitate the meeting of our designated enrollment targets; rather, LACS believes that our comprehensive strategy that involves the School bearing the onus of going out into the identified communities and actively recruiting families to apply will result in the applicant pool being comprised of a significant number of families of children with disabilities, children from poverty-level homes and children who are ELLs. While the rest is up to the luck of the draw in the lottery, the fact remains that should the pool be comprised of a significant percentage of these special student populations the rules of probability should result in student enrollment meeting prescribed targets.

As described more completely in *Response 7(a-d)-Specific Populations*, LACS will provide a comprehensive academic program and staffing model to address the needs of ELLs, Special Education students and poverty-level students (Title I) that will ensure the retention of these special populations. First and foremost, LACS believes that parents will not leave a school where they know that their children are learning at a high level, are being prepared for the

competitive and global society they will enter upon completion of their formal education, are cared for, safe and nurtured and are welcome and celebrated. This describes the school that LACS will be for parents and children who are enrolled. The school we create and the welcoming community we foster for all the stakeholders, including parents and children who represent these special populations, will be instrumental in allowing us to retain families and their children as they progress from grade to grade.

LACS's outreach strategy to inform parents about and encourage them to seek admission to the school (which will be carried out in English, Spanish and French, as well as any other language it is determined will be effective in reaching non-English speaking families) will include efforts to promote and emphasize the importance of education and parental engagement in the academic and social development of their children. LACS founders recognize that many parents and family members of prospective students, especially those from poverty or immigrant backgrounds, may have limited experience with the educational process and limited access to information about educational options, particularly charter schools, for their children. Parents who might have low levels of educational attainment and/or little understanding of what happens in their children's schools are less likely than others to be involved in their children's education² and, by extension, to make knowledgeable decisions regarding educational options—including selection of charter schools—for their children. LACS is sensitive to the needs of these families who may need additional support to make educational decisions for their children. Thus, LACS will leverage its relationships and activities with community-based organizations, houses of worship and community leaders, including particularly through members of the founding board, to reach a broad and diverse group of parents, especially those parents of children who are ELLs and eligible for free- and reduced-priced lunch. As part of its awareness-building initiatives, LACS founding Board members and the Principal, when hired, will connect with parents and inform them about the critical importance of being engaged and proactive in decision-making about their children's educational experiences.

LACS will ensure there are no “barriers to entry” in the school's charter application process- for example, policies that applications must be picked up in person at the school or returned in

² Delgado-Gaitan, C. (1990). Literacy for empowerment: The role of parents in children's education. New York: The Falmer Press.

person to the school during school hours. This would likely prevent low income families (many of which are headed by a single mother) from applying to the school because they do not live in close proximity to the school, they have multiple young children in the home that prevent them from leaving the home during school hours, they hold down multiple jobs to support the family and cannot take time off from work, among many other legitimate reasons. In order to prevent *any* barrier to entry for these families to apply to the school, parents will be provided with *multiple* ways to return a completed application—by regular mail, in person, via fax or e-mail.

Retention Targets for Initial Charter Term

Find Your Targets		
	Comparable District Percentages by Grade Level	School Retention Target (Shows Target #s of Students in Grade Span)
Economically Disadvantaged	82.7%	253.6
English Language Learners	83.0%	16.5
Students with Disabilities	84.0%	52.1

LACS is committed to making the investment in the instructional specialists and resources that will be required to ensure that all students achieve at high levels- which will effectively retain each of the specific populations outlined above at the school. With regard to students with special needs, LACS will employ a special education teacher at each Grade level 6-8 as well as a Special Education Coordinator who in addition to his or her responsibilities to administer the

special education program at the school, will have instructional responsibilities. The special education staffing model allows for us to create a CTT setting on each grade level, thus our school can be an appropriate environment for special education students who require this educational setting. In addition, special education support can be provided in a resource room as necessary. To the extent allowed by the student's IEP, students are provided with related services in the classroom through the school's inclusion model. Such a model illustrates the welcoming environment that LACS has for all students and the value it places on children of all backgrounds and needs learning together in the same classroom.

LACS will also have intensive instructional support for students designated as ELLs. LACS will have one ESL teacher for the school whose role it will be not only to provide direct instruction to ELLs in the classroom and in one-to-one or small group settings outside the classroom, the ESL teacher will also support instruction for ELLs in the classroom by incorporating sheltered instructional techniques in a co-teaching setting with the classroom teachers. The ESL Teacher also will support general education teachers in using sheltered instructional strategies in their own learning. In addition to the ESL Teacher, 2 Reading Specialists will be on staff beginning in Year 1.

The School will have a Reading Specialist on staff beginning in Year 1. Reading Specialists will also provide intensive support for students struggling with reading (which we expect will include students from high poverty backgrounds as the research indicates, ELLs and other students, generally, from the school). Like the ESL teacher, the Reading Specialist will provide direct intervention to identified students in the classroom as well as in pull-out sessions designed to provide more targeted intervention to students at risk of not meeting proficiency standards in ELA. The Reading Specialists will also support teachers in incorporating reading intervention strategies in their own teaching.

As discussed in the *Response 6(a-c)-School Calendar and Schedules* and *Response 5(a-f)-Curriculum and Instructional Design*, LACS will have an intensive instructional model with two teachers teaching in a classroom of 25 students in both ELA and math. This co-teaching model allows for increased opportunities for differentiated instruction for all learners, particularly these special student populations. In addition, the Summer Bridge Program for all new students to the

school will give students the academic intervention they need to remediate some of the reading and math deficits they bring with them. This supportive intervention environment continues during the school year with the mandatory academic intervention portion of the school day and Saturday Academy twice per month.

As discussed in *Response 2- Addressing Need*, LACS will have in place a process for continued program assessment that will allow us to measure the efficacy of our instructional strategies and interventions targeted to these special groups. A system called Progress Monitoring will be utilized by teachers and administrators to track student progress through the use of benchmark sheets. Progress monitoring of this type is a scientifically based practice³ that is used to assess students' academic performance and evaluate the effectiveness of instruction. The Progress Monitoring Process provides the framework for instructional leaders and teachers to monitor the progress of students on an individual, aggregate and disaggregated basis, including disaggregated based on ELLs, special education and economically disadvantaged students.

Students will be monitored closely and regularly by their teachers to ensure they are meeting benchmarks. An Action Plan is collaboratively developed for students who do not meet these benchmarks so that their needs will be addressed. Scope and sequence and pacing guides are discussed and evaluated during this process to determine what, if any, refinements need to be made for the subsequent semester. This goal of this process is to discuss recommendations for changes in the curriculum that may better allow teachers to meet the needs of all students. At the end of the school year, the curriculum review is a more comprehensive process. It involves the annual review of student data and reflection of teachers, instructional specialists and administrators. This review process may result in changes to the order of the following year's scope and sequence, an enhancement to or complete replacement of any published curriculum used by the school, among other potential changes.

The ongoing Progress Monitoring Process enables us to make adjustments and revisit goals and expectations of the academic intervention program for struggling students. These programs and services will be assessed on an ongoing basis at all levels using disaggregated student

³ Office of Special Education Programs (OSEP): *National Center on Student Progress Monitoring*.

performance data. LACS will use this information to determine the progress of struggling students against individual goals and the school's overall accountability goals and will use this information to modify programs and services to struggling students, where necessary.

Finally, parents will keep their children in school because they themselves will feel engaged in the school. The School's culture of fostering communication between school and home and parental involvement in the school and their child's education as described more fully in *Response 14- School and District Relations*, will allow parents to recognize that they are viewed by the school's leadership and staff as important and contributing members to the school community. Parents will be welcomed in the school and will have a voice in the school. The leadership and instructional staff will communicate regularly with parents, including through the school's website which will have classroom portals for parents to see what is going on in their particular child's classroom; parents will also be encouraged to initiate communication with the leadership and teachers and will be provided with ways to do so as teachers and administrators will have their own e-mail addresses and phone numbers with voicemail boxes which will be made available to parents. Parent engagement will be implemented with respect to all families, including those who do not speak English. All written materials for parents and families will be translated into Spanish, French and any other language(s) required by our parent community and translators will be available during individual meetings with parents as well as during larger meetings of the parent body.

Further as demonstrated in *Response 15(e)-Evidence of Community Support*, LACS benefits from robust support of elected officials, community-based organizations and leaders of houses of worship. We have received explicit support from a number of community-based organizations (CBOs) who serve youth in Central Brooklyn as well as elected officials including State Senators, members of Congress and the Assembly, as well as the Brooklyn Borough President. Their support letters are provided in *Response 15(e)-Evidence of Community*. Our desire to create a middle school with a specific focus on math and science has resonated strongly with the elected officials who represent the community.

We have received additional support letters from a number of houses of worship in CSD 18 whose congregations are made up of families with school-age children. Given their support,

there is no question the church leadership will promote our school within their communities ensuring a large number of applications coming from these congregations.

Interest Survey for Lamad Academy Charter School

School Location: Lamad Academy Charter School will be located in Community School District 18, which is located in the center of Brooklyn, to the southeast of Prospect Park and includes Crown Heights, Prospect Lefferts Gardens, and Wingate.

Purpose of this Form: Please help us in designing the school that addresses the needs of your children and community by telling us what is important to you. We will group together all the responses from all stakeholders to inform our design of the school.

Section I - About You

Do you live in Community School District CSD 18?

Yes No

Please check all statements that best describe you.

- The parent of a school-aged child in grades 6-8
- A public or private school administrator or teacher
- Community leader
- Member of religious clergy
- Elected official
- Non-community member

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)					<input checked="" type="checkbox"/>
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)					<input checked="" type="checkbox"/>
3. I believe in a Summer Bridge Program to enrich my child					<input checked="" type="checkbox"/>
4. I would enroll my child in a small school setting					<input checked="" type="checkbox"/>
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					<input checked="" type="checkbox"/>
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					✓
9. A school should have high academic standards and expectations of its students					✓
10. My child's school should promote good citizenship and community service.					✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code					✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

Programs for children. Extracurricular activities. Basketball, dance, soccer, etc.

2. How can we improve the design, structure, and focus of the proposed charter school?

Providing ~~for~~ for the community to help better students future.

3. Is there anything more you would like to learn about the proposed charter school?

What are the plans ~~best~~ for this school, and how will it succeed?

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)? (We will need you to provide us with your contact information below if you indicate "Yes" to this question.

Yes No

Section IV—About You and Your Child (Optional)

Name (First, Last) [Redacted]

Home Street Address [Redacted]

City, State, Zip [Redacted]

E-mail Address [Redacted]

What is your ethnic background? Check all that apply (optional)

White African-American Hispanic/Latino

Asian or Pacific Islander Native American Other (specify): _____

Please mail this form to:

Lamad Academy Charter School
661 Linden Boulevard
Brooklyn, NY 11203

Or fax to:
347.342.3019

Or email to:
lamadacademycc@gmail.com

Interest Survey for Lamad Academy Charter School

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Purpose of this Form: Please help us in designing the school that addresses the needs of your children and community by telling us what is important to you. We will group together all the responses from all stakeholders to inform our design of the school.

Section I - About You

Do you live in Community School District CSD 18?

Yes _____ No

Please check all statements that best describe you.

The parent of a school-aged child in grades 6-8 _____

A public or private school administrator or teacher _____

Community leader _____

Member of religious clergy _____

Elected official _____

Non-community member _____

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)			<input checked="" type="checkbox"/>		
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)	<input checked="" type="checkbox"/>				
3. I believe in a Summer Bridge Program to enrich my child				<input checked="" type="checkbox"/>	
4. I would enroll my child in a small school setting					<input checked="" type="checkbox"/>
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students	<input checked="" type="checkbox"/>				
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.			✓		
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.			✓		
9. A school should have high academic standards and expectations of its students					✓
10. My child's school should promote good citizenship and community service.					✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code					✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

2. How can we improve the design, structure, and focus of the proposed charter school?

3. Is there anything more you would like to learn about the proposed charter school?

[Empty rectangular box for handwritten response]

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes _____ No

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

Home Street Address _____

City, State, Zip _____

E-mail Address _____

What is your ethnic background? Check all that apply (optional)

White _____ African-American Hispanic/Latino _____

Asian or Pacific Islander _____ Native American _____ Other (specify): _____

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Yes No

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- A public or private school administrator or teacher
- Community leader
- Member of religious clergy
- Elected official
- Non-community member

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)					<input checked="" type="checkbox"/>
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)					<input checked="" type="checkbox"/>
3. I believe in a Summer Bridge Program to enrich my child					<input checked="" type="checkbox"/>
4. I would enroll my child in a small school setting					<input checked="" type="checkbox"/>
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					<input checked="" type="checkbox"/>
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school’s progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate “Yes” to this question.

Yes No

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

Home Street Address _____

City, State, Zip _____

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What is your ethnic background? Check all that apply (optional)

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The parent of a school-aged child in grades 6-8 _____

A public or private school administrator or teacher _____

Community leader _____

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Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)			✓		
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)			✓		
3. I believe in a Summer Bridge Program to enrich my child					✓
4. I would enroll my child in a small school setting					
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students			✓		
6. I support a school that has a curricular emphasis in mathematics and science				✓	

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					✓
9. A school should have high academic standards and expectations of its students					✓
10. My child's school should promote good citizenship and community service.					✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code					✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

The addition of optional transportation for the specific school would help.

2. How can we improve the design, structure, and focus of the proposed charter school?

Smaller group should allow for the student to receive a more personalized program and style of lesson delivery.

3. Is there anything more you would like to learn about the proposed charter school?

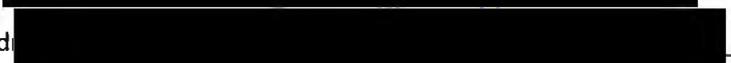
As much details for a better understanding of the intended MOP.

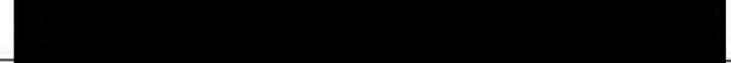
4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)? (We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

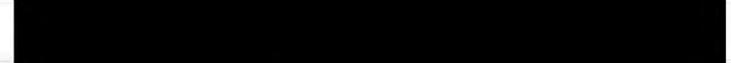
Yes No

Section IV—About You and Your Child (Optional)

Name (First, Last) 

Home Street Address 

City, State, Zip 

E-mail Address 

What is your ethnic background? Check all that apply (optional)

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Or email to:
lamadacademycc@gmail.com

✓ God's Battalion Church

✓ Interest Survey for Lamad Academy Charter School

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Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)					✓
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)					✓
3. I believe in a Summer Bridge Program to enrich my child					✓
4. I would enroll my child in a small school setting			✓		
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					✓
6. I support a school that has a curricular emphasis in mathematics and science					✓

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					✓
9. A school should have high academic standards and expectations of its students					✓
10. My child's school should promote good citizenship and community service.					✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code					✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

In addition a dress code should be mandatory for educational staff.

2. How can we improve the design, structure, and focus of the proposed charter school?

Include parents in the design, CBO's as well as Care givers

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school’s progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate “Yes” to this question.

Yes _____ No _____

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

Home Street Address _____

City, State, Zip _____

E-mail Address _____

What is your ethnic background? Check all that apply (optional)

White _____ African-American _____ Hispanic/Latino

Asian or Pacific Islander _____ Native American _____ Other (specify): _____

Please mail this form to:

Lamad Academy Charter School
661 Linden Boulevard
Brooklyn, NY 11203

Or fax to:
347.342.3019

Or email to:
lamadacademycc@gmail.com

Interest Survey for Lamad Academy Charter School

School Location: Lamad Academy Charter School will be located in Community School District 18, which is located in the center of Brooklyn, to the southeast of Prospect Park and includes Crown Heights, Prospect Lefferts Gardens, and Wingate.

Purpose of this Form: Please help us in designing the school that addresses the needs of your children and community by telling us what is important to you. We will group together all the responses from all stakeholders to inform our design of the school.

Section I - About You

Do you live in Community School District CSD 18?

Yes _____ No

Please check all statements that best describe you.

- The parent of a school-aged child in grades 6-8
- A public or private school administrator or teacher _____
- Community leader _____
- Member of religious clergy _____
- Elected official _____
- Non-community member _____

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)					<input checked="" type="checkbox"/>
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)				<input checked="" type="checkbox"/>	
3. I believe in a Summer Bridge Program to enrich my child				<input checked="" type="checkbox"/>	
4. I would enroll my child in a small school setting				<input checked="" type="checkbox"/>	
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					<input checked="" type="checkbox"/>
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					
9. A school should have high academic standards and expectations of its students					
10. My child's school should promote good citizenship and community service.					
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					
12. My child's school should have an instructional design that addresses different learning styles					
13. I believe in a dress code					
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					
16. My child's school should be a safe and nurturing learning environment					

Section III – Additional Information

1. What additional school features are important to you?

2. How can we improve the design, structure, and focus of the proposed charter school?

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school’s progress (e.g. application status, school opening)?
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Yes _____ No _____

Section IV—About You and Your Child (Optional)

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- Community leader
- Member of religious clergy
- Elected official
- Non-community member

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)					<input checked="" type="checkbox"/>
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)	<input checked="" type="checkbox"/>				
3. I believe in a Summer Bridge Program to enrich my child					<input checked="" type="checkbox"/>
4. I would enroll my child in a small school setting	<input checked="" type="checkbox"/>				
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					✓
9. A school should have high academic standards and expectations of its students					✓
10. My child's school should promote good citizenship and community service.					✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code					✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

COLLEGE PREPERATION SHOULD EMPHASIS TRAINING FOR
TRANSITION INTO AREAS OF TECHNICAL-SKILLS EMPLOYMENT.

2. How can we improve the design, structure, and focus of the proposed charter school?

PLACING A STRONG EMPHASIS ON READING.

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes _____ No _____

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

Home Street Address _____

City, State, Zip _____

E-mail Address _____

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Section I - About You

Do you live in Community School District CSD 18?

Yes _____ No

Please check all statements that best describe you.

- The parent of a school-aged child in grades 6-8 _____
- A public or private school administrator or teacher _____
- Community leader _____
- Member of religious clergy _____
- Elected official _____
- Non-community member

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)				<input checked="" type="checkbox"/>	
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)		<input checked="" type="checkbox"/>			
3. I believe in a Summer Bridge Program to enrich my child					<input checked="" type="checkbox"/>
4. I would enroll my child in a small school setting					
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students			<input checked="" type="checkbox"/>		
6. I support a school that has a curricular emphasis in mathematics and science			<input checked="" type="checkbox"/>		

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					✓
9. A school should have high academic standards and expectations of its students					✓
10. My child's school should promote good citizenship and community service.					✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code				✓	
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

A school that has a strong biblical foundation.

2. How can we improve the design, structure, and focus of the proposed charter school?

Having a rounded curriculum that identifies a child's strengths. The child may have more technical skills and in that case should be steered towards such as career.

3. Is there anything more you would like to learn about the proposed charter school?

[Empty rectangular box for handwritten response]

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)? (We will need you to provide us with your contact information below if you indicate "Yes" to this question.

Yes No

Section IV—About You and Your Child (Optional)

Name (First, Last) _____
Home Street Address _____
City, State, Zip _____
E-mail Address _____

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Section I - About You

Do you live in Community School District CSD 18?

Yes _____ No

Please check all statements that best describe you.

- The parent of a school-aged child in grades 6-8 _____
- A public or private school administrator or teacher _____
- Community leader _____
- Member of religious clergy
- Elected official _____
- Non-community member _____

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)			<input checked="" type="checkbox"/>		
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)			<input checked="" type="checkbox"/>		
3. I believe in a Summer Bridge Program to enrich my child			<input checked="" type="checkbox"/>		
4. I would enroll my child in a small school setting					<input checked="" type="checkbox"/>
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					<input checked="" type="checkbox"/>
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					✓
9. A school should have high academic standards and expectations of its students					✓
10. My child's school should promote good citizenship and community service.					✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code					✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

2. How can we improve the design, structure, and focus of the proposed charter school?

3. Is there anything more you would like to learn about the proposed charter school?

[Empty rectangular box for handwritten response]

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)? (We will need you to provide us with your contact information below if you indicate "Yes" to this question.

