

CHARTER

LEADERSHIP PREPARATORY

CHARTER SCHOOL

REDACTED

The University of the State of New York
Education Department

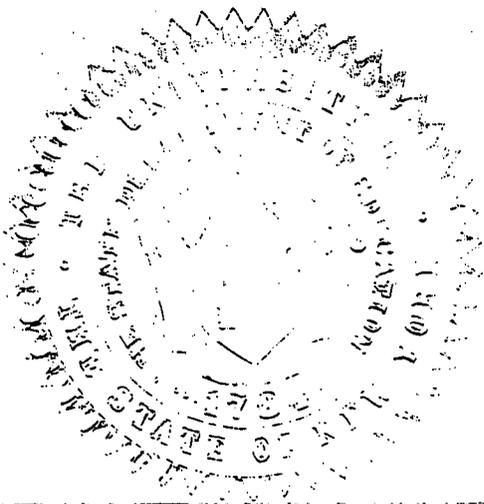


LEADERSHIP PREPARATORY CHARTER SCHOOL

This Instrument Witnesseth That pursuant to subdivision 5-b of section 2852 of the Education Law, the Board of Regents for and on behalf of the Education Department of the State of New York on December 11, 2005

Issued

A charter valid for a term of five years is issued to Leadership Preparatory Charter School pursuant to Article 56 of the Education Law and in accordance with the attached charter agreement dated August 18, 2005 between Max Koltuv, on behalf of Leadership Preparatory Charter School, and the Board of Trustees of the State University of New York.



Granted, December 11, 2005, by the Board of Regents of The University of the State of New York, for and on behalf of the State Education Department, and executed under the seal of said University and recorded as Number 217.

R. M. Burnett
Chancellor

Richard P. Mills
President of the University and
Commissioner of Education



Charter Schools Institute
State University of New York

September 27, 2005

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

Dear Dr. Long:

In response to your request for clarification regarding the application for the Leadership Preparatory Charter School dated September 19, 2005, the Charter Schools Institute provides the following.

- A cover letter from the applicant, Max Koltov, dated September 26, 2005 (the "Applicant Cover Letter"). The Applicant Cover Letter itemizes each of the Department's concerns in numerical order. Where the Applicant has made amendments to the charter application, the letter so notes and directs the reader to those pages. Where the Applicant has declined to make either recommended or required changes, the letter so notes and either provides explanation or directs the reader to the Institute's comments.
- Certain revised pages of the charter application, attached to the Applicant Cover Letter. Consistent with Institute practice, where the applicant has made an amendment to a section of the charter application, the entire revised section has been provided. Accordingly, the Department (after reviewing that section) should insert the revised sections into the charter application, discarding in their entirety the sections that have been replaced.
- The instant letter from the Institute (the "Institute Response"). The Institute Response also itemizes in numerical order each of the Department's requests for clarification and summarizes the response. As with the Applicant Cover Letter, it indicates the nature of the response, e.g., applicant has made the requested amendment. In a number of cases, the Institute has advised the applicant not to make the requested change.

For your review, the Institute's comments on the Requests for Clarification follow.

* * *

Item 1

The applicant has provided an updated resume for Carrie Culp Abramson.

Item 2

The applicant has selected individuals to serve on the board of the Leadership Preparatory Charter School who possess a diverse set of skills and expertise. In the Institute's review of the application and interviews with the applicant and proposed trustees, we found the trustees to be well informed, knowledgeable and very articulate in their understanding of the school, its design, mission, financial plan and governance structure. We have advised the applicant not to respond to this request. Ms. Meyler's resume is included in Attachment 26 for your review.

Item 3

The applicant has revised Attachment 28 to include an assurance that the meetings of the board of trustees will be conducted in a location, manner and at a time that is conducive to attendance by parents of students enrolled in the school. A revised Attachment 28 is submitted hereto.

Items 4 and 5

The Institute would like to direct the Department's attention to § 2851(2) of New York State Education Law which specifies the information to be included in a charter school application. It states the application must include any other information relevant to the issuance of a charter required by the charter entity (emphasis added). The Institute does not require that an application include a purchasing policy.