Yes _____ No

Section IV—About You and Your Child (Optional)

Name (First, Last) _____
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Section I - About You

Do you live in Community School District CSD 18?

Yes No

Please check all statements that best describe you.

- The parent of a school-aged child in grades 6-8
- A public or private school administrator or teacher
- Community leader
- Member of religious clergy
- Elected official
- Non-community member

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)	<input checked="" type="checkbox"/>				
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)	<input checked="" type="checkbox"/>				
3. I believe in a Summer Bridge Program to enrich my child	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	
4. I would enroll my child in a small school setting					<input checked="" type="checkbox"/>
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students			<input checked="" type="checkbox"/>		
6. I support a school that has a curricular emphasis in mathematics and science			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.				<input checked="" type="checkbox"/>	
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.				<input checked="" type="checkbox"/>	
9. A school should have high academic standards and expectations of its students					<input checked="" type="checkbox"/>
10. My child's school should promote good citizenship and community service.					<input checked="" type="checkbox"/>
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					<input checked="" type="checkbox"/>
12. My child's school should have an instructional design that addresses different learning styles					<input checked="" type="checkbox"/>
13. I believe in a dress code					<input checked="" type="checkbox"/>
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					<input checked="" type="checkbox"/>
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					<input checked="" type="checkbox"/>
16. My child's school should be a safe and nurturing learning environment					<input checked="" type="checkbox"/>

Section III – Additional Information

1. What additional school features are important to you?

Children should not be overwhelmed with home work and long extended hours, as where they are traveling home at late hours and in darkness.

2. How can we improve the design, structure, and focus of the proposed charter school?

strong minded educated, and caring teachers allowed the children to be interested in the design of the ~~extra~~ weekly process.

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school’s progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate “Yes” to this question.

Yes _____ No

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

Home Street Address _____

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Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
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5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students			<input checked="" type="checkbox"/>		
6. I support a school that has a curricular emphasis in mathematics and science				<input checked="" type="checkbox"/>	

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					✓
9. A school should have high academic standards and expectations of its students				✓	
10. My child's school should promote good citizenship and community service.				✓	
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles				✓	
13. I believe in a dress code			✓		
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school			✓		
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

Schools should be able to show concern for students who may have less ~~attachment~~ than others. It is important that they feel that they belong in spite of what they are going through

2. How can we improve the design, structure, and focus of the proposed charter school?

Have goals that each child can meet without feeling that pressured,

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school’s progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate “Yes” to this question.

Yes _____ No

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

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Section I - About You

Do you live in Community School District CSD 18?

Yes No

Please check all statements that best describe you.

The parent of a school-aged child in grades 6-8

NO

A public or private school administrator or teacher

NO

Community leader

NO

Member of religious clergy

NO

Elected official

NO

Non-community member

NO

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
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4. I would enroll my child in a small school setting					<input checked="" type="checkbox"/>
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					<input checked="" type="checkbox"/>
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.						✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.						✓
9. A school should have high academic standards and expectations of its students						✓
10. My child's school should promote good citizenship and community service.						✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.						✓
12. My child's school should have an instructional design that addresses different learning styles						✓
13. I believe in a dress code						✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner						✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school						✓
16. My child's school should be a safe and nurturing learning environment						✓

Section III – Additional Information

1. What additional school features are important to you?

Sports, Tutoring Services

2. How can we improve the design, structure, and focus of the proposed charter school?

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school’s progress (e.g. application status, school opening)?
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Yes _____ No _____

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Yes _____ No X

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The parent of a school-aged child in grades 6-8 X
 A public or private school administrator or teacher _____
 Community leader _____
 Member of religious clergy _____
 Elected official _____
 Non-community member _____

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Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)				X	
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)			X		
3. I believe in a Summer Bridge Program to enrich my child			X		
4. I would enroll my child in a small school setting					X
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students		X			
6. I support a school that has a curricular emphasis in mathematics and science				X	

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					X
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					X
9. A school should have high academic standards and expectations of its students				X	
10. My child's school should promote good citizenship and community service.					X
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					X
12. My child's school should have an instructional design that addresses different learning styles					X
13. I believe in a dress code		X			
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					X
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					X
16. My child's school should be a safe and nurturing learning environment					X

Section III – Additional Information

1. What additional school features are important to you?

ATTENTION TO THE WHOLE CHILD - SOCIAL MENTAL,
AS WELL AS ACADEMIC HEALTH

2. How can we improve the design, structure, and focus of the proposed charter school?

UNDERSTANDING AND ACKNOWLEDGING ~~THE~~
THE DIFFERENT LEARNING STYLES OF
STUDENTS INCLUDING KINESTETIC
LEARNERS

3. Is there anything more you would like to learn about the proposed charter school?

MUSIC, ART + RECESS PLANS

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)? (We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes No

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

Home Street Address _____

City, State, Zip _____

E-mail Address _____

What is your ethnic background? Check all that apply (optional)

White _____ African-American Hispanic/Latino

Asian or Pacific Islander _____ Native American _____ Other (specify): _____

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661 Linden Boulevard
Brooklyn, NY 11203

Or fax to:
347.342.3019

Or email to:
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Interest Survey for Lamad Academy Charter School

School Location: Lamad Academy Charter School will be located in Community School District 18, which is located in the center of Brooklyn, to the southeast of Prospect Park and includes Crown Heights, Prospect Lefferts Gardens, and Wingate.

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Section I - About You

Do you live in Community School District CSD 18?

Yes No

Please check all statements that best describe you.

The parent of a school-aged child in grades 6-8

NO

A public or private school administrator or teacher

NO

Community leader

NO

Member of religious clergy

yes

Elected official

NO

Non-community member

NO

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)	<input checked="" type="checkbox"/>				
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)	<input checked="" type="checkbox"/>				
3. I believe in a Summer Bridge Program to enrich my child	<input checked="" type="checkbox"/>				
4. I would enroll my child in a small school setting	<input checked="" type="checkbox"/>				
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students	<input checked="" type="checkbox"/>				
6. I support a school that has a curricular emphasis in mathematics and science	<input checked="" type="checkbox"/>				

7. It is ⁴¹ important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.	✓				
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.	✓				
9. A school should have high academic standards and expectations of its students	✓				
10. My child's school should promote good citizenship and community service.	✓				
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.	✓				
12. My child's school should have an instructional design that addresses different learning styles	✓				
13. I believe in a dress code	✓				
14. I should be able to have my concerns and questions addressed by the school in a prompt manner	✓				
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school	✓				
16. My child's school should be a safe and nurturing learning environment	✓				

Section III – Additional Information

1. What additional school features are important to you?

2. How can we improve the design, structure, and focus of the proposed charter school?

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes _____ No

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School Features	1	2	3	4	5
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13. I believe in a dress code	/				
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6. I support a school that has a curricular emphasis in mathematics and science		<input checked="" type="checkbox"/>			

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.		✓			
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.	✓				
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14. I should be able to have my concerns and questions addressed by the school in a prompt manner	✓				
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school		✓			
16. My child's school should be a safe and nurturing learning environment	✓				

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	✓

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)		✓			
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)		✓			
3. I believe in a Summer Bridge Program to enrich my child				✓	
4. I would enroll my child in a small school setting					✓
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					✓
6. I support a school that has a curricular emphasis in mathematics and science			✓		✓

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					✓
9. A school should have high academic standards and expectations of its students					✓
10. My child's school should promote good citizenship and community service.					✓
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12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code					✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

2. How can we improve the design, structure, and focus of the proposed charter school?

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school’s progress (e.g. application status, school opening)?
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Yes _____ No _____

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- Community leader
- Member of religious clergy
- Elected official
- Non-community member

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)	<input checked="" type="checkbox"/>				
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4. I would enroll my child in a small school setting					<input checked="" type="checkbox"/>
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students			<input checked="" type="checkbox"/>		
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.						✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.						✓
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10. My child's school should promote good citizenship and community service.						✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.						✓
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13. I believe in a dress code						✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner						✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school						✓
16. My child's school should be a safe and nurturing learning environment						✓

Section III – Additional Information

1. What additional school features are important to you?

Trades + vocational tools should be taught as well

2. How can we improve the design, structure, and focus of the proposed charter school?

Interest Survey for Lamad Academy Charter School

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Do you live in Community School District CSD 18?

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NO

A public or private school administrator or teacher

Retired Teacher

Community leader

NO

Member of religious clergy

NO

Elected official

NO

Non-community member

NO

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)			<input checked="" type="checkbox"/>		
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7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.				✓	
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.				✓	
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11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.				✓	
12. My child's school should have an instructional design that addresses different learning styles				✓	
13. I believe in a dress code			✓		
14. I should be able to have my concerns and questions addressed by the school in a prompt manner				✓	
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16. My child's school should be a safe and nurturing learning environment					✓

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1. What additional school features are important to you?

2. How can we improve the design, structure, and focus of the proposed charter school?

2

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Section III – Additional Information

1. What additional school features are important to you?

Voluntary teaching of God

2. How can we improve the design, structure, and focus of the proposed charter school?

Have the same type of curriculum the 26th public school offers

3. Is there anything more you would like to learn about the proposed charter school?

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School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)			<input checked="" type="checkbox"/>		
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)			<input checked="" type="checkbox"/>		
3. I believe in a Summer Bridge Program to enrich my child					<input checked="" type="checkbox"/>
4. I would enroll my child in a small school setting					<input checked="" type="checkbox"/>
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					<input checked="" type="checkbox"/>
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					✓
9. A school should have high academic standards and expectations of its students				✓	
10. My child's school should promote good citizenship and community service.					✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code				✓	
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

Music + Arts

2. How can we improve the design, structure, and focus of the proposed charter school?

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school’s progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate “Yes” to this question.)

Yes _____ No _____

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

Home Street Address _____

City, State, Zip _____

E-mail Address _____

What is your ethnic background? Check all that apply (optional)

White _____ African-American _____ Hispanic/Latino _____

Asian or Pacific Islander _____ Native American _____ Other (specify): _____

Please mail this form to:

Lamad Academy Charter School
661 Linden Boulevard
Brooklyn, NY 11203

Or fax to:
347.342.3019

Or email to:
lamadacademycc@gmail.com

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school’s progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate “Yes” to this question.

Yes _____ No _____

Section IV—About You and Your Child (Optional)

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Purpose of this Form: Please help us in designing the school that addresses the needs of your children and community by telling us what is important to you. We will group together all the responses from all stakeholders to inform our design of the school.

Section I - About You

Do you live in Community School District CSD 18?

Yes No

Please check all statements that best describe you.

The parent of a school-aged child in grades 6-8

A public or private school administrator or teacher

Community leader

Member of religious clergy

Elected official

Non-community member

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)	<input checked="" type="checkbox"/>				
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)		<input checked="" type="checkbox"/>			
3. I believe in a Summer Bridge Program to enrich my child	<input checked="" type="checkbox"/>				
4. I would enroll my child in a small school setting	<input checked="" type="checkbox"/>				
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students	<input checked="" type="checkbox"/>				
6. I support a school that has a curricular emphasis in mathematics and science	<input checked="" type="checkbox"/>				

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.	✓				
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.	✓				
9. A school should have high academic standards and expectations of its students	✓				
10. My child's school should promote good citizenship and community service.	✓				
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.	✓				
12. My child's school should have an instructional design that addresses different learning styles	✓				
13. I believe in a dress code	✓				
14. I should be able to have my concerns and questions addressed by the school in a prompt manner	✓				
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school	✓				
16. My child's school should be a safe and nurturing learning environment	✓				

Section III – Additional Information

1. What additional school features are important to you?

I believe Lamad charter Academy would be an excellent school to send my 5 year old daughter at present she is attending Battalion Pre K and doing excellent

2. How can we improve the design, structure, and focus of the proposed charter school?

3. Is there anything more you would like to learn about the proposed charter school?

My daughter Alexia Stevenson was a student in Pre K teacher Miss USIS and I would love for her to be a part of Lamad Academy charter school.

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)? (We will need you to provide us with your contact information below if you indicate "Yes" to this question.

Yes No

Section IV—About You and Your Child (Optional)

Name (First, Last) _____
Home Street Address _____
City, State, Zip _____
E-mail Address _____

What is your ethnic background? Check all that apply (optional)

White _____ African-American Hispanic/Latino _____

Asian or Pacific Islander _____ Native American _____ Other (specify): _____

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Section I - About You

Do you live in Community School District CSD 18?

Yes No

Please check all statements that best describe you.

- The parent of a school-aged child in grades 6-8
- A public or private school administrator or teacher
- Community leader
- Member of religious clergy
- Elected official
- Non-community member

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)				<input checked="" type="checkbox"/>	
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)			<input checked="" type="checkbox"/>		
3. I believe in a Summer Bridge Program to enrich my child					<input checked="" type="checkbox"/>
4. I would enroll my child in a small school setting					<input checked="" type="checkbox"/>
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students			<input checked="" type="checkbox"/>		
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.						X
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.						X
9. A school should have high academic standards and expectations of its students						
10. My child's school should promote good citizenship and community service.						X
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.						X
12. My child's school should have an instructional design that addresses different learning styles						X
13. I believe in a dress code						X
14. I should be able to have my concerns and questions addressed by the school in a prompt manner						X
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school						X
16. My child's school should be a safe and nurturing learning environment						X

Section III – Additional Information

1. What additional school features are important to you?

I believe that if the # of school days are extended the curriculum should be modified. During the summer session include additional things like class-trips or on campus events that would enhance the things that the students are learning about.

2. How can we improve the design, structure, and focus of the proposed charter school?

Currently charter schools only cater to the students who are excelling. All children should be encouraged to do their best not discouraged and sent to another school.

3. Is there anything more you would like to learn about the proposed charter school?

How do you plan on getting parents to help these children succeed?

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)? (We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes No

Section IV—About You and Your Child (Optional)

Name (First, Last) [Redacted]

Home Street Address _____

City, State, Zip _____

E-mail Address [Redacted]

What is your ethnic background? Check all that apply (optional)

White _____ African-American Hispanic/Latino _____

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Do you live in Community School District CSD 18?

Yes _____ No

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- Member of religious clergy
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Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)				<input checked="" type="checkbox"/>	
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)					
3. I believe in a Summer Bridge Program to enrich my child					
4. I would enroll my child in a small school setting					
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					
6. I support a school that has a curricular emphasis in mathematics and science				<input checked="" type="checkbox"/>	

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					
9. A school should have high academic standards and expectations of its students					
10. My child's school should promote good citizenship and community service.					
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					
12. My child's school should have an instructional design that addresses different learning styles					
13. I believe in a dress code					
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					
16. My child's school should be a safe and nurturing learning environment					

Section III – Additional Information

1. What additional school features are important to you?

2. How can we improve the design, structure, and focus of the proposed charter school?

3. Is there anything more you would like to learn about the proposed charter school?

No

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes No

Section IV—About You and Your Child (Optional)

Name (First, Last)

Home Street Address

City, State, Zip

E-mail Address

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Asian or Pacific Islander Native American Other (specify): _____

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- Community leader
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Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)			<input checked="" type="checkbox"/>		
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)				<input checked="" type="checkbox"/>	
3. I believe in a Summer Bridge Program to enrich my child				<input checked="" type="checkbox"/>	
4. I would enroll my child in a small school setting			<input checked="" type="checkbox"/>		
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students			<input checked="" type="checkbox"/>		
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					X
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					X
9. A school should have high academic standards and expectations of its students					X
10. My child's school should promote good citizenship and community service.					X
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					X
12. My child's school should have an instructional design that addresses different learning styles					X
13. I believe in a dress code					X
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					X
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					X
16. My child's school should be a safe and nurturing learning environment					X

Section III – Additional Information

1. What additional school features are important to you?

2. How can we improve the design, structure, and focus of the proposed charter school?

1. Uniforms

2. Community Service: have students invest in the community.

3. Is there anything more you would like to learn about the proposed charter school?

[Empty rectangular box for handwritten response]

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes No

Section IV—About You and Your Child (Optional)

Name (First, Last) M. Brown

Home Street Address _____

City, State, Zip _____

E-mail Address _____

What is your ethnic background? Check all that apply (optional)

White _____ African-American Hispanic/Latino

Asian or Pacific Islander _____ Native American _____ Other (specify): _____

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Section I - About You

Do you live in Community School District CSD 18?

Yes No

Please check all statements that best describe you.

- The parent of a school-aged child in grades 6-8
- A public or private school administrator or teacher
- Community leader
- Member of religious clergy
- Elected official
- Non-community member

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)			<input checked="" type="checkbox"/>		
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4. I would enroll my child in a small school setting				<input checked="" type="checkbox"/>	
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students		<input checked="" type="checkbox"/>			
6. I support a school that has a curricular emphasis in mathematics and science			<input checked="" type="checkbox"/>		

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.				✓	
9. A school should have high academic standards and expectations of its students					✓
10. My child's school should promote good citizenship and community service.					✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.				✓	
12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code					✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner				✓	
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

I find the parents relationship is a direct reflection on the success of that child at the school. Therefore, I believe it is important that parents are afforded an opportunity to engage with teachers, staff and the children while they are in school.

2. How can we improve the design, structure, and focus of the proposed charter school?

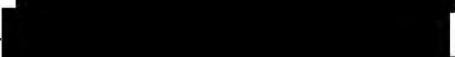
3. Is there anything more you would like to learn about the proposed charter school?

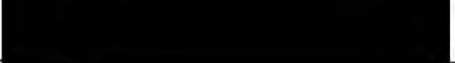
4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes No

Section IV—About You and Your Child (Optional)

Name (First, Last) 

Home Street Address 

City, State, Zip 

E-mail Address *spa* 

What is your ethnic background? Check all that apply (optional)

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7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					✓
9. A school should have high academic standards and expectations of its students				✓	
10. My child's school should promote good citizenship and community service.				✓	
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.				✓	
12. My child's school should have an instructional design that addresses different learning styles				✓	
13. I believe in a dress code				✓	
14. I should be able to have my concerns and questions addressed by the school in a prompt manner				✓	
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school				✓	
16. My child's school should be a safe and nurturing learning environment				✓	

Section III – Additional Information

1. What additional school features are important to you?

2. How can we improve the design, structure, and focus of the proposed charter school?

3. Is there anything more you would like to learn about the proposed charter school?

[Empty rectangular box for handwritten response]

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)? (We will need you to provide us with your contact information below if you indicate "Yes" to this question.

Yes _____ No

Section IV—About You and Your Child (Optional)

Name (First, Last) _____
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Community leader

Member of religious clergy

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Non-community member

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Please check the sentiment that best reflects your position on the following features.

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School Features	1	2	3	4	5
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2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)					✓
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4. I would enroll my child in a small school setting					✓
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7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
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12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code					✓
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15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

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4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
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Yes No

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

Home Street Address _____

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Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)			<input checked="" type="checkbox"/>		
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)			<input checked="" type="checkbox"/>		
3. I believe in a Summer Bridge Program to enrich my child					<input checked="" type="checkbox"/>
4. I would enroll my child in a small school setting					<input checked="" type="checkbox"/>
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					<input checked="" type="checkbox"/>
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					✓
9. A school should have high academic standards and expectations of its students					✓
10. My child's school should promote good citizenship and community service.					✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code					✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

2. How can we improve the design, structure, and focus of the proposed charter school?

3. Is there anything more you would like to learn about the proposed charter school?

[Empty rectangular box for handwritten response]

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes _____ No

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

Home Street Address _____

City, State, Zip 11236

E-mail Address _____

What is your ethnic background? Check all that apply (optional)

White _____ African-American Hispanic/Latino _____

Asian or Pacific Islander _____ Native American _____ Other (specify): _____

Please mail this form to:

Lamad Academy Charter School
661 Linden Boulevard
Brooklyn, NY 11203

Or fax to:
347.342.3019

Or email to:
lamadacademycc@gmail.com

Interest Survey for Lamad Academy Charter School

School Location: Lamad Academy Charter School will be located in Community School District 18, which is located in the center of Brooklyn, to the southeast of Prospect Park and includes Crown Heights, Prospect Lefferts Gardens, and Wingate.

Purpose of this Form: Please help us in designing the school that addresses the needs of your children and community by telling us what is important to you. We will group together all the responses from all stakeholders to inform our design of the school.

Section I - About You

Do you live in Community School District CSD 18?

Yes No

Please check all statements that best describe you.

- The parent of a school-aged child in grades 6-8
- A public or private school administrator or teacher
- Community leader
- Member of religious clergy
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Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)		<input checked="" type="checkbox"/>			
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)		<input checked="" type="checkbox"/>			
3. I believe in a Summer Bridge Program to enrich my child					<input checked="" type="checkbox"/>
4. I would enroll my child in a small school setting					<input checked="" type="checkbox"/>
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					<input checked="" type="checkbox"/>
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					✓
9. A school should have high academic standards and expectations of its students					✓
10. My child's school should promote good citizenship and community service.					✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code					✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

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4. I would enroll my child in a small school setting					✓
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					✓
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8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					✓
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10. My child's school should promote good citizenship and community service.					✓
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5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					<input checked="" type="checkbox"/>
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					X
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					X
9. A school should have high academic standards and expectations of its students					X
10. My child's school should promote good citizenship and community service.					X
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					X
12. My child's school should have an instructional design that addresses different learning styles					X
13. I believe in a dress code					X
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					X
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					X
16. My child's school should be a safe and nurturing learning environment					X

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4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
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Yes _____ No X

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Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)				X	
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)				X	
3. I believe in a Summer Bridge Program to enrich my child					X
4. I would enroll my child in a small school setting					X
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students				Ø	
6. I support a school that has a curricular emphasis in mathematics and science					Ø

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.			X		
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.			X		
9. A school should have high academic standards and expectations of its students					X
10. My child's school should promote good citizenship and community service.					X
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					X
12. My child's school should have an instructional design that addresses different learning styles					X
13. I believe in a dress code					X
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					X
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					X
16. My child's school should be a safe and nurturing learning environment					X

Section III – Additional Information

1. What additional school features are important to you?

2. How can we improve the design, structure, and focus of the proposed charter school?

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
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Yes _____ No

Section IV—About You and Your Child (Optional)

Name (First, Last) _____

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The parent of a school-aged child in grades 6-8

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Community leader

Member of religious clergy

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Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)		<input checked="" type="checkbox"/>			
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)		<input checked="" type="checkbox"/>			
3. I believe in a Summer Bridge Program to enrich my child				<input checked="" type="checkbox"/>	
4. I would enroll my child in a small school setting				<input checked="" type="checkbox"/>	
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students				<input checked="" type="checkbox"/>	
6. I support a school that has a curricular emphasis in mathematics and science				<input checked="" type="checkbox"/>	

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.				✓	
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.				✓	
9. A school should have high academic standards and expectations of its students					✓
10. My child's school should promote good citizenship and community service.					✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code					✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner				✓	
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

Dual language programs - teach Spanish

2. How can we improve the design, structure, and focus of the proposed charter school?

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
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Yes _____ No _____

Section IV—About You and Your Child (Optional)

Name (First, Last) _____
Home Street Address _____
City, State, Zip _____ 11236
E-mail Address _____

What is your ethnic background? Check all that apply (optional)

White _____ African-American Hispanic/Latino _____
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Do you live in Community School District CSD 18?

Yes _____ No

Please check all statements that best describe you.

The parent of a school-aged child in grades 6-8

A public or private school administrator or teacher _____

Community leader _____

Member of religious clergy _____

Elected official _____

Non-community member _____

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)					<input checked="" type="checkbox"/>
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4. I would enroll my child in a small school setting				<input checked="" type="checkbox"/>	
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School Features	1	2	3	4	5
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3. I believe in a Summer Bridge Program to enrich my child				✓	
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16. My child's school should be a safe and nurturing learning environment				✓	

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9. A school should have high academic standards and expectations of its students			/		/
10. My child's school should promote good citizenship and community service.					/
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					/
12. My child's school should have an instructional design that addresses different learning styles					/
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School Location: Lamad Academy Charter School will be located in Community School District 18, which is located in the center of Brooklyn, to the southeast of Prospect Park and includes Crown Heights, Prospect Lefferts Gardens, and Wingate.

Purpose of this Form: Please help us in designing the school that addresses the needs of your children and community by telling us what is important to you. We will group together all the responses from all stakeholders to inform our design of the school.

Section I - About You

Do you live in Community School District CSD 18?

Yes No

Please check all statements that best describe you.

- The parent of a school-aged child in grades 6-8
- A public or private school administrator or teacher
- Community leader
- Member of religious clergy
- Elected official
- Non-community member

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

1=Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

School Features	1	2	3	4	5
1. I believe in an extended school year (e.g. 190 days)					<input checked="" type="checkbox"/>
2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)					<input checked="" type="checkbox"/>
3. I believe in a Summer Bridge Program to enrich my child					<input checked="" type="checkbox"/>
4. I would enroll my child in a small school setting					<input checked="" type="checkbox"/>
5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students					<input checked="" type="checkbox"/>
6. I support a school that has a curricular emphasis in mathematics and science					<input checked="" type="checkbox"/>

7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
8. It is important for my child's school to address the needs of its Special Education population in an inclusive environment.					✓
9. A school should have high academic standards and expectations of its students					✓
10. My child's school should promote good citizenship and community service.					✓
11. My child's school should promote college entrance and professional careers particularly with a focus on growth industries.					✓
12. My child's school should have an instructional design that addresses different learning styles					✓
13. I believe in a dress code					✓
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					✓
16. My child's school should be a safe and nurturing learning environment					✓

Section III – Additional Information

1. What additional school features are important to you?

2. How can we improve the design, structure, and focus of the proposed charter school?

3. Is there anything more you would like to learn about the proposed charter school?

4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes _____ No

Section IV—About You and Your Child (Optional)

Name (First, Last) _____
Home Street Address _____
City, State, Zip B _____
E-mail Address _____

What is your ethnic background? Check all that apply (optional)

White _____ African-American Hispanic/Latino _____

Asian or Pacific Islander _____ Native American _____ Other (specify): _____

Please mail this form to:

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School Features	1	2	3	4	5
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2. I prefer a school with an extended school day (e.g. 7:40am – 5:00 pm)	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
3. I believe in a Summer Bridge Program to enrich my child	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
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5. I believe that a school should implement mandatory tutorial programs afterschool and on Saturdays for all students	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
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Yes No

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Please check the sentiment that best reflects your position on the following features.

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12. My child's school should have an instructional design that addresses different learning styles					/
13. I believe in a dress code					/
14. I should be able to have my concerns and questions addressed by the school in a prompt manner					✓
15. I believe that parents should play active roles (PTA, fundraising, etc.) in their children's school					/
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4. Would you like to receive additional information about the school's progress (e.g. application status, school opening)?
(We will need you to provide us with your contact information below if you indicate "Yes" to this question.)

Yes No

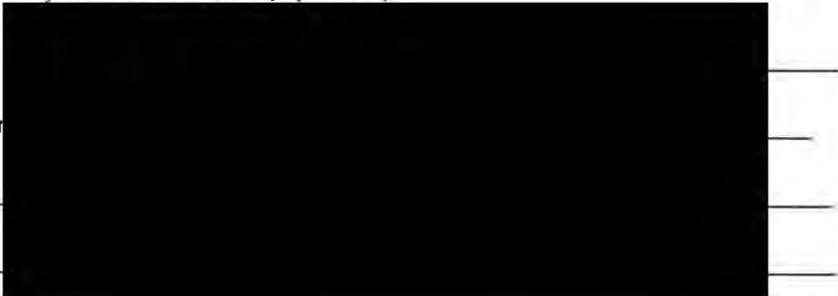
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Name (First, Last) _____

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Please check the sentiment that best reflects your position on the following features.

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School Features	1	2	3	4	5
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7. It is important for my child's school to utilize instructional modalities that address the needs of English Language Learners and special education students.					✓
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Yes No

Section IV—About You and Your Child (Optional)

Name (First, Last)

Home Street Address

City, State, Zip

E-mail Address

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White African-American Hispanic/Latino

Asian or Pacific Islander Native American Other (specify): _____

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BCA

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Yes No

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- The parent of a school-aged child in grades 6-8 NO
- A public or private school administrator or teacher NO
- Community leader NO
- Member of religious clergy NO
- Elected official NO
- Non-community member NO

Section II – About the Proposed School Features

Please check the sentiment that best reflects your position on the following features.

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School Features	1	2	3	4	5
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G BPC

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Section I - About You

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Yes No

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Community leader

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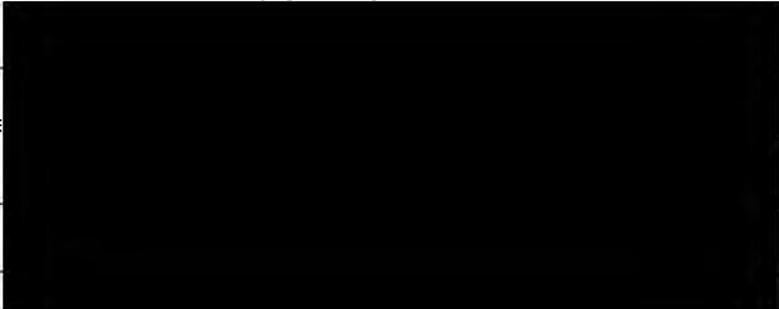
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Lamad Academy Charter School

Public Feedback

Location: Tabernacle of Praise

Name	Zip Code	Children YN	Ages?
JENNIFER WARREN	11207	YES GRANDS	Grand 2, 6, 11, 13 14
Sonia Watts	11234	NO	
N Joseph	11203	NO	
Cheryl Springer	10303	NY	copy
Esther	11236	NO	
DELICIA MBGARNES	11203	YES	11 + 23
Alyssa Campbell	11203	NO	
Joseph Brudshu	11203	NO	
PATRICIA PRICE	11210	NO	
NATHANIEL TOWNSLEY	11221	NO	
Pat Taylor	11203	YES	11
Nichole Stevens	11203	NO	
Louella Bodon	11230	YES	12 + 8

Lamad Academy Charter School

Public Feedback

Location: Tabernacle of Praise

Name	Zip Code	Children YN	Ages?
Gloria Cain	11234	Y	.
Patricia Henry	11234	Y	
Cornelious Camp	11210	Y	
Grace Tubb	11236	Y	
Natalie Dickens	11236	N	
Luis Cameron	11236	N	
Anna Parker	11203	Y	
Debi Tatro	11203	Y	18, 19, 20
Demaris Justin	11238	Y	10
Troune Sutton	11212	N	
Amiee Smith	11207	Y	
Oliver Lambert	11207	Y	
Helia Davis	11203	Y	44/34

Lamad Academy Charter School

Public Feedback

Location: Tabernacle of Praise

Name	Zip Code	Children YN	Ages?
Ernestine Walker	11236	2	adult
Olivia Sandiford	11236	2	School Age
Sheila Toney	18372	2	adult
Margaret Rogers	11226	0	0
Maria Orna	11207	Yes	2 + 8
Cristina Gusco	11203	0	0
Alfredo Madden	11203	0	0
Ann-Sonia Walker	11236	N	
Regina M. Harrison	11226	2	19, 12
Loretta ho	11216	2	adult
Sharon	11226	3	adults adults
Alan Beal	11203	1	27
Olivia Aguilar	11213	2	4 & 5

Lamad Academy Charter School

Public Feedback

Location: Tabernacle of Praise

Name	Zip Code	Children YN	Ages?
Hayson James	11203	1	11
Bernadette Williams	11203		
DONALD C GRANT JR	11203		
Eneid Phillips	11236		
Beverley Shoy	11203		
Christine Marshall	11203	3	
MTN. DENISE ABRAHAM	11236	1	24
Michelle Collins	11203	1	14
Ade Kay W	11203		
Angela Hayes	11234		
Lynett Steckton-Lewis	11203		
Judith Mathews	11236		
Alorie Bartley	11234		

Lamad Academy Charter School

Public Feedback

Location: Tabernacle of Praise

Name	Zip Code	Children YN	Ages?
Leonora Nightingale	11236	Y	
Lyndy Smith	11236	Y	
VERA SUTHERLAND	11236	Y	
CARMEN King	11435	N	
Melvia Jackson-Grava	11212	Y	16
Lorraine Palmer	11226	Y	
FREDERIC HINDS	11203	Y	
Dorothy	11212	N	
Florence Gayle Whitaker	11213	N	
Tenas Simons	11226	N	
Judy Roberts	11234	Y	9 & 6
Carolyn PaySide	11203	Y	21
RANDIS G	11210	N	-

Lamad Academy Charter School

Public Feedback

Location: Tabernacle of Praise

Name	Zip Code	Children YN	Ages?
Nicole Harewood	11212	N	
Perrell Smith	11420	N/A	
Margaret Cavallo	11276	N/A	
Freely Moore Phillips	11225	NA	
Rosemarie Campos	11226	N/A Yes	
Nicole Stevens	11212	N	
VERONICA PIERRE	11203	N/A	
LORRAINE CRICKLOW	11210	N/A	
Kema Hawkins	11203	N	
Elsie Emery	11239	NA	
Andrea Mitchell	11203	Y	4 3/1
Lestania Smith	11226	Y	9
Rebekah Phillips	11203	N/A	

Lamad Academy Charter School

Public Feedback

Location: Tabernacle of Praise

Name	Zip Code	Children YN	Ages?
Diana Johnson	11234		
Winnifred Maylor	11225	Y	
Deborah Phillips	11213	Y	
Edris Dobric	11227 11212		
Maurice McDonald	11216	Y	
Enid Lewis	11213	Y	
Deidra Hunt	11208	N	
Onetta Kennedy	11226	Y	
Jalca Shoy-Clarke	11203	Y	

Lamad Academy Charter School

Public Feedback

Location: Battalion Christian Academy

Name	Zip Code	Children YN	Ages?
Sandra Fran	11203	Y	26 & 21
Kim A. Robinson	11234	Y	1yr + 4yr
Garth Robinson	11203	Y	1 + 4
Tashay Rogers	11203 11208	Y	9
SHELLON PARKES	11203	Y	18 & 17
Sharmone Rodney	11203	Y	6
Bernadette Howlessar	11203	Y	All Adults
Makeisha Layne	11212	Y	All ages
Diane Cumbermack	11203	Y	All ages
Rukie Levi	11212	Y	20 & 24
Praise Levi	11212	Y	No
Erica Worrell	11234	N	
Simeon Alexis	11236	Y	3

Lamad Academy Charter School

Public Feedback

Location: God's Battalion of Prayer Church

Name	Zip Code	Children YN	Ages?
Marcelle Agard	11230	N	N/A
GARTH Robinson	11234	Y	2, 4, 25, 29
Petroni Bascombe	11203	N	N/A
Patricia Chubb	11236	N	N/A
Spylene Ouellet	11236		
Yekinde Ofunbanjo	11210	N Y	1, 3, 5
Susannah Ofunbanjo	11210	N	—
Annette H Bacchus	11207	N Y	N/A
Shirley Carris	11226	N	
Roxanne Smartt	11236	Y	16, 8
Elizabeth Noel	11203	N Y	
Mary Tower	11203	Y	9, 11
Fisher Ventour	11212	Y	9

Lamad Academy Charter School

Public Feedback

Location: God's Battalion of Prayer Church

Name	Zip Code	Children YN	Ages?
Anthony Williams	11203	Y	17
Sabine Thomas-Velcin	11212	Y	13/12/9/6/5
Misturs Eguo	11203	Y	4 - 13 yrs.
Shellion McWatt	11203	Y	5 years
Marlon McWatt	11203	Y	5 years
Tyeisha Spencer	11236	N	
Andrea Isaacs	11226	Y	8 yrs.
Houngue Jackson	11212	Y	3 yrs
Theresa Thomson	11226	Y	11
Dawson McIntosh	11226	Y	5, 6, 7
Samuel Davis	11207	Y	9, 14
Jennifer Anderson	11212	Y	5 yrs.
Ambroseu Rene	11226	Y	5 yrs

Lamad Academy Charter School

Public Feedback

Location: Battalion Christian Academy

Name	Zip Code	Children YN	Ages?
Kathryn Moore	11236	Y	6, 8, 12
Gertrude Breaves	11212	2	3, 7
Issac Oars	11203	3	7, 11, 17
Angella Chnaylor	11226		
Michelle McLeod-Baptist	11226	2	4, 20
Melanie Morris-France	11203	Y	17
KAFI DRAYNOR	11203		
Knia Antoine	11236	Y	5
Hazel Joseph	11236	Y	5
Davian Johnson	11256	Y	5
Nadene Gaye	11203	Yes	4, 19
Giovie Lennon	11203	Yes	5
Uchenna Revels	11212	Yes	10, 4

Lamad Academy Charter School

Public Feedback

Location: Battalion Christian Academy

Name	Zip Code	Children YN	Ages?
Denzil Dominique	11210	Y	10 & 5
RHODEK LEWIS	11236	Y	4
Elisia Bobbie	11203	Y	5 & 10
J. Greene	11203	Y	4 & 6
BRUCE REVELS	11212	Y	10 & 4
V HALL	11203	X	14 & 19
Osiris Granum	11236	Y	9
Paul	11292	Y	17
Eleverine Smart	11203	Y	16+

Lamad Academy Charter School

Public Feedback

Location: God's Battalion of Prayer Church

Name	Zip Code	Children YN	Ages?
B. A. Lewis	11203	Y	17
Deborah Sancho	11233		
Alourde Hineon	11203		
Sydney Bishop	11212	Grandson	13
Rio Leigh Payne	11203	Son	5
Margaret Thomas	11274		
Theresa B. Karpel	11203	Grandson	4
Solo Bishop	11212	Son	17

Lamad Academy Charter School

Public Feedback

Location: New Life Tabernacle

Name	Zip Code	Children YN	Ages?
Valerie Davis	11233	yes	20, 21
Jennett Seglee	11203	No	
Dexter Davis	11203	No	
Cherene Britton	11203	yes	15, 11
Charlene Jarrett	11203	yes	26 21
Briana Lawrence	11234	NO	
Morgan Chambers	11225	NO	
Nicole Felen	11234	yes	3, 16
Cynthia Brown	11234	yes	9
Rachael Hutchins	11212	yes	12
C. Willaey	11212	yes	11
MARSHA BURNETT	10977	N	9
Oliver Brown	11213	Y	4, 8, 15

Lamad Academy Charter School

Public Feedback

Location: New Life Tabernacle

Name	Zip Code	Children YN	Ages?
Desiree Mendez	11203	Y	12-17 yrs teenagers
Paul Mendez	11203	Y	13-17 teen.
Valerie Grosden	11203	Y	8,9
Margaret Chambers	11216	Y	14-18 kids
Margaret Faulkner	11203	Y	13-17 yrs
Judith Gowan	11203	Y	11-17
Judy Green	11210	N	
Dorothy Miller	11203	Y	18-36
John Wesley	11210	Y	10-15
Jane Campbell	11212	N	
Chester [unclear]	11203	N	
CARMEN WASHINGTON	11236	N	
[REDACTED]	[REDACTED]		

RANKING MINORITY MEMBER
ENERGY & TELECOMMUNICATIONS
ALCOHOLISM & DRUG ABUSE
COMMITTEES
BANKS
FINANCE
HIGHER EDUCATION
INSURANCE
LABOR
RULES
MEMBER
SENATE SELECT COMMITTEE ON
TECHNOLOGY & INNOVATION
DEMOCRATIC CONFERENCE
POLICY GROUP
DEMOCRATIC CONFERENCE
MWBE TASK FORCE



SENATOR
KEVIN S. PARKER
21ST SENATORIAL DISTRICT
STATE OF NEW YORK
DEMOCRATIC CONFERENCE WHIP

ALBANY OFFICE:
ROOM 604
LEGISLATIVE OFFICE BUILDING
ALBANY, NY 12247
PHONE: 518-455-2580
FAX: 518-426-6843
DISTRICT OFFICE:
3021 TILDEN AVENUE, 1st FLOOR
BROOKLYN, NY 11226-5107
PHONE: (718) 629-6401
FAX: (718) 629-6420

e-mail:
parker@nysenate.gov

June 20, 2018

Susan Miller-Carello
Executive Director
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Dear Mrs. Miller-Carello:

It gives me great pleasure to write this letter in support of the **Lamad Academy Charter School** in District 18 of Brooklyn, New York. Lamad Academy Charter School will serve 6th - 8th graders focusing on math and science. District 18 is one of the areas in which we serve, support, and we welcome the prospect of a quality public middle school in our midst. Our children and community are in great need of committed educators and individuals who strive towards the delivery of quality instruction and exposure to the skills and technology that will prepare them for higher education and careers.