With regard to fiscal controls, each chartered school must address whether it has documented appropriate internal financial controls and procedures (among other items) as part of its "Initial Statement" to the Trustees. Subsequently, an agreed-upon procedures engagement performed by an independent certified public accountant is required to assist the Trustees in evaluating the Initial Statement. Follow-up on any deficiencies is monitored by the Institute. To demonstrate that adequate internal controls exist, the school itself must exist and have people in place to implement the internal control process. The Institute has advised the applicant not to respond to these requests.

Item 6

The applicant has submitted a copy of the school's draft development plan should address the concerns raised by the Department.

Item 7

The applicant has indicated in the Applicant Cover Letter that there is no further update regarding a facility, since he has not yet obtained a Certificate of Incorporation.

Items 8 - 11

As the Institute has stated previously in relation to other applications, in regard to the inclusion of eleven subjects (seven learning standard areas), it is up to the applicant whether the school will provide discrete instruction in the areas for which no state performance standard has been established—or any instruction at all for that matter. Any contention to the contrary is at odds with the language and the spirit of the Charter Schools Act. The Institute, therefore, continues to advise applicants that the provision of such information, it is purely at their discretion. This applicant has chosen to design a school that devotes significant instructional time and financial resources to the core subject areas, and not subject areas for which there are no state performance standards.

Although the Institute and the Department have had, and continue to have, differences of opinion regarding the need for charter schools to align with the 28 learning standards, the Institute has ensured, and will continue to ensure, that the curricula of schools chartered by the University Trustees fully align with the state's performance standards. In cases where a proposed charter school chooses to provide instruction in all learning standards areas, it has been the practice of the Institute to ensure that the

proposed curriculum aligns with all appropriate learning standards. Such will be the case regarding any subsequent curriculum development for the Leadership Preparatory Charter School.

Item 12

The Institute takes issue with the Department's unwillingness to accept that the wording found in the third paragraph on page two of Attachment 19 is both adequate and sufficient in terms of LEP/ELL students not being excluded from curricular and extracurricular activities because of an inability to speak or understand English. Clearly, if a student has "access to all curricular and extracurricular activities available to all students," s/he is not excluded. We see no reason for revision and advised our applicant not to reply to this request.

Item 13

As part of the description of the program design, methods and strategies for serving student who are English language learners, an applicant must indicate how the school will ensure that such students are not misplaced or tracked inappropriately into other classes or programs, including special education. This applicant did provide a clear process for identifying students who are ELL. That description is itself the method the school will use to ensure that such students are not misplaced or tracked inappropriately into other classes or programs, including special education. The applicant has therefore fulfilled the requirements of the Charter Schools Act. The Institute has advised the applicant not to respond to this request.

Item 14

In light of the fact that this school has taken a planning year and that the applicant and founding team clearly understand the relationship between student learning and well trained teachers (as indicated by the fact that the school will provide "27 paid professional development days before, during and after the school year"), the applicant will identify the specific days during the upcoming planning year in order to avoid the need to change the specific dates at a later time. The Institute has advised the applicant not to respond to this request.

Item 15

See our response to Items 8 - 11.

Item 16

The Leadership Preparatory Charter School will provide a one-on-one and small-group, four-hour tutoring session on Saturday mornings *for students in need extra help*. These sessions will not be part of the regular educational program for *all* students. The applicant has indicated in the Applicant Cover Letter the frequency of the Saturday sessions.

Item 17

The applicant has responded to the Department's concern in the Applicant Cover Letter.

Item 18

The applicant has revised Exhibit G to include a description of the duties and qualifications of the school nurse. A revised Exhibit G is submitted hereto

Item 19

The applicant has responded to the Department's request to outline the school's strategy for ensuring adequate highly-qualified instructors in the Applicant Cover Letter.

Item 20

The applicant has addressed the Department's concerns in the Applicant Cover Letter.

Item 21 -22

Please refer to Attachments 31-1 and 31-2 that provide the applicant's admissions and lottery processes. Also note that there will be no pre-K component to the school's lottery in the first year of operation.

Item 23

The applicant has described the assistance to be provided to families in need of help in completing the school's application for admission in the Applicant Cover Letter.

Item 24

The applicant has revised page two of Attachment 6 to indicate the age range of the students who will attend the Leadership Preparatory Charter School. A revised Attachment 6 is submitted hereto.

Item 25

The applicant has identified the sources of funding for the optional Saturday program in the Applicant Cover Letter.