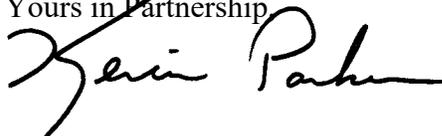
Lamad has established itself as a critical resource of academic support for youth in grades 6th through 8th. It will provide specialized training in the crucial areas of science, mathematics, engineering, and technology. Through a rigorous course of study, students will be prepared for admission to the most selective and competitive high schools. Moreover, the urban middle school youth that will be served are in dire need of academic support and the Lamad founders have one of the highest success rates in working with youth populations in Community School District 18. Lamad is vital to the intellectual and social development of its youth, families and the catchment community. The core goal is to transform the lives of students through intensive academic engagement, high school readiness, early college preparation, career awareness and leadership building. Academic services will be offered in a manner that promotes teamwork, diversity, respect, student retention, and engagement.

I have known the members of the leadership group petitioning for this Charter for many, many years. From my initial contact with them, I have been impressed by their passion for academic excellence, their deep knowledge of instruction and school culture, and their desire to

overcome all barriers obstructing student success. Their model offers a focused and effective instructional design and delivery, and educational opportunities to students who would otherwise not be afforded this opportunity. They promise to maximize cooperation between education and industry leaders in science, technology engineering and mathematics thereby increasing opportunities and achievement for their students.

Thank you in advance for your favorable consideration of **Lamad Academy Charter School**. If you have any questions or require additional information, please do not hesitate to contact me at my district office at (718) 629-6401.

Yours in Partnership

A handwritten signature in black ink that reads "Kevin Parker". The signature is written in a cursive style with a large, sweeping initial "K".

KEVIN PARKER

DISTRICT OFFICE:

1669 Bedford Avenue, 2nd Floor
Brooklyn, New York 11225
Phone: (718) 284-4700
Fax: (718) 282-3585

ALBANY OFFICE:

Legislative Office Building, Room 915
Albany, New York 12247
Phone: (518) 284-4700
Fax: (518) 426-6856



**NEW YORK STATE SENATE
SENATOR JESSE HAMILTON**

COMMITTEES

COMMERCE, ECONOMIC DEVELOPMENT
AND SMALL BUSINESS
CONSUMER PROTECTION
CRIME VICTIMS, CRIME AND CORRECTION
EDUCATION
ENERGY AND TELECOMMUNICATIONS
INSURANCE
JUDICARY
MENTAL HEALTH

June 19, 2018

Susan Miller Carello
Executive Director
SUNY Charter Schools Institute
353 Broadway
Albany, NY 12246

Dear Director Miller Carello,

It gives me great pleasure to write this letter in support of the Lamad Academy Charter School in District 18 of Brooklyn, New York. Lamad Academy Charter School will serve 6th-8th graders focusing on math and science. District 18 is one of the areas in which they serve, they support, and I welcome the prospect of a quality public middle school in the neighborhood. The children and community are in great need of committed educators and individuals who strive towards the delivery of quality instruction and exposure to the skills and technology that will prepare them for higher education and careers.

Lamad has established itself as a critical resource of academic support for youth in grades 6th-8th. It will provide specialized training in the crucial areas of science, mathematics, engineering and technology. Through a rigorous course of study – students will be prepared for admission to the most selective and competitive high schools. Moreover, the urban middle school youth that will be served are in dire need of academic support and the Lamad founders have one of the highest success rate. Lamad is vital to the intellectual and social development of its youth, families and the catchment community. Their core goal is to transform the lives of students through intensive academic engagement, high school readiness, early college preparation, career awareness and leadership building. Academic services will be offered in a manner that promotes teamwork, diversity, respect, student retention and engagement.

I have known the members of the leadership group petitioning for this Charter for many years. From my initial contact with them, I have been impressed by their passion for academic excellence, their deep knowledge of instruction and school culture, and their desire to overcome all barriers obstructing student success. Their model offers a focused and effective instructional design and delivery, and educational opportunities to students who would otherwise not be afforded this opportunity. They promise to maximize cooperation between education and industry leaders in science, technology engineering and mathematics thereby increasing opportunities and achievement for their students.

If you should require any additional information, please do not hesitate to reach out to my office.

Sincerely,

A handwritten signature in black ink that reads "Jesse E. Hamilton". The signature is written in a cursive style with a large, stylized "J" and "H".

Jesse E. Hamilton
New York State Senator
20th District

HAKEEM S. JEFFRIES
8TH DISTRICT, NEW YORK

COMMITTEE ON THE JUDICIARY
SUBCOMMITTEE ON COURTS,
INTELLECTUAL PROPERTY AND THE INTERNET
SUBCOMMITTEE ON CRIME, TERRORISM,
HOMELAND SECURITY AND INVESTIGATIONS

COMMITTEE ON THE BUDGET
DEMOCRATIC POLICY &
COMMUNICATIONS COMMITTEE
CO-CHAIR

Congress of the United States
House of Representatives
Washington, DC 20515

WASHINGTON OFFICE:
1607 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-5936

DISTRICT OFFICES:
CENTRAL BROOKLYN OFFICE:
55 HANSON PLACE, SUITE 603
BROOKLYN, NY 11217
(718) 237-2211

SOUTH BROOKLYN OFFICE:
445 NEPTUNE AVENUE, FIRST FLOOR
COMMUNITY ROOM 2C
BROOKLYN, NY 11224
(718) 373-0033

JEFFRIES.HOUSE.GOV

June 21, 2018

SUNY Charter Schools Institute
41 State Street, suite 700
Albany, New York 12207

To Whom It May Concern,

I write in support of the Lamad Academy Charter School application to open a new middle school in District 18 of Brooklyn, New York. Lamad Academy Charter School will serve 6th-8th graders focusing on math and science. In District 18, our children and community are in great need of committed educators and individuals who deliver quality instruction and provide critical exposure to develop a strong framework for their future educational and professional endeavors.

Lamad Academy Charter School plans to provide specialized training in the crucial areas of science, mathematics, engineering and technology. The core goal of the founding school will be to transform the lives of students through intensive academic engagement, high school readiness, early college preparation, career awareness and leadership building. Academic services will be offered in a manner that promotes teamwork, diversity, respect, student retention and engagement.

As the Representative for the 8th Congressional district, I am committed to ensuring that children of Canarsie and Flatlands neighborhoods are not overlooked when it comes to having access to high quality public schools. The leadership at Lamad Academy Charter School is passionate about achieving academic excellence and expressed a strong desire to overcome barriers obstructing student success.

For the reasons set forth above, I support the Lamad Academy Charter School proposal and their commitment to youth in our community. I urge full and fair consideration of their application. Thank you in advance for your consideration.

Sincerely,



HAKEEM JEFFRIES
Member of Congress

WASHINGTON OFFICE
2058 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, D.C. 20515
(202) 225-6231

DISTRICT OFFICE
222 LENOX ROAD SUITE 1 & 2
BROOKLYN, NY 11226
(718) 287-1142

WEBSITE
WWW.CLARKE.HOUSE.GOV



Yvette D. Clarke
Congress of the United States
9th District of New York

June 20th, 2018

COMMITTEE ON ETHICS
COMMITTEE ON SMALL BUSINESS
SUBCOMMITTEE ON
ECONOMIC GROWTH, TAX & CAPITOL ACCESS
SUBCOMMITTEE ON
CONTRACTING AND WORKFORCE
COMMITTEE ON ENERGY AND COMMERCE
SUBCOMMITTEE ON
DIGITAL COMMERCE & CONSUMER PROTECTION
SUBCOMMITTEE ON
COMMUNICATION & TECHNOLOGY
SUBCOMMITTEE ON
OVERSIGHT & INVESTIGATION

Susan Miller Carello, Executive Director
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, New York 12246

Dear Susan Miller Carello,

Today, I am writing in support of the proposed application submitted by Lamad Academy Charter School in school District 18 of Brooklyn, New York.

Lamad Academy Charter School will serve 6th-8th graders focusing on math and science. As the Representative of the Ninth Congressional District, school district 18 has the need and support to welcome the prospect of a quality public middle school in our midst. The children and the community of the Ninth Congressional District need committed educators and individuals who strive towards the delivery of quality instruction and exposure to the skills and technology that will prepare them for higher education and careers.

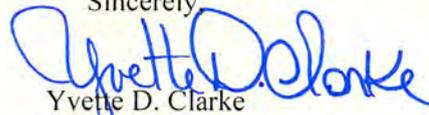
Throughout the years, Lamad Academy has established itself as a critical resource of academic support for youth in grades 6th-8th. It will provide specialized training in the crucial areas of science, mathematics, engineering and technology. Through a rigorous course of study – students will be prepared for admission to the most selective and competitive high schools. Moreover, the urban middle school youth that will be served are in dire need of academic support and the Lamad Academy founders have one of the highest success rates in working with youth populations in Community School District 18. Lamad is vital to the intellectual and social development of its youth, families and the overall community.

I have known the members of the leadership group petitioning for this Charter for many years. From my initial contact with them, I have been impressed by their passion for academic excellence, their deep knowledge of instruction and school culture, and their desire to overcome all barriers obstructing student success. Their model offers a focused and effective instructional design and delivery, and educational opportunities to students who would otherwise not be afforded this opportunity. They promise to maximize cooperation between education and industry leaders in science, technology engineering and mathematics thereby increasing opportunities and achievement for their students.

Therefore, I hold no objections to this application and I hope you will give this application full and fair consideration, consistent with applicable laws and regulations of the State University of New York School Charter.

If you need any further information, please feel free to contact my District Director, Anita Taylor at 718-287-1142 or via email: Anita.Taylor@mail.house.gov , I thank you once again for your consideration.

Sincerely


Yvette D. Clarke
Member of Congress



OFFICE OF THE BROOKLYN BOROUGH PRESIDENT

ERIC L. ADAMS
President

June 21, 2018

Susan Miller Carello
Executive Director
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Re: Letter from Borough President Adams in support of Lamad Academy Charter School

Dear Executive Director Carello:

Nelson Mandela once said that “Education is the most powerful weapon which you can use to change the world.” As Brooklyn’s borough president, I am committed to empowering our young people by providing them with quality educational opportunities and tools that will help them succeed. That is why I am writing to express my support for the Lamad Academy Charter School (Lamad) in Brooklyn’s Community School District 18 (CSD 18), which is seeking a proposed middle school charter from the State University of New York (SUNY).

All of Brooklyn’s students deserve access to a quality education. Lamad Academy Charter School will be math- and science-focused, serving students in the sixth through eighth grades. Its leadership group, whom I have known for many years, expressed a commitment to delivering high-quality instruction as well as exposure to the skills and technology that will prepare all of its students for higher education and careers. I am impressed with their passion for academic excellence as well as deep knowledge of instruction, school culture, and a desire to overcome any obstructions that may impede academic success.

With a proven track record, Lamad is committed to raising the bar for all of its students by implementing a challenging curriculum and serving as a critical resource of academic support for its youth. The founders of Lamad have a high success rate in working with CSD 18’s youth population. Through intensive academic engagement, high school readiness, early college preparation, career awareness, and leadership building, Lamad hopes to play a vital role in transforming the lives of its students, while promoting diversity, engagement, respect, student retention, and teamwork.

SUNY Charter Schools Institute Executive Director Susan Miller Carello

June 21, 2018

Re: Letter from Borough President Adams in support of Lamad Academy Charter School

Page 2

Lamad's educators hope to to maximize cooperation between education and industry leaders in science, technology, engineering, and mathematics (STEM) fields, thereby increasing opportunities for its students. I hope you will give consideration to their request.

Sincerely,

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

Eric L. Adams

Brooklyn Borough President

ELA/es



LATRICE M. WALKER

Member of Assembly
55TH Assembly District
Kings County

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

CHAIR
Subcommittee on Renewable Energy

COMMITTEES
Housing
Energy
Election Law
Correction
Insurance

21 June 2018

Susan Miller Carello
Executive Director
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Dear Susan Miller Carello,

I am writing to add my voice to those who may be communicating to you about Lamad Academy Charter School's submission in District 18 of Brooklyn, New York. The Lead Founder, Alfred Cockfield, has met with community members and attended monthly advisory board meetings in order to spread awareness regarding Lamad Academy Charter School. The mission of Lamad Academy Charter School is to provide high-quality and data driven education to serve 6th-8th graders focusing on math and science.

Lamad has established itself as a critical resource of academic support for youth in grades 6th-8th. It will provide specialized training in the crucial areas of science, mathematics, engineering and technology. Through a rigorous course of study – students will be prepared for admission to the most selective and competitive high schools. Moreover, the urban middle school youth that will be served are in dire need of academic support and the Lamad founders have one of the highest success rates in working with youth populations in Community School District 18. Lamad is vital to the intellectual and social development of its youth, families and the catchment community. The core goal is to transform the lives of students through intensive academic engagement, high school readiness, early college preparation, career awareness and leadership building. Academic services will be offered in a manner that promotes teamwork, diversity, respect, student retention and engagement.

Accordingly, I respectfully request full and fair consideration of Lamad Academy Charter School's submission, in accordance with any and all applicable laws, regulations, and statutes. If there is more information that you require during your deliberations, please do not hesitate to contact me by phone (718)342-1256 or via email: walkerl@nyassembly.gov. Alternatively, please contact my Chief of Staff, Isis McIntosh Green, by email: mcinton@nyassembly.gov.

Sincerely,

Latrice Monique Walker, Esq.
Member, New York State Assembly

LEGISLATIVE OFFICE
250 BROADWAY, SUITE 1841
NEW YORK, NY 10007
(212) 788-7387
FAX: (212) 442-0292

E-mail: asamuel@council.nyc.gov



THE COUNCIL
OF
THE CITY OF NEW YORK
ALICKA AMPRY-SAMUEL
COUNCIL MEMBER, 41ST DISTRICT, BROOKLYN

CHAIR
PUBLIC HOUSING
COMMITTEE
CRIMINAL JUSTICE
EDUCATION
FIRE AND EMERGENCY MANAGEMENT
HEALTH
MENTAL HEALTH, DISABILITIES,
AND ADDICTION

June 22, 2018

Ms. Susan Miller Carello
Executive Director
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Re: Lamad Charter School Application

I write this letter in support of a full and fair review of the Lamad Academy Charter School's application.

Lamad Academy Charter School will serve 6th-8th graders focusing on science, technology engineering and mathematics in School District 18. Our children and community are in great need of committed educators and individuals who strive towards the delivery of quality instruction and exposure to the skills and technology that will prepare them for higher education and careers.

The urban middle school youth that will be served are in dire need of academic support. The core mission of Lamad is to transform the lives of students through intensive academic engagement, high school readiness, early college preparation, career awareness and leadership building. Academic services will be offered in a manner that promotes teamwork, diversity, respect, student retention and engagement.

I have known key founding members of the leadership group for many years. From my initial contact with them, I have been impressed by their passion for academic excellence, their deep knowledge of instruction and school culture, and their desire to overcome all barriers obstructing student success. Their model offers a focused and effective instructional design and delivery, and educational opportunities to students who would otherwise not be afforded this opportunity. I and look forward to a full and fair review of their application.

If you should require any additional information, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Alicka Ampry-Samuel".

Alicka Ampry-Samuel
Council Member, District 41

DISTRICT OFFICE
4517 AVENUE D
BROOKLYN, NY 11205
(718) 629-2900
FAX: (718) 451-2136

CITY HALL OFFICE
250 BROADWAY RM 1754
NEW YORK, NY 10007
(212) 788-6860
FAX: (212) 788-9228



**THE COUNCIL OF
THE CITY OF NEW YORK**

JUMAANE D. WILLIAMS
COUNCIL MEMBER · 45TH DISTRICT · BROOKLYN

CHAIR
TASK FORCE ON CITY WORKFORCE
EQUITY

COMMITTEES
CIVIL SERVICE AND LABOR
ECONOMIC DEVELOPMENT
HOUSING AND BUILDINGS
JUVENILE JUSTICE
PUBLIC SAFETY

June 22, 2018

To Ms. Susan Miller,

Please accept this letter as a recommendation in support of establishing the Lamad Academy Charter School in District 18 of Brooklyn, New York. Lamad Academy Charter School will serve 6th-8th grade student, with a focus on math and science. District 18 is one of the areas in which we serve, we support, and we welcome the prospect of this middle school in our midst. While I am strongly opposed to forced colocation of charter schools, I am happy to support quality institutions that provide diverse and beneficial opportunities. Our children and community are in great need of educators who constantly work to deliver quality instruction and exposure to skills and technology that will prepare them for higher education and careers.

Lamad will provide specialized training in the crucial areas of science, mathematics, engineering and technology. Through a rigorous course of study, students at Lamad will be prepared for admission to the most selective and competitive high schools. A quality middle school education can transform the lives of young students, both academically in pre-high school and college preparations, and by instilling in them skills such as responsibility and leadership.

From my initial contact with the leadership of this Charter, I have been impressed by their passion and their desire to overcome all barriers obstructing student success. It is essential that we provide fulfilling educational opportunities to students who would otherwise not be afforded this opportunity, and I hope to have innovative practices brought to the District 18 community and students.

If you should require any additional information, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Williams'.

Jumaane D. Williams
Council Member 45th District



June 21, 2018

To Whom It May Concern:

We the 67th Precinct Clergy Council are writing in support of the charter school application prospect Lamad Academy Charter School. It is an honor for me to write this letter in support of the Lamad Academy Charter School in District 18 of Brooklyn, New York. Lamad Academy Charter School will serve 6th-8th graders focusing on math and science. District 18 is one of the areas in which we serve, and we welcome the prospect of a quality public middle school in our midst. Our children and community are in great need of committed educators and individuals who strive towards the delivery of quality instruction and exposure to the skills and technology that will prepare them for higher education and careers.

The 67th Precinct Clergy Council, Inc., founded on its religious affinity, is a charitable organization providing relief to the distressed and underprivileged. Our council's focus is on gun violence and we understand that education will change the trajectory of our black and brown youth so that as they engage in educational opportunities the risk factors for criminal involvement will decrease. We believe that Lamad Academy Charter School has established itself as a critical resource of academic support for youth in grades 6th-8th. It will provide specialized training in the crucial areas of science, mathematics, engineering and technology. Through a rigorous course of study – students will be prepared for admission to the most selective and competitive high schools.

Moreover, the urban middle school youth that will be served are in dire need of academic support and the Lamad founders have one of the highest success rates in working with youth populations in Community School District 18. Lamad is vital to the intellectual and social development of its youth, families and the catchment community. The core goal is to transform the lives of students through intensive academic engagement, high school readiness, early college preparation, career awareness and leadership building. Academic services will be offered in a manner that promotes teamwork, diversity, respect, student retention and engagement.

We have worked hand in hand with the members of the leadership group petitioning for this Charter for many years. From our initial contact with them, we have been impressed by their passion for academic excellence, their deep knowledge of instruction and school culture, and their desire to overcome all barriers obstructing student success. Their model offers a focused and effective instructional design and delivery, and educational opportunities to students who would otherwise not be afforded this opportunity. They promise to maximize cooperation between education and industry leaders in science, technology engineering and mathematics thereby increasing opportunities and achievement for their students.

If you should require any additional information, please do not hesitate to contact us.