Item 26

The applicant has revised Attachment 34 to indicate that a student will not be withheld from class for a uniform violation. A revised Attachment 34 is submitted hereto.

Item 27

The applicant has revised Attachment 32 to confirm that suspended students will be provided alternate instruction within 24 hours of the suspension or expulsion. A revised Attachment 32 is submitted here.

Item 28

The applicant has responded to the Department's concern in the Applicant Cover Letter. In addition, the Department should refer to the portions of the charter agreement that refer to attendance and enrollment billing.

Items 29 and 31

The applicant has indicated, in the Applicant Cover Letter, that the school will obtain parental approval prior to transferring student records in accordance with Attachment 18(b) in which the applicant states they will follow all provisions of FERPA.

Item 30

Pursuant to Education Law 2851(2)(h) the School need not include specific search and seizure, and student rights

Item 32

The applicant has provided a response to the Department's concerns in the Applicant Cover Letter.

Item 33

The last bullet found on page 13 of Attachment 11 has been revised to indicate that the "Contract of Commitment" is a voluntary document. A revised Attachment 11 is submitted hereto.

Item 34

Please refer to the response in the Applicant Cover Letter.

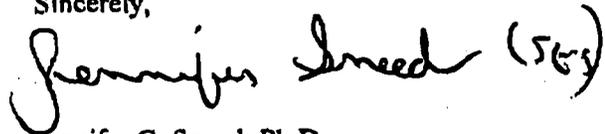
Regarding items a – c: The applicant has indicated his appreciation of your comments and suggestions in the Applicant Cover Letter.

* * *

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

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

Sincerely,



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

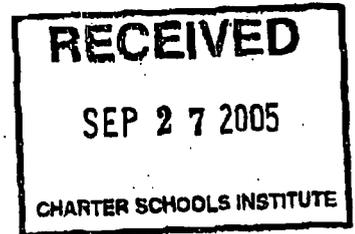
Enclosures

c: Darlene Mengel
Max Koltuv

September 26, 2005

HAND-DELIVERED

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



Re: Charter School Application for the Leadership Preparatory Charter School

Dear Mr. Merriman:

In response to the letter from the State Education Department dated September 19, 2005, seeking clarification or amendment of the application for the Leadership Preparatory Charter School, we submit the following responses or amendments to the application. In agreement with the Institute's advice and recommendation, we refer the reader to the Institute's response (which we understand will accompany our present submission) on several items. Our responses follow below.

Responses to September 19, 2005 letter:

Item 1:

We have provided an updated resume for Carrie Culp Abramson.

Item 2:

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

Item 3:

We fully intend that Board of Trustees meetings will be conducted in a location, manner, and at a time that is conducive to attendance by parents of students enrolled in the school. A revised Attachment 28 is submitted hereto.

Items 4 & 5:

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

Item 6:

Attached is the school's draft development plan which lays out the approach the school plans to take to raise money from both foundations and individuals. To date, the school has raised more than \$128,000 which is more than meets our need for private funding for our first year. In addition, it should be noted that we made conservative assumptions related to federal CSP funds (assumed \$350,000, actual award was \$525,000) and per pupil revenues (amounts assumed for 06/07 and 07/08 are below the actual per pupil amount for 05/06).

Item 7:

We have had preliminary conversations with the New York City Department of Education Office of New Schools staff regarding our request to be housed in existing DOE space. While they are

supportive of this idea, there is no further progress to report as we are not yet incorporated as a charter school and therefore cannot enter into any agreements.

Items 8 - 15:

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

Item 16:

Saturday School will occur on an as needed basis for students in need of additional instruction in order to reach mastery of the standards. It will occur a maximum of 38 Saturdays in a given school year.

Item 17:

We are fully aware of the epidemic levels of childhood obesity and diabetes in our community. We also fully intend to help our students avoid these conditions through education about these topics and living a healthy lifestyle. That said, we felt our students would benefit more from the increased time on academics. While there are many opportunities for them to engage in physical activities outside of the school day, there are very few of them who would have access to a fully qualified reading teacher outside of the school day. For this reason, we have chosen to focus more time on academics.

In addition, we refer you to footnote # 27 on p. 11-10 of our application which states: "Please note as well that during our first year of operations we plan to explore the possibility of having 75 minutes of after school enrichment from 3:45 PM to 5:00 PM four days each week for *all* students and hope to implement this program during the latter years of this charter." Should this program prove feasible, it would include opportunities for physical recreation activities such as yoga, dance, or the martial arts.