Sincerely,

Rev. Charles O. Galbreath
Board of Directors

The GodSquad 67PCC Board of Directors

Pastor Gilbert T. Mwanza
President

Bishop Eric B. Givens
Vice President

Bishop R.C. Hugh Nelson
Secretary

Reverend Charles O. Galbreath
Treasurer

Reverend Edward S. Nicks B.D. H.D.
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Love a Kid... Today and Everyday



Sesame Flyers
INTERNATIONAL, INC.

3510 Church Ave, Brooklyn, NY 11203

718.693.0500

www.SesameFlyers.org

Sesame Flyers Winthrop Beacon

Susie Miller Carello
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Dear Ms. Susie Miller Carello

It gives me great pleasure to write this letter in support of the Lamad Academy Charter School in District 18 of Brooklyn, New York. District 18 is one of the areas in which we serve, we support, and we welcome the prospect of a quality public middle school in our midst. Our children and community are in great need of committed educators and individuals who strive towards the delivery of quality instruction and exposure to the skills and technology that will prepare them for higher education and careers.

As the largest English speaking Caribbean American Organization contracted by the city of New York, Residents have relied on Sesame Flyers International for last 35 years and we have delivered a variety of year round programs that preserve youth, community and cultural development. We are proud to be a part of one of the largest afterschool systems in the country. Two of our several Community Centers that are housed in NYC Public Schools, known as Beacons (one in District 18 and the other in District 17) offer educational and recreational programs for school-aged youth as well as GED programs, job placement and computer classes for older youth and adults.

In our mission of providing a range of youth development, cultural, social welfare and supportive services to individuals and families residing in New York City is where we recognize that Lamad Academy Charter School will establish itself as a critical resource of academic support for youth in the 6th thru 8th grades. Through a rigorous course of study, students will be prepared for admission to the most selective and competitive high schools. Moreover, there is a dire need for academic support for the urban middle school youth and the Lamad founders have one of the highest success rates in working with youth populations in Community School District 18. Lamad is vital to the intellectual and social development of its youth, families and the catchment community. The core goal is to transform the lives of students through intensive academic engagement, high school readiness, early college preparation, career awareness and leadership building. The Lamad model offers a focused and effective instructional design and delivery, and educational opportunities to students who would not otherwise be afforded this opportunity.

Email: info@sesameflyers.org

If you should require any additional information, please do not hesitate to contact me.

Sincerely,

Curtis Nelson
Executive Director



CELEBRATION 35 YEARS OF COMMUNITY SERVICE
3510 CHURCH AVENUE • BROOKLYN, NEW YORK 11203

Love a Kid Today & Everyday

Response 15e 12

RESPONSE 15(F). PROPOSED ADMISSIONS POLICY AND PROCEDURES

(f) Admissions Policy

Describe the admissions policy for the school including any at-risk designations or set- asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of location of the charter school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act.

As a public, secular, charter school, LACS is committed to employing transparent and equitable admission policies and practices. In the school's first year of operation (2019-20), 125 sixth grade seats will be available; in subsequent years, 125 additional seats will become available as the school adds seventh grade and eight grade, respectively.

LACS will be open to all New York students. The school will not intentionally or otherwise limit the admission of any student on the basis of actual or perceived disability, gender, nationality, race or ethnicity, religion, ancestry, sexual orientation, athletic ability, or prior academic achievement record. Enrollment preference is granted to students returning to the charter school in any subsequent year of operation, siblings of students already enrolled in the school, children of employees of the charter school (up to the statutory limit) and students residing in CSD 18. LACS will likely use the New York State Education Department (NYSED) Weighted Lottery Generator if outreach determines additional preferences are necessary for the school to achieve parity with the district's enrollment of at-risk students.

Application and Admission Procedures, Including Plan for Public Lottery.

LACS will disseminate information about the charter school admissions policy to the community at large through all forms of conventional media, publicly held meetings, mass mailings and other forms of community outreach in both English and Spanish (the predominant languages in CSD 18). LACS will also disseminate information about the charter school throughout its trustees' professional and personal networks throughout the community.

Student recruitment materials will be thoughtfully designed to ensure that the school's student body includes significant numbers of ELLs, SWDs and economically disadvantaged students. Informational materials will inform families that LACS offers a tuition-free education, as well as emphasize the school's focus on high expectations through its academic programming and inclusive supports for all students.

In accordance with the New York Charter Schools Act, LACS will accept applications from January 1st through April 1st of each year. LACS will use the New York Charter School Uniform Application. For the lottery conducted prior to the first operational year, the school will accept applications from rising sixth graders. Prior to opening, applications will be available for pick up at various CBO sites, via mail by request, for download from the school's website, and from the school's Facebook page. After the first operational year, applications will be available in the main office of the school and on the school's website.

Parents and guardians will be able to complete applications in person at the school site, with assistance as necessary, or submit completed applications by fax, mail, or email. LACS staff will date all completed and received applications to indicate receipt and record the initials of the staff member accepting the application. For applications received by email, school staff will send dated return e-mails acknowledging receipt. LACS will publicize the date and time of the lottery once the application deadline date has passed.

If the number of applicants exceeds available seats, each applicant will be entered into a lottery. Admission preferences will be provided according to the following order:

- Returning students;
- Siblings of current LACS students;
- Children of employees of the charter school, provided that the number of such children may not exceed 15% of the charter school's total enrollment;
- Applicants residing in CSD 18; and then
- All other applicants.

LACS will maintain detailed lottery records to document its process. The school will make lottery results available, as required by the Commissioner's regulations. LACS will utilize the

NYSED Weighted Lottery Generator once annually and will obtain NYSED approval to use the Weighted Lottery Generator in the event that the school's enrollment policy or preferences change.

LACS will develop a waiting list from the list of students who did not gain admission through the lottery on an annual basis, with each student on the waiting list ranked in the order in which his or her name appeared on the Weighted Lottery Generator-produced final admissions list. When a seat becomes available at any point during the academic year, families will be contacted, in order, by phone and/or in person by a representative of the school. Several (two or more) attempts will be made to contact the family of the student on the top of the waiting list and to obtain confirmation that the student is still interested in enrolling at Lamad Academy Charter School before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents are unsuccessful, or if a family does not respond within 48 hours from the time of the second contact, LACS will remove the student from the waitlist. Documentation of the attempts made to contact the parents of any student removed from the waitlist will be maintained by the school. Waiting lists will not be carried over from year to year. Instead, the annual admissions lottery will be used to create newly randomized waiting lists. The school will send a new admissions application directly to the parents of each child on the prior year's wait list.

Once a student has been admitted to LACS, his/her parents or guardians will be notified by letter via first class mail and also an email. This notification will include a list of forms that need to be completed, including proof of age, immunization records (prior to entering school) and proof of address. Each admitted student is automatically guaranteed a seat at LACS for all subsequent grade-levels, unless that student withdraws from the school. At the end of each school year, parents and guardians will be asked to submit a letter to confirm their intent to re-enroll their child in the school for the following year.

LACS has no admissions criteria for its incoming students and will administer no tests or interviews to student applicants during the application process.

Withdrawal or Transfer Procedures.

Parents and guardians may elect to withdraw their child from LACS at any time for any reason by completing a withdrawal form available in the school's main office. Signed withdrawal forms must be returned to the main office and officially logged for records purposes. ATS will then be informed of the withdrawal and LACS's billing for the student will cease. If a parent/guardian's signature cannot be obtained, then the student will be considered officially withdrawn at the latest after enrollment at the new school is confirmed. Once the student is officially withdrawn, the student's file will be moved from the current student file cabinet to a withdrawn student file cabinet. Withdrawn student files will be maintained in a locked cabinet in the main office and filed by the year of withdrawal.

In the case that returning students do not attend school regularly, they are subject to the same rules that apply to students absent during the school year as set forth in NY Education Law §3202(1-a). Following students' first absence, LACS will call home. If the student does not report to school within the 20 consecutive day statutory timeframe, the returning student and parent(s) will be notified in writing of the right to attend a conference and re-enter the school. If the student or parent(s) fail to attend the conference after reasonable notice, the school may drop the student from enrollment. A final notice to the student must inform the student of the student's right to enroll in a district school.

LACS's staff will not share information about any withdrawn student unless an official request has been made from another school on behalf of the student who withdrew, a billing inquiry from the NYCDOE, or an inquiry from SUNY or NYSED.

RESPONSE 16(A)(C). FACILITY

(a) *Facility Needs: Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:*

- *The desired location of the school facility;*
- *The number of general education classrooms required each year;*
- *Any additional classroom space required for special education or ELL services, labs, specialty classes and intervention or enrichment programs;*
- *Space requirements for administrative functions, food services and physical education; and,*
- *If the applicants intend to offer a residence program for students, describe the facility requirements to support this program, overnight staffing and include specific and detailed information regarding the number of residence rooms, configuration, restroom, food service, and other facility-related needs.*

LACS intends to locate in CSD 18 in Central Brooklyn. The LACS group is already fully engaged in the process with the NYCDOE to identify co-located, public space that could serve the school at capacity. The school is planning for approximately 90 square feet per pupil. This means that a suitable building to house the school would be 11,250 square feet to open and 33,750 square feet by its fifth year. In addition, the school will also consider proximity to public transportation to evaluate suitability of available school sites.

The following table outlines the school’s anticipated space needs for Years 1 and 5:

<p>Year 1:</p> <ul style="list-style-type: none"> • 5 classrooms for each 6th grade class • 1 intervention classroom for pull-out instruction • 1 Technology/ Computer Lab • Food prep and storage area • Cafeteria • 1 Gym/Auditorium Space • 1 Faculty Room 	<p>Year 5:</p> <ul style="list-style-type: none"> • 5 classrooms for each grade 6-8 • 3 intervention classrooms for pull-out instruction • 1 Technology/ Computer Lab • Food prep and storage area • Cafeteria • 1 Gym/Auditorium Space
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<ul style="list-style-type: none"> • Administrative Space, includes main reception with separate offices for the Executive Director and Principal, a shared office for the Assistant Principals • Conference Room • Sufficient storage space for supplies • Janitor’s Storage Area • Nurse’s Office and Social Worker office • Office space for on-site counseling and related wraparound services 	<ul style="list-style-type: none"> • 1 Faculty Room • Administrative Space, includes main reception with separate offices for the Executive Director and Principal, a shared office for the Assistant Principals, a shared office for the Special Education Coordinator and Guidance Counselor, office space for the Dean of Discipline • Conference Room • Sufficient Storage space for supplies • Janitor’s Storage Area • Nurse’s office and Social Worker Office • Shared office for instructional coaches • Office space for on-site counseling and related wraparound services
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(B) FACILITY SELECTION

Describe the efforts to date to secure a facility for the school.

- *If a facility has been identified, describe the facility and how it meets your needs, including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use.*
- *If a facility has not been identified, explain your plans for securing a suitable facility and preparing it for use by the time you intend to open the school including any contingency planning.*
- *If the proposed facility space is provided by the school district of location, the applicant must also describe its contingency plans should such space be unavailable.*

Once authorized, the LACS team will submit a formal request to the NYCDOE for co-located space in an existing school facility under the provisions of NYS amended charter law. If this request is denied, LACS will appeal the denial to the New York State Education Department Commissioner, requesting that the Commissioner requires the NYCDOE to provide the school with rental assistance funds. It is worth noting that the LACS team is enthusiastic about locating in public space, for both financial and

collaborative reasons. If the school will not be able to secure NYCDOE space and by has not identified a credible private facility for the school by February 2019, it will discuss with its authorizer the possibly of postponing the school opening until September 2020 so that it will have more time to secure an appropriate facility.

(C) CONFLICTS OF INTEREST

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

LACS does not anticipate there will be any conflicts of interest. However, as in all instances where a potential conflict of interest may be present, the shared Trustee shall make the proper disclosure to each board member and ensure that he or she recuses himself or herself from any discussion that addresses the relationship between LACS and any real estate transaction in which the school may engage. The Trustee would recuse himself or herself from any vote where a conflict exists.

RESPONSE 16(D). ADDITIONAL FACILITY INFORMATION

Provide Information such as blue prints, maps, certified estimates, etc., as well as documentation of any commitment (e.g., a deposit, written assurance, lease, etc.) to use a particular facility, as part of this response.

Important Note: If a facility has already been identified, include certification from an architect that:

- The proposed facility can meet NYSED or NYC specifications, as applicable, by the date the school would commence instruction; and,*
- The cost of bringing the facility into compliance with the specifications. These costs must be accounted for in the proposed start-up budget.*

This is not currently applicable, as the LACS team has not yet identified a facility.

RESPONSE 17. FOOD SERVICES

Describe the plans for food services the charter school will provide.

LACS will provide nutritious meals for students through the Office of School Food (OSF) of the NYCDOE. Breakfast, lunch and an afternoon snack will be served each day that school is in session, and all students attending LACS are eligible for meals provided. Meals will be prepared in compliance with the Federal School Lunch Program. Students also have the option of bringing their own lunch to school and not partaking of the school's offerings.

Although LACS proposes to utilize the food services provided by OSF in its first year of operation, this does not preclude the school from exploring outside food vendors to provide food service to the school nor does it preclude the school from operating its own kitchen and providing its own meals. Many NYC charter schools have chosen to contract for food outside of the NYCDOE, through vendors such as SchoolFood, Red Rabbit, and Revolution Foods; LACS may ultimately investigate such external vendors that provide healthy and appetizing menus for breakfast, lunch and snack to the school's students. The factors that will guide LACS's decision to contract with an outside vendor and/or operate its own kitchen to provide meals will include, but not be limited to, cost, adherence to federal guidelines for free- and reduced-priced lunch, health and safety of children and workers, and satisfaction rates with current menu choices.

LACS anticipates that the vast majority of its students will be eligible to receive free- and reduced-price meals. According to the 2016-17 District Report Card for CSD 18¹, the most recent data available, 78% of students in the district are eligible for free- or reduced-price lunch. All LACS students will receive a free breakfast regardless of their free- and reduced-priced lunch eligibility. LACS, however, will seek reimbursement from parents or guardians of students not eligible for free lunch for their portion of the cost of lunches received by their children at school as allowed by federal guidelines.

¹ <https://data.nysed.gov/reportcard.php?instid=800000044661&year=2017&createreport=1&freelunch=1>

RESPONSE 18. HEALTH SERVICES

LACS will comply with all health service regulations in accordance with §2853(4) (a) and §912 of the Education Law and will provide similar health service provisions for students as district schools. If LACS is co-located with a district school, the school will collaborate with that school's health service program, and coordinate to manage school health records and service delivery through that organization. If LACS is unable to secure public space, the school will outsource nursing services to a licensed professional who will administer daily medication to students as needed, aid students who are sick, and maintain student health records, including immunization documentation. The nurse will intake and review new student immunization requirements and the proper supporting documents, and store cumulative health records in locked filing cabinets accessible only by authorized staff members. These records will include proof of immunization and authorization for administration of medication. All visits to the nurse, including reason and treatment, will be documented in each child's file. Parents will provide emergency contact information in the event students become ill or injured during the school day.

LACS staff will be educated on health policies during our professional orientation, per education law requiring staff to knowledgeably administer CRP and use an automated external defibrillator.

Immunizations: LACS requires that all new students adhere to New York State requirements for immunization on the following page before they can attend classes. Parents or guardians must provide documentation that shows the child has received all required doses of vaccines for their grade level/age. The only exemptions granted are from a licensed physician, physician assistant, or nurse practitioner certifying such immunization may be detrimental to the student's health, or if the student's parent or guardian holds religious beliefs that bar immunizations.

2017-18 School Year New York State Immunization Requirements for School Entrance/Attendance¹

NOTES:

Children in a prekindergarten setting should be age-appropriately immunized. The number of doses depends on the schedule recommended by the Advisory Committee on Immunization Practices (ACIP). For grades Pre-k through 9, intervals between doses of vaccine should be in accordance with the ACIP-recommended immunization schedule for persons 0 through 18 years of age. (Exception: intervals between doses of polio vaccine DO NOT need to be reviewed for grades 4, 5, 10, 11 and 12.) Doses received before the minimum age or intervals are not valid and do not count toward the number of doses listed below. Intervals between doses of vaccine DO NOT need to be reviewed for grades 10 through 12. See footnotes for specific information for each vaccine. Children who are enrolling in grade-less classes should meet the immunization requirements of the grades for which they are age equivalent.

Dose requirements **MUST** be read with the footnotes of this schedule.

Vaccines	Prekindergarten (Day Care, Head Start, Nursery or Pre-k)	Kindergarten and Grades 1, 2 and 3	Grades 4 and 5	Grades 6, 7, 8 and 9	Grades 10, 11 and 12
Diphtheria and Tetanus toxoid-containing vaccine and Pertussis vaccine (DTaP/DTP/Tdap/Td) ²	4 doses	5 doses or 4 doses if the 4th dose was received at 4 years or older or 3 doses if 7 years or older and the series was started at 1 year or older		3 doses	
Tetanus and Diphtheria toxoid-containing vaccine and Pertussis vaccine booster (Tdap) ³		Not applicable		1 dose	
Polio vaccine (IPV/OPV) ⁴	3 doses	4 doses or 3 doses if the 3rd dose was received at 4 years or older	3 doses	4 doses or 3 doses if the 3rd dose was received at 4 years or older	3 doses
Measles, Mumps and Rubella vaccine (MMR) ⁵	1 dose		2 doses		
Hepatitis B vaccine ⁴	3 doses		3 doses or 2 doses of adult hepatitis B vaccine (Recombivax) for children who received the doses at least 4 months apart between the ages of 11 through 15 years		
Varicella (Chickenpox) vaccine ⁷	1 dose	2 doses	1 dose	2 doses	1 dose
Meningococcal conjugate vaccine (MenACWY) ⁸		Not applicable		Grades 7 and 8: 1 dose	Grade 12: 2 doses or 1 dose if the dose was received at 16 years or older
Haemophilus influenzae type b conjugate vaccine (Hib) ⁹	1 to 4 doses		Not applicable		
Pneumococcal Conjugate vaccine (PCV) ¹⁰	1 to 4 doses		Not applicable		



Administration of Daily Medication During School Hours: LACS students who require medication during school hours must bring a letter from their physician showing medical necessity, and/or an Authorization for Administration of Medication to Students form. Prescription medications must be sent with the full pharmacy label attached. All daily or twice a day medication shall be administered at home before or after school. Asthmatic students who require daily medication must have a current Authorization for Administration of Medication to Students form on file. Medication must be stored in the medical room except for students with documented permission to carry and self-administer their own medication. Medication will be administered only by the school nurse.

Administration of emergency medication: The requirements allowing registered professional nurses to administer agents used in the emergency treatment of anaphylaxis include: (1) following non-patient specific standing orders and protocols authorized by a physician or a nurse practitioner and (2) maintaining or insuring the maintenance of a copy of the standing order(s) and protocol(s) that authorizes them to administer anaphylactic treatment agents.

RESPONSE 19. TRANSPORTATION

Describe the transportation arrangements for students including arrangements for students who would not qualify for public school transportation under Education Law §3635. Also describe any supplemental transportation arrangements planned with sending school districts. Include a discussion of any transportation for Saturday school, test preparation or any transportation that does not align with district options.

The NYCDOE will be responsible for providing the same transportation services as other New York City public school students for LACS's students. Eligibility for bussing and half-fare or full-fare MetroCards will be determined by and provided by the Office of Pupil Transportation ("OPT"). After LACS submits a Transportation Request Form and supplies the NYCDOE with the necessary information, the NYCDOE will determine the eligibility for transportation based on age and distance from the School in accordance with the Chancellor's regulations (Regulation A-801).

To attend the LACS Saturday Academy program twice per month, the school will provide MetroCards for students who do not live within walking distance of the school for the necessary subway or bus fare.

Special education students may have different eligibility for transportation as dictated by their IEP. Transportation for special education students will be provided in accordance with all applicable State and Federal laws. The School's students will receive transportation services for which they are eligible under Education Law §2853(4)(b) and §3635. If a student is not eligible for transportation, transportation becomes the responsibility of the child's parents or guardians.

RESPONSE 20. INSURANCE

Describe the insurance coverage the charter school education corporation will carry for the school, including the name of the insured and amounts of insurance for liability, property loss, and personal injury and any school owned or leased vehicles or other property. Please include the costs for the annual premiums in the proposed budgets.