Item 18:

We have revised Exhibit G to include a description of the duties and qualifications of the school nurse. A revised Exhibit G is submitted hereto.

Item 19:

Leadership Prep will work relentless to recruit, develop, and retain highly-qualified teachers. We have studied the practices of existing schools which have great success in recruiting very carefully. From this research, we have discovered two things are key:

1) Start Early:

We have already begun looking for teachers and will continue this process through out the fall, winter, and spring.

2) Get the Word Out:

We are relying on the following means to attract highly qualified candidates:

- Posting of the positions in prominent locations (i.e., ads in periodicals read by teachers, with career services offices of schools or education, on web-based teacher recruitment sites, and with organizations like Teach for America and The New Teacher Project).
- Publicizing the opportunity at teacher fairs and other public events (such as the Teach For America National Alumni Summit) where teacher gather

- Distributing the job posting through personal networks of teachers and school administrators

Item 20:

We refer you to Attachment 29 which details the relationship between our Business Manager and other school staff and to Exhibit G (page G-14) which describes his or her qualifications and responsibilities in managing the financial affairs of the School. We recognize the essential need for a separation of duties to ensure rigorous financial oversight in a public institutions such as a charter school. We further recognize that this separation can be difficult to achieve in a small school setting in which there are a limited number of administrative staff. We will, however, develop compensating mechanisms to provide high levels of financial control such as supervisory review of detail records when deemed necessary.

Items 21 & 22:

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

Item 23:

For families who are unable to complete an application due to language difficulties, disabilities, literacy deficits, or any other cause, staff or volunteers of Leadership Prep will provide assistance in completing an application to enter the lottery.

Item 24:

We have revised Attachment 6 to reflect the ages of the students which the school serve under this charter (students ages 5 through 11 year of age). A revised Attachment 6 is submitted hereto.

Item 25:

Funding for our Saturday Program is outlined in Attachments 45 and 46 which both include a line entitled "Saturday School Staff." We have planned for \$12,000 in expenditures in our first year of operations. This increases with our increasing student population and the effects of inflation to \$20,248 by our fourth year of operations. We are able to afford these expenditures under our current projections of public and private funding as reflected in Attachments 45 and 46.

Item 26:

We recognize that a student cannot be withheld from class for a uniform violation. A revised Attachment 34 is submitted hereto.

Item 27:

All suspended or expelled students will receive alternate instruction within 24hrs of their suspension or expulsion. A revised Attachment 32 is submitted hereto.

Item 28:

Leadership Prep will comply with all applicable laws pertaining to record keeping for enrollment and attendance. Beyond this assurance, please refer to the Institute's response to this item.

Item 29:

Leadership Prep will obtain parental approval before transferring student records.

4

Item 30:

We will abide by all federal laws with respect to such matters. Please refer to the Institute's response to this item.

Item 31:

Attachment 18-b provides an assurance that we will comply with all provisions of FERPA.

Item 32:

We are aware that students cannot be punished for their parent or guardians' actions or inactions.

In the event that parents or guardians do not sign off on their child's homework, school administrators will seek an appointment with these parents or guardians to discuss the issue. Students will not be punished for not having the signature.

As for having parents or guardians sit in a classroom as a consequence for student misbehavior, this is only one alternative under the policy. In situation in which the family cannot or will not meet this request, the school would implement one of the other consequences permissible under the policy.

Item 33:

Attachment 11 page 13 has been revised to indicate that the Contract of Commitment is voluntary. A revised Attachment 11 is submitted hereto.

Item 34:

In the event we cannot secure a facility within Bedford-Stuyvesant, we will expand our search to include the surrounding communities. We have already begun to build relationships with community organizations, leaders, and parents in the surrounding communities (as evidenced by the breadth of letters of support for our application which are included in Attachment 23). If we are located in one of these communities, we will utilize our current network of connections and supporters to stabilize the learning environment and engage parents and the community.

Items a - c:

We thank the Department for its comments and will take them under consideration.

5

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

Sincerely,



Max Koltuv
Applicant

Enclosures

c: Leadership Prep Board of Trustees



Charter Schools Institute
State University of New York

FACSIMILE

DATE: 9/27/05

NUMBER OF PAGES (INCLUDING COVER SHEET): 14 pgs.