LACS founding board members sought quotes for comprehensive insurance coverage for the school's staff and assets. First Fidelity Brokerage, which came highly recommended as the purveyor of insurance for a number of charter schools across New York City, provided the parameters below; the corresponding competitive premium rates are included in *Response 22 – Budget*.

General liability	Up to \$3,000,000 aggregate.
Workers Compensation	Up to statutory limitations.
Educators Legal Liability	Up to \$1,000,000.
Property	Up to \$250,000 per.
Excess Liability	Up to \$10,000,000.
Crime	Up to \$1,000,000 per.
Accident Insurance/Special Risk	Up to \$1,250,000.

RESPONSE 21(A)(D). FISCAL SOUNDNESS

(a) Budget Narrative

Discuss in narrative form how the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient start-up funds would be available to the proposed school. Provide the rationale for, or source of, the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described in the proposal.

The LACS Founding Board has designed its draft budget using a financial model that is designed to account for inflationary pressures, conservative revenues, and generous expenditures.

The following budget assumptions come from a wide variety of sources. The most significant expense variables in the budget were all compared with figures obtained from one or more existing schools in similar communities, one or more proposed schools, and one or more direct quotes from a third-party provider. Revenue & Expense assumptions are based on available data from the Office of Charter Schools, The New York City Charter School Center, and the NYS Education Department.

Revenues: Revenues are conservatively projected with no growth over the 5-year charter period. The first year of the charter will be used as planning year (2018-19) with 2019-2020 being the first year of operation. While funding increases are always to the benefit of our students, we do not believe that efficient systems and targeting resources to maximize productivity will allow us to leverage scarce resource in a meaningful way. Any increases in funding will allow us to layer in enrichment and supplemental services as needed. Therefore, it is our preliminary assumption that the charter per pupil will remain at the current level of \$14,527 per student.

Based on student enrollment information available for NYC CSD 18, we have made the following assumptions:

Special Education: Our projections anticipate the number of special education students at 20% of the student population. While making all efforts to conduct outreach to special needs populations, lotteries inhibit deliberate placement in of these students into charter schools. Adhering to our model, we anticipate 16-18% of our total student population receiving special education services at a level of 4% at 0-19%, 4-6% at a level of 20-59% and 2-4% at a level of 60-100%.

Title I: LACS's assumptions regarding students that receive free and reduced lunch and directly correlate to at-risk indicators are at 80% of student population. This is slightly below that of the district which averages 85%. Again, since we cannot control our lottery results, we tend to take a conservative approach to the model.

DYCD Start-up OTPS Grant: As per the revised guidelines set forth by the NYC Department of Education, our assumptions regarding this grant include a one-time fixed allocation of \$50,000 and a first year of operation only variable amount of \$18,000 for the school's inaugural class of 125 6th grade students in the 2019-20 school year.

Grants: LACS will apply for the Charter School Program Implementation Grant in the amount of \$550,000 upon authorization, to be distributed over the school's start up period and first two years of operations. While the school may qualify for an additional \$125-250,000 based on authorizer priorities, LACS has budgeted using the lower amount as another conservative measure.

Total Students and Staff: For the purpose of budgeting, we have used a "break-even" enrollment plan scenario. In year 1 of operations, the school will launch with 6th grade. Each grade will contain 125 students, bringing year 1 total enrollment to 125 students. LACS is committed to backfilling all available seats at any grade to maintain consistent and full enrollment, but for

conservative budgeting purposes, we have allowed for a minimal rate of attrition from year to year.

Free and Reduced-Price Lunch with Revenue Assumptions: This worksheet outlines our expected population of 80% of students eligible for free and reduced-price lunch, and 5% not eligible for either free or reduced-price lunch. Using data provided by a number of operating schools, we anticipate that our breakfast and lunch program, provided initially by the NYC DOE, will break even with regards to cost. Thus, we assume our food services will provide \$0 in net income each year.

Salary and Staffing Levels with Assumptions: This worksheet outlines our plan for staffing and salary levels based on our approach to hiring and the Founding Board's commitment to paying Lamad Academy teachers more than traditional public-school teachers. The worksheet also factors in, even at flat revenue levels, a 1.5% yearly increase in all administrative, support and instructional salaries over the next 4 years.

Benefits and Taxes with Assumptions: This worksheet takes into consideration the abnormal inflationary pressures on health insurance coverage with a 3% inflator throughout most of the budget model.

Facilities: Our facilities plans include being incubated in a DOE building, with the possibility of looking for private space to serve the school at full scale with adequate room for technology space, etc. in year three and beyond. The budget includes allotted funding for this.

Five Year Budget with Assumptions: This worksheet outlines our overall expected budget from start-up through FY 2024 (the first year of our second charter period) taking into consideration the data from all the other worksheets. The general revenue assumptions are all conservative estimates based on 2018 numbers and we have budgeted for de minimis amounts of fundraising. Our general expense assumptions are generous estimates that the school can reduce to a degree and still function effectively, with the exception of educational materials and professional development. Our school will frontload and invest heavily in these areas in the beginning years

to ensure that our students and teachers are furnished with the necessary resources for high performance and achievement. General, Administrative, and Professional services assume nothing provided on a pro-bono basis any contributions. Therefore, any contributions will further decrease our expenses and improve our financial position.

First Year Cash Flow with Assumptions: This worksheet demonstrates our positive cash flow throughout our first year. Moreover, purchasing decisions for many items can be changed or delayed to avoid monthly shortfalls if necessary. The other three variables that could improve our cash-flow position are if we can acquire a greater portion of our CSP start-up funds during our start-up year and if we receive \$25,000 from the post authorization funding available from the NYC Charter Center.

(b) Financial Planning

Explain the process the school will use to develop its annual budget including:

- *Who will be involved;*
- *How needs will be identified and weighed;*
- *The timeline for creating and approving budgets; and,*
- *Procedures for monitoring and modifying budgets and on what interval.*

LACS's Executive Director and Director of Finance will work collaboratively with the school's Board of Trustees to develop an annual budget for the school. The Executive Director and Director of Finance will evaluate program effectiveness and needs of the staff in considering budget items, in order to ensure budgeting is aligned to mission, quality programming, and school goals. The annual budget cycle will start early in the year, with the Executive Director and Director of Finance provided a draft for the Board of Trustees' Finance Committee in late January/early February. The Finance Committee will analyze and provide feedback and recommendations on the budget draft for to the rest of the Board in March. The whole Board of Trustees will vote on the final budget in late April/early May at public board meeting in accordance with open meetings law.

At each Finance Committee meeting as well as monthly Board meetings, the Executive Director will present an array financial documents, including but not limited to, budget vs. actuals report, chart of accounts, as well as a set of current expenditure projections. If the school encounters a budgetary shortfall for any reason, the Executive Director, Director of Finance, Finance Committee, and the Board of Trustees will revisit the approved budget and determine the appropriate corrective action required to align activity back within the approved budget while still guaranteeing sufficient resources to adequately fund programming.

(c) Fiscal Audits

Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State. Please note that specific assurances as to fiscal audits are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.

LACS will utilize a state-approved audit firm with New York City charter school experience. The school's annual audit will be conducted by a certified public accountant or certified public accounting firm licensed in New York State. The Board of Trustees, with the Executive Director's assistance, will request proposals and bids for the annual audit work and select a competitively priced audit firm, which will report directly to the LACS Board of Trustees. The annual audit will be done in accordance with all federal, state, and local auditing requirements and standards, including those required by public charter schools in New York State, in addition to any other conditions or criteria required by the SUNY Charter Schools Institute.

(d) Dissolution Procedures

Provide a brief narrative of the procedures that the school would follow, in addition to the SUNY Closure Plan, in the event of closure and dissolution. Please note that specific assurances as to dissolution are included in Appendix B: Assurances Regarding the Provision of Fiscal Audits and Dissolution.

In the case of school closure for any reason, the LACS Board of Trustees will delegate to the Executive Director the responsibility of managing the dissolution process in accordance with

Education Law §2851(2)(t). The process will include notification to parents of children enrolled at LACS. Student enrollment information will be sent to NYCDOE, with LACS transferring student records to NYCDOE and notifying parents and/or legal guardians. Unrestricted assets of LACS, after satisfactory resolution of outstanding debts and liabilities, pursuant to §220 of the Education Law, shall be transferred to another charter school within CSD 18. LACS has included a line item of \$25,000 each year, in Years 1 through 3, for set aside and maintained in an escrow fund with the expressed purpose of dissolution proceedings. These funds will be set aside in perpetuity, and they will only be used in the event of dissolution or closure, specifically to pay legal and audit expenses associated with dissolution, along with unpaid financial obligations and liabilities.



**New School Proposal
Budget(s) & Cash Flow(s) Template**

Lamad Academy Charter School

Contact Name: Alfred Cockfield
Contact Title: Lead Applicant
Contact Email: [REDACTED]
Contact Phone: [REDACTED]

First Academic Year: 2019-20

Pre-Opening Period: January 1, 2019 - June 30, 2019

Note: For pre-opening period if the RFP submission date is:

- a) less than 1 year from the "First Academic Year," select the January through June date range.
- b) 1 year or more before the "First Academic Year," select the July through June date range.

LAMAD ACADEMY CHARTER SCHOOL
2019-20 through 2023-24

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2019-20	2020-21	2021-22	2022-23	2023-24	AGE RANGE
Kindergarten	Elementary School						
1st Grade	Elementary School						
2nd Grade	Elementary School						
3rd Grade	Elementary School						
4th Grade	Elementary School						
5th Grade	Select grade 5 level from dropdown list →						
6th Grade	Middle School	125	125	125	125	125	11-12
7th Grade	Middle School		125	125	125	125	12-13
8th Grade	Middle School			125	125	125	13-14
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		125	250	375	375	375	

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	Elementary School					
1st Grade	Elementary School					
2nd Grade	Elementary School					
3rd Grade	Elementary School					
4th Grade	Elementary School					
5th Grade	Elementary/Middle School					
6th Grade	Middle School	5	5	5	5	5
7th Grade	Middle School		5	5	5	5
8th Grade	Middle School			5	5	5
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		5	10	15	15	15

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	Elementary School	0	0	0	0	0
1st Grade	Elementary School	0	0	0	0	0
2nd Grade	Elementary School	0	0	0	0	0
3rd Grade	Elementary School	0	0	0	0	0
4th Grade	Elementary School	0	0	0	0	0
5th Grade	Elementary/Middle School	0	0	0	0	0
6th Grade	Middle School	25	25	25	25	25
7th Grade	Middle School	0	25	25	25	25
8th Grade	Middle School	0	0	25	25	25
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION						
Total Elementary Enrollment		-	-	-	-	-
Total Middle School Enrollment		125	250	375	375	375
Total High School Enrollment		-	-	-	-	-
Total Ungraded Enrollment		-	-	-	-	-
Total Enrollment		125	250	375	375	375
Change in Net Enrollment from Prior Year (Count)		125	125	125	-	-
Change in Net Enrollment from Prior Year (Percent)		100.0%	100.0%	50.0%	0.0%	0.0%
Anticipated rate of attrition (Percent)		0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS						

ESTIMATED ENROLLMENT BY DISTRICT

ANNUAL ENROLLMENT BY DISTRICT TOTALS	125	250	375	375	375
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	1
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PRIMARY SENDING SCHOOL DISTRICT	NYC CHANCELLOR'S OFFICE	2019-20	2020-21	2021-22	2022-23	2023-24
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ 24,300,000,000	\$ 24,300,000,000	\$ 24,300,000,000	\$ 24,300,000,000	\$ 24,300,000,000
ENROLLMENT (Charter School)		125	250	375	375	375
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	The applicant group derived the district's operating budget figure from its website at schools.nyc.gov/AboutUs/funding/overview/default.htm					

SECONDARY SENDING SCHOOL DISTRICT	Select from drop-down list →	2019-20	2020-21	2021-22	2022-23	2023-24
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ -	\$ -	\$ -	\$ -	\$ -
ENROLLMENT (Charter School)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

LAMAD ACADEMY CHARTER SCHOOL

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2019-20	2020-21	2021-22	2022-23	2023-24
	Grades	6	6-7	6-8	6-8	6-8
	Enrollment	125	250	375	375	375

**NOTE: Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

**NOTE: State the assumptions that are being made for personnel FTE levels in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	2.0	3.0	3.0	3.0	3.0
Deans, Directors & Coordinators	0.0	1.0	1.0	1.0	1.0
CFO / Director of Finance	0.5	1.0	1.0	1.0	1.0
Operation / Business Manager	0.0	0.0	0.0	0.0	0.0
Administrative Staff	1.0	1.5	3.0	3.0	3.0
TOTAL ADMINISTRATIVE STAFF	4.5	7.5	9.0	9.0	9.0

Description of Assumptions
Executive Director for school startup activities and launch
1 Principal and Asst. Principal, Yr 1-5; an addition Asst. Principal will be added for Yrs 2-5
Dean of Discipline
CFO support starting January 2020
1st year 1 office Manager; the 2nd through year 5 2 additional staff will be added (Attendance clerk and a receptionist)

INSTRUCTIONAL PERSONNEL FTE	FTE				
Teachers - Regular	7.0	14.0	21.0	28.0	35.0
Teachers - SPED	1.0	2.0	3.0	3.0	3.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	0.0	0.0	0.0	0.0	0.0
Specialty Teachers	1.0	3.0	3.0	3.0	3.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	1.0	1.0	2.0	2.0	2.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	10.0	20.0	29.0	36.0	43.0

Assumes 5 general teachers; 1 Math and 1 Science teacher
Assumes 1 Special Education teacher in the first year and with 1 added for
Reading Specialist in yr 1; Yr 2-5:- 2 Reading Specialist and 1 Math
Assumes 1 Social Worker in Yr 1 and 2 Yr 2 through 5

NON-INSTRUCTIONAL PERSONNEL FTE	FTE				
Nurse	0.5	1.0	1.5	1.5	1.5
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.5	1.0	2.0	2.0	2.0
Security	1.0	1.0	1.0	1.0	1.0
Other	0.5	1.0	2.0	2.0	2.0
TOTAL NON-INSTRUCTIONAL	2.5	4.0	6.5	6.5	6.5

.5FTE Nurse will be responsible for ensuring that all students have current immunizations and manage nurses office.
Yr1- a part time Custodian will be hired; however in the 2nd he will be be Security guard yr 1-5
Cafeteria staff at .5 FTE for the first year; yr 2 full time and an additional added in yr 3

TOTAL PERSONNEL SERVICE FTE	17.0	31.5	44.5	51.5	58.5
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LAMAD ACADEMY CHARTER SCHOOL

STAFFING PLAN WAGES	Acad Years	Year 1	Year 2	Year 3	Year 4	Year 5
		2019-20	2020-21	2021-22	2022-23	2023-24
	Grades	6	6-7	6-8	6-8	6-8
	Enrollment	125.00	250.00	375.00	375.00	375.00

**NOTE: Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

**NOTE: Concisely state the assumptions that are being made for personnel wages in the section provided below.*

ADMINISTRATIVE PERSONNEL WAGES	WAGES					
	Salary/Incr %	0.00%	1.50%	1.50%	1.50%	1.50%
Executive Management	\$ 107,000	\$ 107,000	\$ 108,605	\$ 110,234	\$ 111,888	\$ 113,566
Instructional Management	\$ 105,000	\$ 210,000	\$ 318,150	\$ 322,922	\$ 327,766	\$ 332,683
Deans, Directors & Coordinators	\$ 85,000	\$ -	\$ 85,000	\$ 86,275	\$ 87,569	\$ 88,883
CFO / Director of Finance	\$ 75,000	\$ 37,500	\$ 75,563	\$ 76,696	\$ 77,846	\$ 79,014
Operation / Business Manager	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative Staff	\$ 35,000	\$ 35,000	\$ 53,025	\$ 106,320	\$ 107,915	\$ 109,534
TOTAL ADMINISTRATIVE STAFF		\$ 389,500	\$ 640,343	\$ 702,448	\$ 712,984	\$ 723,679

Description of Assumptions
Executive Director
1 Principal and Asst. Principal, Yr 1-5; an additional Asst. Principal will be added for Yrs 2-5
Dean of Discipline
CFO
1st year 1 Administrative Assistant; the 2nd through year 5 2 additional staff will be added (Attendance clerk and a receptionist)

INSTRUCTIONAL PERSONNEL WAGES	Salary/Incr %	0.00%	1.50%	1.50%	1.50%	1.50%
Teachers - Regular	\$ 59,286	\$ 415,002	\$ 836,229	\$ 1,263,774	\$ 1,697,733	\$ 2,138,201
Teachers - SPED	\$ 63,700	\$ 63,700	\$ 128,356	\$ 193,981	\$ 196,891	\$ 199,844
Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teaching Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Specialty Teachers	\$ 59,500	\$ 59,500	\$ 179,393	\$ 182,083	\$ 184,815	\$ 187,587
Aides	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Therapists & Counselors	\$ 45,000	\$ 45,000	\$ 45,675	\$ 91,360	\$ 92,731	\$ 94,121
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL INSTRUCTIONAL		\$ 583,202	\$ 1,189,652	\$ 1,731,199	\$ 2,172,169	\$ 2,619,753

Assumes 5 general teachers; 1 Math and 1 Science teacher
Special Education Teacher
Reading Specialist in yr 1; Yr 2-5:- 2 Reading Specialist and 1 Math Specialist will be added
Social Worker: 1 Starting from year 1

NON-INSTRUCTIONAL PERSONNEL WAGES	Salary/Incr %	0.00%	1.50%	1.50%	1.50%	1.50%
Nurse	\$ 40,000	\$ 20,000	\$ 40,300	\$ 60,905	\$ 61,818	\$ 62,745
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodian	\$ 30,000	\$ 15,000	\$ 30,225	\$ 60,678	\$ 61,589	\$ 62,512
Security	\$ 35,000	\$ 35,000	\$ 35,525	\$ 36,058	\$ 36,599	\$ 37,148
Other	\$ 28,500	\$ 14,250	\$ 28,714	\$ 57,644	\$ 58,509	\$ 59,387
TOTAL NON-INSTRUCTIONAL		\$ 84,250	\$ 134,764	\$ 215,285	\$ 218,514	\$ 221,792

.5FTE Nurse will be responsible for ensuring that all students have current immunizations and manage nurses office.
Yr1- a part time Custodian will be hired; however in the 2nd he will be full time. One additional custodian will be hired starting from yr3.
Security Guard
Cateteria Personnel will be .5 FTE for the first year

TOTAL PERSONNEL SERVICE WAGES		\$ 1,056,952	\$ 1,964,758	\$ 2,648,932	\$ 3,103,668	\$ 3,565,225
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LAMAD ACADEMY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2019 - June 30, 2019

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	299,000	
Total Expenses	23,700	
Net Income	275,300	
		START-UP PERIOD
REVENUE		
REVENUES FROM STATE SOURCES		
Grants		
Stimulus	-	
DYCD (Department of Youth and Community Developmt.)	69,000	
Other	-	
Other	-	
TOTAL REVENUE FROM STATE SOURCES	69,000	
REVENUE FROM FEDERAL FUNDING		
Grants		
Charter School Program (CSP) Planning & Implementation	200,000	
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	200,000	
LOCAL and OTHER REVENUE		
Contributions and Donations	-	
Fundraising	30,000	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	30,000	
TOTAL REVENUE	299,000	

LAMAD ACADEMY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2019 - June 30, 2019

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

DESCRIPTION OF ASSUMPTIONS

Total Revenue	299,000	
Total Expenses	23,700	
Net Income	275,300	
START-UP PERIOD		

EXPENSES

	FTE No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	-	-	
Instructional Management	-	-	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	-	-	
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	-	-	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		-	
Fringe / Employee Benefits		-	
Retirement / Pension		-	
TOTAL PAYROLL TAXES AND BENEFITS		-	
TOTAL PERSONNEL SERVICE COSTS	-	-	
CONTRACTED SERVICES			
Accounting / Audit		-	
Legal		-	
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		-	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		-	
TOTAL CONTRACTED SERVICES		-	

LAMAD ACADEMY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2019 - June 30, 2019

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	299,000	
Total Expenses	23,700	
Net Income	275,300	
		START-UP PERIOD
SCHOOL OPERATIONS		
Board Expenses	1,000	
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	4,000	
Supplies & Materials other	1,000	
Equipment / Furniture	-	
Telephone	1,200	
Technology	3,500	
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	-	
Staff Development	-	
Staff Recruitment	4,000	
Student Recruitment / Marketing	3,000	
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	17,700	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	-	
Repairs & Maintenance	-	
Equipment / Furniture	6,000	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	6,000	
DEPRECIATION & AMORTIZATION		
	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		
	-	
TOTAL EXPENSES	23,700	
NET INCOME	275,300	

PRE-OPENING CASH FLOW 6-MONTH	LAMAD ACADEMY CHARTER SCHOOL						
*NOTE: <i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION						
	January 1, 2019 - June 30, 2019						
Total Revenue	205,000	5,000	56,000	23,000	5,000	5,000	299,000
Total Expenses	22,700	200	200	200	200	200	23,700
Net Income	182,300	4,800	55,800	22,800	4,800	4,800	275,300
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	182,300	187,100	242,900	265,700	270,500	-
Net Income	182,300	187,100	242,900	265,700	270,500	275,300	275,300
	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	51,000	18,000	-	-	69,000
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	51,000	18,000	-	-	69,000
REVENUE FROM FEDERAL FUNDING							
Grants							
Charter School Program (CSP) Planning & Implementation	200,000	-	-	-	-	-	200,000
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	200,000	-	-	-	-	-	200,000
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	5,000	5,000	5,000	5,000	5,000	5,000	30,000
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	5,000	5,000	5,000	5,000	5,000	5,000	30,000
TOTAL REVENUE	205,000	5,000	56,000	23,000	5,000	5,000	299,000

PRE-OPENING CASH FLOW 6-MONTH	LAMAD ACADEMY CHARTER SCHOOL						
*NOTE: <i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION						
	January 1, 2019 - June 30, 2019						
Total Revenue	205,000	5,000	56,000	23,000	5,000	5,000	299,000
Total Expenses	22,700	200	200	200	200	200	23,700
Net Income	182,300	4,800	55,800	22,800	4,800	4,800	275,300
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	182,300	187,100	242,900	265,700	270,500	-
Net Income	182,300	187,100	242,900	265,700	270,500	275,300	275,300
	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS							
Board Expenses	1,000	-	-	-	-	-	1,000
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	4,000	-	-	-	-	-	4,000
Supplies & Materials other	1,000	-	-	-	-	-	1,000
Equipment / Furniture	-	-	-	-	-	-	-
Telephone	200	200	200	200	200	200	1,200
Technology	3,500	-	-	-	-	-	3,500
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	-
Staff Development	-	-	-	-	-	-	-
Staff Recruitment	4,000	-	-	-	-	-	4,000
Student Recruitment / Marketing	3,000	-	-	-	-	-	3,000
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	16,700	200	200	200	200	200	17,700
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-
Equipment / Furniture	6,000	-	-	-	-	-	6,000
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	6,000	-	-	-	-	-	6,000
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-
TOTAL EXPENSES	22,700	200	200	200	200	200	23,700
NET INCOME	182,300	4,800	55,800	22,800	4,800	4,800	275,300

PRE-OPENING CASH FLOW 6-MONTH	LAMAD ACADEMY CHARTER SCHOOL						
*NOTE: <i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION						
	January 1, 2019 - June 30, 2019						
Total Revenue	205,000	5,000	56,000	23,000	5,000	5,000	299,000
Total Expenses	22,700	200	200	200	200	200	23,700
Net Income	182,300	4,800	55,800	22,800	4,800	4,800	275,300
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	182,300	187,100	242,900	265,700	270,500	-
Net Income	182,300	187,100	242,900	265,700	270,500	275,300	275,300
	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES							
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-
FINANCING ACTIVITIES							
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-
NET INCOME	182,300	4,800	55,800	22,800	4,800	4,800	275,300
Beginning Cash Balance	-	182,300	187,100	242,900	265,700	270,500	-
ENDING CASH BALANCE	182,300	187,100	242,900	265,700	270,500	275,300	275,300

YEAR 1 BUDGET AND ASSUMPTION	LAMAD ACADEMY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2019 - JUNE 30, 2020						
Total Revenue	1,815,875	-	-	-	-	1,815,875	
Total Expenses	1,385,503	-	166,186	-	294,187	1,845,876	
Net Income	430,372	-	(166,186)	-	(294,187)	(30,001)	
Budgeted Student Enrollment	125	-				125	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Nurse Services	-	-	-	-	-	-	
Food Service / School Lunch	-	-	-	-	-	-	
Payroll Services	6,988	-	-	-	2,559	9,547	\$15 per employee per 26 payrolls in the year.
Special Ed Services	-	-	-	-	-	-	
Titlement Services (i.e. Title I)	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	-	-	-	-	-	
TOTAL CONTRACTED SERVICES	21,988	-	-	-	7,559	29,547	

YEAR 1 BUDGET AND ASSUMPTION	LAMAD ACADEMY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						
	JULY 1, 2019 - JUNE 30, 2020						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	1,815,875	-	-	-	-	1,815,875	
Total Expenses	1,385,503	-	166,186	-	294,187	1,845,876	
Net Income	430,372	-	(166,186)	-	(294,187)	(30,001)	
Budgeted Student Enrollment	125	-				125	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	5,000	5,000	Board trainings, board conferences, best practice research, board cultivation events, travel.
Classroom / Teaching Supplies & Materials	8,000	-	-	-	-	8,000	Classroom \$10/student, Arts \$15/student, Music \$15/student and Physical Ed \$3,000
Special Ed Supplies & Materials	-	-	-	-	-	-	
Textbooks / Workbooks	30,500	-	-	-	-	30,500	\$180 per new student and \$10,000 fixed amount to stock the library.
Supplies & Materials other	55,000	-	-	-	-	55,000	1st year cost
Equipment / Furniture	25,000	-	-	-	-	25,000	Classroom Equipment & Furniture \$20,000 and Office Equipment \$5,000.
Telephone	3,800	-	-	-	-	3,800	Telephone service contract, regular service, internet access, walkie talkies, intercom services.
Technology	70,000	-	-	-	-	70,000	25 laptops, 2 laptop carts, 4 laser printers, 12 staff laptops, network infrastructure and telephone infrastructure, educational software \$15,000.
Student Testing & Assessment	5,600	-	-	-	-	5,600	School based assessments.
Field Trips	2,500	-	-	-	-	2,500	Field Trips, Summer, etc. \$20/student
Transportation (student)	-	-	-	-	-	-	Parent responsibility
Student Services - other	11,187	-	-	-	-	11,187	Uniforms contingency: \$1000; extracurricular activities estimated at \$4,000 for the year. Also, Metrocards for students Travel to Saturday Academy 2x per month for 9 months.
Office Expense	11,250	-	-	-	10,000	21,250	Postage \$15 per student, printing \$25 per student, office supplies \$50 per student and lease of 2 copy machine (scan, fax, e-copy) \$10,000 for the year.
Staff Development	20,500	-	-	-	4,500	25,000	Professional development - leadership directed, includes teaching, learning & assessment consultants \$15,000 and Professional development - staff directed \$10,000
Staff Recruitment	5,600	-	-	-	900	6,500	\$6.5K Estimated amount for the year with \$4,000 at start up
Student Recruitment / Marketing	-	-	-	-	-	-	
School Meals / Lunch	-	-	-	-	-	-	
Travel (Staff)	570	-	-	-	-	570	Est \$50 per employee
Fundraising	1,000	-	-	-	-	1,000	Initial Fundraising in year 1
Other	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	250,507	-	-	-	20,400	270,907	
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	25,000	-	-	25,000	Based on estimates from operating charter schools of similar size.
Janitorial	-	-	22,500	-	-	22,500	Based on estimates from operating charter schools of similar size.
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	
Repairs & Maintenance	-	-	27,500	-	-	27,500	Based on estimates from operating charter schools of similar size.
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	-	-	25,000	-	-	25,000	Based on estimates from operating charter schools of similar size.
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	100,000	-	-	100,000	

YEAR 1 BUDGET AND ASSUMPTION	LAMAD ACADEMY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2019 - JUNE 30, 2020						
Total Revenue	1,815,875	-	-	-	-	1,815,875	
Total Expenses	1,385,503	-	166,186	-	294,187	1,845,876	
Net Income	430,372	-	(166,186)	-	(294,187)	(30,001)	
Budgeted Student Enrollment	125	-				125	
	PROGRAM SERVICES		SUPPORT SERVICES				
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	25,000	25,000	Escrow fund
TOTAL EXPENSES	1,385,503	-	166,186	-	294,187	1,845,876	
NET INCOME	430,372	-	(166,186)	-	(294,187)	(30,001)	

YEAR 1 BUDGET AND ASSUMPTION	LAMAD ACADEMY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2019 - JUNE 30, 2020						
Total Revenue	1,815,875	-	-	-	-	1,815,875	
Total Expenses	1,385,503	-	166,186	-	294,187	1,845,876	
Net Income	430,372	-	(166,186)	-	(294,187)	(30,001)	
Budgeted Student Enrollment	125	-				125	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: NYC CHANCELLOR'S OFFICE	125					125	
Other District 1:	-					-	
Other District 2:	-					-	
Other District 3:	-					-	
Other District 4:	-					-	
Other District 5:	-					-	
Other District 6:	-					-	
Other District 7:	-					-	
Other District 8:	-					-	
Other District 9:	-					-	
Other District 10:	-					-	
Other District 11:	-					-	
Other District 12:	-					-	
Other District 13:	-					-	
Other District 14:	-					-	
All Other School Districts	-					-	
TOTAL ENROLLMENT	125					125	
REVENUE PER PUPIL	14,527					14,527	
EXPENSES PER PUPIL	11,084					14,767	

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	LAMAD ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2019 - JUNE 30, 2020												
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	151,323	151,323	151,323	151,323	151,323	151,323	151,323	151,323	151,323	151,323	151,323	151,323	1,815,875
Total Expenses	155,406	153,406	153,406	153,740	153,740	153,740	153,740	153,740	153,740	153,740	153,740	153,740	1,845,876
Net Income	(4,083)	(2,083)	(2,083)	(2,417)	(2,417)	(2,417)	(2,417)	(2,417)	(2,417)	(2,417)	(2,417)	(2,417)	(30,001)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	(4,083)	(6,167)	(8,250)	(10,667)	(13,083)	(15,500)	(17,917)	(20,334)	(22,751)	(25,167)	(27,584)	-
Ending Cash Balance	(4,083)	(6,167)	(8,250)	(10,667)	(13,083)	(15,500)	(17,917)	(20,334)	(22,751)	(25,167)	(27,584)	(30,001)	(30,001)
SCHOOL OPERATIONS	2,000	-	-	333	333	333	333	333	333	333	333	333	5,000
Board Expenses	667	667	667	667	667	667	667	667	667	667	667	667	8,000
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	2,542	2,542	2,542	2,542	2,542	2,542	2,542	2,542	2,542	2,542	2,542	2,542	30,500
Textbooks / Workbooks	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	4,583	55,000
Supplies & Materials other	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Equipment / Furniture	317	317	317	317	317	317	317	317	317	317	317	317	3,800
Telephone	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	70,000
Technology	467	467	467	467	467	467	467	467	467	467	467	467	5,600
Student Testing & Assessment	208	208	208	208	208	208	208	208	208	208	208	208	2,500
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	932	932	932	932	932	932	932	932	932	932	932	932	11,187
Student Services - other	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	1,771	21,250
Office Expense	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Staff Development	542	542	542	542	542	542	542	542	542	542	542	542	6,500
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	48	48	48	48	48	48	48	48	48	48	48	48	570
Fundraising	83	83	83	83	83	83	83	83	83	83	83	83	1,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	24,159	22,159	22,159	22,492	22,492	22,492	22,492	22,492	22,492	22,492	22,492	22,492	270,907
FACILITY OPERATION & MAINTENANCE	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Insurance	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	1,875	22,500
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	2,292	27,500
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000
TOTAL EXPENSES	155,406	153,406	153,406	153,740	153,740	153,740	153,740	153,740	153,740	153,740	153,740	153,740	1,845,876
NET INCOME	(4,083)	(2,083)	(2,083)	(2,417)	(2,417)	(2,417)	(2,417)	(2,417)	(2,417)	(2,417)	(2,417)	(2,417)	(30,001)
CASH FLOW ADJUSTMENTS	-	-	-	-	-	-	-	-	-	-	-	-	-
OPERATING ACTIVITIES	-	-	-	-	-	-	-	-	-	-	-	-	-
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES	-	-	-	-	-	-	-	-	-	-	-	-	-
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES	-	-	-	-	-	-	-	-	-	-	-	-	-
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	(4,083)	(2,083)	(2,083)	(2,417)	(2,417)	(2,417)	(2,417)	(2,417)	(2,417)	(2,417)	(2,417)	(2,417)	(30,001)
Beginning Cash Balance	-	(4,083)	(6,167)	(8,250)	(10,667)	(13,083)	(15,500)	(17,917)	(20,334)	(22,751)	(25,167)	(27,584)	-
ENDING CASH BALANCE	(4,083)	(6,167)	(8,250)	(10,667)	(13,083)	(15,500)	(17,917)	(20,334)	(22,751)	(25,167)	(27,584)	(30,001)	(30,001)

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		LAMAD ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		1,815,875	3,881,750	5,547,625	5,447,625	5,447,625	
Total Expenses		1,845,876	2,528,369	4,281,958	4,688,214	5,204,549	
Net Income (Before Cash Flow Adjustments)		(30,001)	1,353,381	1,265,667	759,411	243,076	
Budgeted Student Enrollment		125	250	375	375	375	
		Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
		Per Pupil Revenue Percentage Increase					
		0.0%	0.0%	0.0%	0.0%	0.0%	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue		Basic Tuition (2017-18)					
PRIMARY School District: NYC CHANCELLOR'S OFFICE		14,527	1,815,875	3,631,750	5,447,625	5,447,625	5,447,625
Other District 1:		-	-	-	-	-	-
Other District 2:		-	-	-	-	-	-
Other District 3:		-	-	-	-	-	-
Other District 4:		-	-	-	-	-	-
Other District 5:		-	-	-	-	-	-
Other District 6:		-	-	-	-	-	-
Other District 7:		-	-	-	-	-	-
Other District 8:		-	-	-	-	-	-
Other District 9:		-	-	-	-	-	-
Other District 10:		-	-	-	-	-	-
Other District 11:		-	-	-	-	-	-
Other District 12:		-	-	-	-	-	-
Other District 13:		-	-	-	-	-	-
Other District 14:		-	-	-	-	-	-
Other School Districts' Revenue: (Weighted Avg.)		-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Avg.)		14,527	1,815,875	3,631,750	5,447,625	5,447,625	5,447,625
Special Education Revenue		-	-	-	-	-	-
Grants							
Stimulus		-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		1,815,875	3,631,750	5,447,625	5,447,625	5,447,625	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	-	-	-	-	-
Title I		-	-	-	-	-	-
Title Funding - Other		-	-	-	-	-	-
School Food Service (Free Lunch)		-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation		-	250,000	100,000	-	-	CSD Start up garnt :-\$550,000, estimate receiuing \$250,00 in first year
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	250,000	100,000	-	-	
LOCAL and OTHER REVENUE							
Contributions and Donations		-	-	-	-	-	-
Fundraising		-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-
Earnings on Investments		-	-	-	-	-	-
Interest Income		-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-
Text Book		-	-	-	-	-	-
OTHER		-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-	
TOTAL REVENUE		1,815,875	3,881,750	5,547,625	5,447,625	5,447,625	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		LAMAD ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD					*NOTE: State assumptions that are being made in the section provided below.
		2019-20 THROUGH 2023-24					
Total Revenue		1,815,875	3,881,750	5,547,625	5,447,625	5,447,625	
Total Expenses		1,845,876	2,528,369	4,281,958	4,688,214	5,204,549	
Net Income (Before Cash Flow Adjustments)		(30,001)	1,353,381	1,265,667	759,411	243,076	
Budgeted Student Enrollment		125	250	375	375	375	
		Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		Year 1 No. of Positions					<i>NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.</i>
Executive Management	1.00	107,000	108,605	110,234	111,888	113,566	
Instructional Management	2.00	210,000	318,150	322,922	327,766	332,683	
Deans, Directors & Coordinators	-	-	85,000	86,275	87,569	88,883	
CFO / Director of Finance	0.50	37,500	75,563	76,696	77,846	79,014	
Operation / Business Manager	-	-	-	-	-	-	
Administrative Staff	1.00	35,000	53,025	106,320	107,915	109,534	
TOTAL ADMINISTRATIVE STAFF	4.50	389,500	640,343	702,448	712,984	723,679	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	7.00	415,002	836,229	1,263,774	1,697,733	2,138,201	
Teachers - SPED	1.00	63,700	128,356	193,981	196,891	199,844	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	1.00	59,500	179,393	182,083	184,815	187,587	
Aides	-	-	-	-	-	-	
Therapists & Counselors	1.00	45,000	45,675	91,360	92,731	94,121	
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	10.00	583,202	1,189,652	1,731,199	2,172,169	2,619,753	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	0.50	20,000	40,300	60,905	61,818	62,745	
Librarian	-	-	-	-	-	-	
Custodian	0.50	15,000	30,225	60,678	61,589	62,512	
Security	1.00	35,000	35,525	36,058	36,599	37,148	
Other	0.50	14,250	28,714	57,644	58,509	59,387	
TOTAL NON-INSTRUCTIONAL	2.50	84,250	134,764	215,285	218,514	221,792	
SUBTOTAL PERSONNEL SERVICE COSTS		17.00	1,056,952	1,964,758	2,648,932	3,103,668	3,565,225
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		94,845	-	-	-	-	
Fringe / Employee Benefits		268,625	171,602	231,358	271,074	311,387	
Retirement / Pension		-	49,935	67,431	79,007	90,756	
TOTAL PAYROLL TAXES AND BENEFITS		363,470	221,537	298,789	350,081	402,143	
TOTAL PERSONNEL SERVICE COSTS		17.00	1,420,422	2,186,295	2,947,721	3,453,749	3,967,368
CONTRACTED SERVICES							
Accounting / Audit		20,000	11,000	11,050	11,578	12,155	External auditor: \$20,000 based on estimates from operating charter schools of similar size.
Legal		-	-	-	-	-	
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		9,547	3,938	4,135	4,342	4,559	\$15 per employee per 26 payrolls in the year.
Special Ed Services		-	-	-	-	-	
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		-	-	-	-	-	
TOTAL CONTRACTED SERVICES		29,547	14,938	15,185	15,919	16,714	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	LAMAD ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	1,815,875	3,881,750	5,547,625	5,447,625	5,447,625	
Total Expenses	1,845,876	2,528,369	4,281,958	4,688,214	5,204,549	
Net Income (Before Cash Flow Adjustments)	(30,001)	1,353,381	1,265,667	759,411	243,076	
Budgeted Student Enrollment	125	250	375	375	375	
	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
SCHOOL OPERATIONS						
Board Expenses	5,000	-	-	-	-	Board trainings, board conferences, best practice research, board cultivation events, travel.
Classroom / Teaching Supplies & Materials	8,000	15,000	23,625	24,806	26,046	Classroom \$10/student, Arts \$15/student, Music \$15/student and Physical Ed \$3,000
Special Ed Supplies & Materials	-	-	-	-	-	
Textbooks / Workbooks	30,500	28,000	28,000	10,000	10,000	\$180 per new student and \$10,000 fixed amount to stock the library.
Supplies & Materials other	55,000	-	-	-	-	
Equipment / Furniture	25,000	10,000	10,300	10,609	10,927	Classroom Equipment & Furniture \$20,000 and Office Equipment \$5,000.
Telephone	3,800	3,914	4,031	4,152	4,277	Telephone service contract, regular service, internet access, walkie talkies, intercom services.
Technology	70,000	72,100	74,263	10,000	10,300	25 laptops, 2 laptop carts, 4 laser printers, 12 staff laptops, network infrastructure and telephone infrastructure, educational software \$15,000.
Student Testing & Assessment	5,600	8,750	13,125	13,125	13,125	School based assessments.
Field Trips	2,500	5,000	3,750	3,750	3,750	Field Trips, Summer, etc. \$20/student
Transportation (student)	-	-	-	-	-	Parent responsibility
Student Services - other	11,187	11,523	11,868	12,224	12,591	Uniforms contingency: \$1000; extracurricular activities estimated at \$4,000 for the year. Also, Metrocards for students Travel to Saturday Academy 2x per month for 9 months.
Office Expense	21,250	31,250	41,875	43,131	44,425	Postage \$15 per student, printing \$25 per student, office supplies \$50 per student and lease of 2 copy machine (scan, fax, e-copy) \$10,000 for the year.
Staff Development	25,000	25,750	26,523	27,318	28,138	Professional development - leadership directed, includes teaching, learning & assessment consultants \$15,000 and Professional development - staff directed \$10,000
Staff Recruitment	6,500	10,000	10,000	10,000	5,000	\$6.5K Estimated amount for the year with \$4,000 at start up and \$10K until year 4
Student Recruitment / Marketing	-	-	-	-	-	
School Meals / Lunch	-	-	-	-	-	
Travel (Staff)	570	1,600	2,250	2,600	2,600	Estimated amount is \$50 per employee
Fundraising	1,000	2,000	3,000	3,000	3,000	
Other	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	270,907	224,887	252,610	174,716	174,179	
FACILITY OPERATION & MAINTENANCE						
Insurance	25,000	25,750	26,523	27,318	28,138	Based on estimates from operating charter schools of similar size.
Janitorial	22,500	23,175	23,870	24,586	25,324	Based on estimates from operating charter schools of similar size.
Building and Land Rent / Lease / Facility Finance Interest	-	-	961,875	961,875	961,875	Based on 1st and 2nd year school housed in a DOE building; last three years renting a building for \$27 per Sq ft. and 95 sq ft. per student.
Repairs & Maintenance	27,500	28,325	29,175	30,050	30,951	Based on estimates from operating charter schools of similar size.
Equipment / Furniture	-	-	-	-	-	
Security	-	-	-	-	-	
Utilities	25,000	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	100,000	77,250	1,041,443	1,043,830	1,046,288	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	25,000	25,000	-	-	Escrow for Dissolution
TOTAL EXPENSES	1,845,876	2,528,369	4,281,958	4,688,214	5,204,549	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	LAMAD ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	1,815,875	3,881,750	5,547,625	5,447,625	5,447,625	
Total Expenses	1,845,876	2,528,369	4,281,958	4,688,214	5,204,549	
Net Income (Before Cash Flow Adjustments)	(30,001)	1,353,381	1,265,667	759,411	243,076	
Budgeted Student Enrollment	125	250	375	375	375	
	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
NET INCOME	(30,001)	1,353,381	1,265,667	759,411	243,076	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	LAMAD ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	1,815,875	3,881,750	5,547,625	5,447,625	5,447,625	
Total Expenses	1,845,876	2,528,369	4,281,958	4,688,214	5,204,549	
Net Income (Before Cash Flow Adjustments)	(30,001)	1,353,381	1,265,667	759,411	243,076	
Budgeted Student Enrollment	125	250	375	375	375	
	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	125	250	375	375	375	
Other District 1:	-	-	-	-	-	
Other District 2:	-	-	-	-	-	
Other District 3:	-	-	-	-	-	
Other District 4:	-	-	-	-	-	
Other District 5:	-	-	-	-	-	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	125	250	375	375	375	
REVENUE PER PUPIL	14,527	15,527	14,794	14,527	14,527	
EXPENSES PER PUPIL	14,767	10,113	11,419	12,502	13,879	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	-	-	-	-	-	
NET INCOME	(30,001)	1,353,381	1,265,667	759,411	243,076	
Beginning Cash Balance	-	(30,001)	1,323,380	2,589,047	3,348,458	
ENDING CASH BALANCE	(30,001)	1,323,380	2,589,047	3,348,458	3,591,533	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2019-20)	125	14,527	1,815,875	875,250	2,691,125	24,300,000,000	0.011%
Year 2 (2020-21)	250	14,527	3,631,750	1,750,500	5,382,250	24,300,000,000	0.022%
Year 3 (2021-22)	375	14,527	5,447,625	2,625,750	8,073,375	24,300,000,000	0.033%
Year 4 (2022-23)	375	14,527	5,447,625	2,625,750	8,073,375	24,300,000,000	0.033%
Year 5 (2023-24)	375	14,527	5,447,625	2,625,750	8,073,375	24,300,000,000	0.033%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			The applicant group derived the district's operating budget figure from its website at schools.nyc.gov/AboutUs/funding/overview/default.htm				
OTHER NOTES:							

Second Largest Enrollment District: N/A							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Select from drop-down list → School District	Projected Impact (% of District's Total Budget)
Year 1 (2019-20)	-	-	-	-	-	-	#DIV/0!
Year 2 (2020-21)	-	-	-	-	-	-	#DIV/0!
Year 3 (2021-22)	-	-	-	-	-	-	#DIV/0!
Year 4 (2022-23)	-	-	-	-	-	-	#DIV/0!
Year 5 (2023-24)	-	-	-	-	-	-	#DIV/0!
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:							
OTHER NOTES:							

RESPONSE 21(F). LETTERS OF COMMITMENT

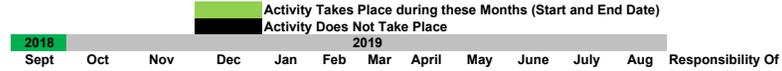
This response is not applicable to LACS.

RESPONSE 21(G). NON-SUNY FINANCIALS

This response is not applicable to LACS.

Timeline September 2018- August 2019

Please note the following Key:



Activity	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	Responsibility Of
Legal and Organizational Receive Approval of Charter	Green	Black											
File for Federal 501(c)(3) Status for School and State tax exempt status	Black	Green	Black	Board of Trustees									
Governance Recruit additional Board members with specific expertise valuable to the start-up and implementation of the school.	Green	Board of Trustees											
Appoint Board Officers, Ratify By-Laws	Black	Green	Black	Board of Trustees									
Hold Board Training Sessions	Green	Board and Principal											
Fund Development Develop fundraising plan in order to cultivate donors and secure private philanthropy	Green	Board of Trustees, Executive Director											
Apply for CSP Start-up and Implementation Grants	Green	Executive Director											
Apply for Consolidated Title Funds	Black	Green	Green	Green	Principal and Assistant Principal for Math and Science								
Research and apply for all other available competitive funding opportunities and private grant opportunities	Green	Board											

NOTES

Assumes Charter is Approved in September 2018

Note: This process will begin once the School receives its charter. The School is aware that the IRS may take several months to review the application for tax exempt status and award 501(c)(3) status

This process is ongoing as the is a desire to have a pipeline of qualified future board members.

Note: This will occur at the first official board meeting upon approval of charter, within one month of authorization. The Board will be formally seated, by-laws ratified, officers elected and terms of initial board established.

Note: This is an ongoing process. The Board and Principal will participate in sessions facilitated by legal and other consultants to ensure each member's understanding of the Board's fiduciary responsibilities as Trustees of a charter school.

Note: The School will apply for Federal CSP start-up and implementation grants as soon as it is eligible to do so upon approval of charter.

Note: The school will apply for applicable Title funds through the Consolidated Title Application as soon as the RFP is issued.

Note: The school will on an ongoing basis identify potential sources of private and public funding opportunities with a plan to submit formal proposals and applications upon approval of charter.

Timeline September 2018- August 2019

Please note the following Key:

Activity Takes Place during these Months (Start and End Date)
 Activity Does Not Take Place

Activity	2019												Responsibility Of	NOTES	
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug			
Human Resources															
Develop and finalize employee benefits package (health insurance, retirement plan, etc.)	█	█	█	█	█	█	█	█	█	█	█	█	█	Board of Trustees	Note: The Executive Director and Administrative Assistant will officially join the school staff as of January 1, 2019 and the Principal and AP for Math and Science in May 2019; therefore benefits package in place should be ratified prior to their being employed by the School.
Recruit and hire Principal and Administrative Assistant	█	█	█	█	█	█	█	█	█	█	█	█	█	Board of Trustees (Principal has responsibility for hiring administrative assistant)	Note: The Board will begin the recruitment process for the ED upon submission of the application. Ideally the ED will be on staff by January 1, 2019. In addition, an administrative assistant will also be on staff at that time to support the ED.
Recruit Assistant Principal for Math and Science	█	█	█	█	█	█	█	█	█	█	█	█	█	Principal	Note: The ED will lead a recruitment and selection process for the Principal and Assistant Principal for Math and Science who would be hired to start on May 1, 2019.
Recruit and hire other administrative and instructional staff required for first year of operations	█	█	█	█	█	█	█	█	█	█	█	█	█	Principal, Assistant Principal for Math and Science (when hired)	Note: LACS's goal will be to have signed contracts with all required administrative, support and instructional staff by July 1, 2019. Task assumes all necessary background checks and securing of fingerprints have been complete
Refine/customize Evaluation Tools for Principal, Assistant Principal and all other administrative, instructional and non-instructional staff	█	█	█	█	█	█	█	█	█	█	█	█	█	Board, Principal and Assistant Principal for Math and Science (when hired)	
Conduct Staff Orientation Activities and Pre-Opening Staff Development	█	█	█	█	█	█	█	█	█	█	█	█	█	Principal, Assistant Principal, Teachers, Social Worker, Nurse, Director of Operations, Administrative Assistant	
Student Marketing, Recruitment, Lottery, Admissions, Enrollment															
Update website with news of approval	█	█	█	█	█	█	█	█	█	█	█	█	█	Board, Executive Director	
Design information flier for distribution	█	█	█	█	█	█	█	█	█	█	█	█	█	Board, external consultant	
Continue Student/Family Outreach and Marketing Efforts	█	█	█	█	█	█	█	█	█	█	█	█	█	Board, Executive Director, Principal, Administrative Assistant	Note: Task assumes Student/Family Outreach and Marketing Efforts have been ongoing throughout the post-application submission period and post-approval period. Process may be extended if sufficient number of applications are not secured to fill seats in school.
Host open house/information sessions at community libraries and houses of worship in CSD 18	█	█	█	█	█	█	█	█	█	█	█	█	█	Board, Executive Director, Principal, Administrative Assistant	
Plan lottery execution (location, announcer, etc.)	█	█	█	█	█	█	█	█	█	█	█	█	█	Executive Director	
Publicize lottery date and details on website, local newspaper, social media	█	█	█	█	█	█	█	█	█	█	█	█	█	Executive Director	
Conduct Student Lottery, generate acceptance list and waitlist	█	█	█	█	█	█	█	█	█	█	█	█	█	Board, Executive Director, Administrative Assistant	Note: Lottery to be conducted on or about Apr 15, 2019.
Design student enrollment form	█	█	█	█	█	█	█	█	█	█	█	█	█	Executive Director	
Submit enrollment form to SUNY for approval before use	█	█	█	█	█	█	█	█	█	█	█	█	█	Executive Director	
Notify students awarded seats in lottery, solicit acceptances/ declinations	█	█	█	█	█	█	█	█	█	█	█	█	█	Executive Director	
Establish waitlist for students	█	█	█	█	█	█	█	█	█	█	█	█	█	Executive Director, Administrative Assistant	
Send out acceptance packages to students/families, continue to take names of waitlist as necessary. Paperwork contains student registration form, emergency contact form, Home Language Survey, Free and Reduced Lunch Form, Student Release forms for test data, Media Release Forms, Medical Forms, Records Release form from previous schools, School Calendar and other necessary paperwork	█	█	█	█	█	█	█	█	█	█	█	█	█	Administrative Assistant	Note: The process of sending out acceptance letters and taking students off waitlist is expected to be ongoing starting upon completion of lottery and continuing through August and throughout the school year as families may decline the acceptance or withdraw their child from the school.
Request/Secure Student Records from Students' Schools	█	█	█	█	█	█	█	█	█	█	█	█	█	Executive Director, Administrative Assistant	

Timeline September 2018- August 2019

Please note the following Key:

Activity Takes Place during these Months (Start and End Date)
 Activity Does Not Take Place

Activity Facilities

Officially request co-located space from the NYCDOE
 Receive decision or offer of public space from the NYCDOE
 Accept or appeal the NYCDOE's offer of space, if applicable
 Seek rental assistance in lieu of public space

Secure School's Facility (Private space if necessary)
 Negotiate lease agreement and terms with owner and legal counsel
 Execute lease
 Identify and contract for necessary renovations of facility

Arrange accounts for phone and internet connectivity, electric, gas and other utility services as necessary

Purchase and Accept Delivery of all necessary administrative Furniture, Fixtures and Equipment in order for administrative staff hired to be able to operate out of school facility

Provision classrooms space with required furniture, technology and other equipment. Order and accept delivery of appropriate equipment for food services (heating and refrigeration).

Order and Accept Delivery of any special equipment required for academic and operational purposes (i.e. a fireproof locked file cabinet for special education records)

	2018		2019												
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	Responsibility Of		
Officially request co-located space from the NYCDOE													Executive Director		
Receive decision or offer of public space from the NYCDOE													Executive Director		
Accept or appeal the NYCDOE's offer of space, if applicable													Board, Executive Director		
Seek rental assistance in lieu of public space													Board, Executive Director		
Secure School's Facility (Private space if necessary)													Board, Executive Director		
Negotiate lease agreement and terms with owner and legal counsel													Board, Executive Director		
Execute lease													Board, Executive Director		
Identify and contract for necessary renovations of facility													Board, Executive Director		
Arrange accounts for phone and internet connectivity, electric, gas and other utility services as necessary													Executive Director, Administrative Assistant		
Purchase and Accept Delivery of all necessary administrative Furniture, Fixtures and Equipment in order for administrative staff hired to be able to operate out of school facility													Executive Director, Administrative Assistant		
Provision classrooms space with required furniture, technology and other equipment. Order and accept delivery of appropriate equipment for food services (heating and refrigeration).													Executive Director, Administrative Assistant		
Order and Accept Delivery of any special equipment required for academic and operational purposes (i.e. a fireproof locked file cabinet for special education records)													Executive Director, Administrative Assistant		

NOTES

Note: LACS assumes it continues working on the potential facility solutions as described in the charter application post-application submission in late 2018, the space should be secured and ready to be occupied no later than July 1, 2019. This assumes that if the facility is not a NYCDOE facility, then the C of O has been obtained, it is ADA compliant or is exempt from ADA compliance due to grandfathering, but has adequate plans to accommodate students with disabilities, has provided CSI with necessary documentation regarding suitability of the school and the legal review of the proposed lease.

Note: This is dependent upon whether the school is in a DOE facility (in which case this step would not be required) or in a private facility and when the School's lease with the private facility begins. Assuming lease begins in July 1, 2019, the School should arrange appropriate services no later than June 15, 2019.

Note: Order all necessary FFE and accept delivery no later than July 30, 2019.

Timeline September 2018- August 2019

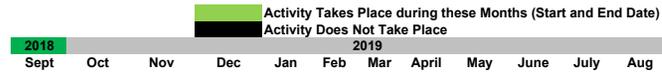
Please note the following Key:

Activity Takes Place during these Months (Start and End Date)
 Activity Does Not Take Place

Activity	2018												2019												Responsibility Of	NOTES
	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug		
Financial and Operational																										
Develop and Adopt Internal Financial Controls Policies and Procedures, secure an independent CPA to review and provide an opinion on these Internal Controls.	[Green]												[Black]												Proposed Treasurer of Board, Board	<i>Note: It is the expectation that Board will be developing this document during the post-application period. The School Board of Trustees' should approve and adopt this policy no later than the inaugural Board meeting after the charter is authorized. Review and opinion by a CPA as well as correcting any deficits identified by CPA should occur prior to Board approval.</i>
Establish all relevant financial systems: Payroll, Billing, other disbursements as per Internal Controls Policy and Procedures. Identify check writers and signers	[Green]	[Black]	Treasurer of the School's Board, Executive Director, Principal	<i>Note: It is the expectation that the School's Board will have finalized these systems and have begun implementing these systems by January 1, 2019 when the school will formally begin its start-up period. Payroll set up should be complete by December 31, 2018 as the Principal and Administrative Assistant will not be on payroll until January 1, 2019.</i>																						
Further develop and refine and ultimately formally adopt by the the School's Board of Trustees the School's policies including but not limited to Discipline, Personnel, Grievance, Whistleblower, Medications Administration Plan, Health Services Plan, Technology Plan, School Safety Plan, FERPA, FOIL, Open Meetings Law, Code of Ethics and distribute to relevant stakeholders.	[Green]	[Black]	Board of Trustees, Executive Director, Principal	<i>Note: These policies and procedures should be vetted by legal counsel and other professional consultants as appropriate. Certain policies should be completed at different times during this period; for instance, Personnel Policies should be ratified before December 1, 2018 as employees are expected to join the staff on Jan 1, 2019 and be on the School's payroll at which time they should be provided with the approved Employee Manual.</i>																						
Communication with NYCDOE re: contracting with transportation and food services.	[Black]	[Green]	Executive Director, Administrative Assistant																							
Arrange for required CPR training of staff and obtain required defibrillators.	[Black]	[Green]	Executive Director																							
Establish checking account with financial institution	[Green]	[Black]	Board Treasurer																							
Secure D&O Insurance Policy	[Green]	[Black]	Board	<i>Note: This should be in place before the first Board meeting</i>																						
Secure Umbrella Commercial Liability Policy, Property, Student Accident, Professional Liability	[Black]	[Green]	Board, Executive Director	<i>This should be secured to start July 1, 2019.</i>																						
Research Student Information System, Select SIS, Purchase, install and implement SIS	[Green]	[Black]	Board of Trustees, Executive Director, Principal																							
Contract with Security and Building Maintenance Company	[Black]	[Green]	Executive Director	<i>Note: For the non-DOE facility scenario. The Executive Director will conduct a competitive bidding process to select these outside contracting services for building security and maintenance and will abide by guidelines for securing a contractual relationship as laid out in the internal financial controls policy and procedures manual. Board will ratify selection.</i>																						
Develop final first year budgets based on known revenue streams (i.e. actual enrollment) and known expenses (actual salaries, benefits, lease, etc.)	[Black]	[Green]	Executive Director, Board Treasurer	<i>This should be approved by October 2018 board meeting.</i>																						

Timeline September 2018- August 2019

Please note the following Key:



Activity	2018	2019	Responsibility Of										
Educational	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug	
Planning for first year's academic program, development of assessment protocol, curriculum and instructional resources	Black	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Principal
Develop Full Curriculum for Year 1-- See Response 6(a-e)-Curriculum and Instructional Design for greater detail on this item	Black	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Green	Principal, Assistant Principal for Math and Science, when hired
Select, order and accept delivery of all necessary curriculum and instructional materials including assessment materials as necessary.	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Principal and Assistant Principal for Math and Science (when hired), Executive Director and Administrative Assistant
Develop Agenda and Engage Appropriate Outside Training Consultants as Necessary for Pre-Opening Professional Development Period. Develop Professional Development Plan for Year 1	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Principal, Assistant Principal for Math and Science, Administrative Assistant
Obtain any existing special education records, including IEPs, for all entering students with disabilities	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Director of Operations, Administrative Assistant
Develop special education policies and procedures, including record keeping process, pre-referral and referral process	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Principal and Special Education Teacher
Create class lists, student schedules and disseminate to teachers and students/families	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Black	Executive Director, Principal, Administrative Assistant

NOTES

Note: The Principal and Assistant Principal for Math and Science will develop instructional tools (curriculum maps, scope and sequence) for the first school year, however, these will be living documents and will continue to be refined with input from instructional staff throughout the school year.

RESPONSE 23. SUPPLEMENTAL INFORMATION

This response is not applicable to LACS.

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