PLEASE DELIVER TO: Jamal L. Young

COMPANY: New York State Edu. Dept.

FAX NUMBER: [REDACTED]

FROM: Jill Shaben

NOTES: Currently faxing: Resume from Carrie Abramson,
Attachment 28 & Development Plan.

Next fax will include: Exhibit G - Personnel
Policies(G1-17)

If fax not received in entirety please call the telephone number listed below.

This facsimile transmission may contain confidential or privileged information that is intended only for use by the individual or entity to which the transmission is addressed. If you are not the intended recipient, you are hereby notified that any disclosure, dissemination, copying or distribution of this transmission is strictly prohibited. If you have received this transmission in error, please notify us by telephone immediatcly, at the below listed number, so that we may arrange for the return of the documents to us at no cost to you.

Carrie Culp Abramson

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SEP 27 2005

CHARTER SCHOOLS INSTITUTE

EXPERIENCE

2000-2005 THE ROBINHOOD FOUNDATION

New York, NY

Manager of Strategy, Management Assistance

Senior member of the team which provides strategic, organizational and board development assistance to Robin Hood grant recipients and Robin Hood senior management. Significant accomplishments included:

- Assessed needs for strategic planning projects of over 40 Robin Hood grant recipient organizations and matched projects with appropriate internal and external resources. Led several projects myself.
- Created SP101, a volunteer program for McKinsey & Co. consultants to provide strategic planning assistance to 4-6 Robin Hood grant recipients annually. Pro bono consulting time valued at over \$250,000 annually. Managed projects for first 2 years; Program is now in its fifth year.
- Led Robin Hood strategic planning efforts and recruited over \$1,000,000 in pro bono consulting resources for Robin Hood
 - Initiated and developed materials for the first Robin Hood Board Planning Retreat in October 2000
 - Recruited and managed a pro bono team from McKinsey & Co. to conduct the first ever Customer Satisfaction Survey in 2001
 - Managed a pro bono team from McKinsey and Co. which executed the first Robin Hood-wide strategic planning effort in 2002

1997-2000 MCKINSEY AND COMPANY

New York, NY

Engagement Manager

Managed teams of clients and consultants to solve strategic and operational issues related to marketing and the Internet in Consumer Products and Financial Services industries. Projects included:

- Developed Internet strategy for a consumer finance company to adapt traditional business to the online world. Managed twelve-member, cross-functional senior client team.
- Advised Board of Directors of Wesleyan University on strategic investments in campus infrastructure, educational resources, and campus life to improve its competitive standing.
- Selected for a four month role leading full-time Associate recruiting with responsibility for extensive interviewing, cultivation and campus visits.

1992-1995 MORGAN STANLEY & CO. INC.

New York, NY

Analyst in Investment Banking and Government and Regulatory Affairs

EDUCATION

1995-1997 STANFORD UNIVERSITY GRADUATE SCHOOL OF BUSINESS

Palo Alto, CA

MBA and Public Management Certificate, June 1997

Awarded the Ernest C. Arbuckle Award for Outstanding Service by the MBA class of 1997; Co-Chair, Stanford Management Internship Fund; Tutor in GSB sponsored "I Have A Dream Program"; Marketing Manager, 1997 Student Show; Public Management Program; Co-Chair, Alumni Committee

1988-1992 UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Chapel Hill, NC

BA in Political Science and Russian and Eastern European Studies, May 1992

Awarded John Motley Morehead four-year, fully funded, merit scholarship; Honors program; Semester abroad in Rostov-on-Don, Russia; Volunteer experiences with many campus organizations and local youth soccer league.

OTHER VOLUNTEER EXPERIENCE

Mentor and Sponsor, Student-Sponsor Partnership 1998-2002

Co-chair, The Valerie Fund Recreation Day 1995: managed 35 volunteers to raise \$35,000 and staff the event

Co-director, Morgan Stanley Mentoring Program with Chelsea High School: Recruited and managed 20 volunteers

28. Responsibilities and Obligations of Trustees

Attach a description of the responsibilities and obligations of the charter school trustees.

In accordance with the Charter School Act, the Board of Trustees exercises final authority over all matters of school policy and operations. The Board is accountable to the State of New York for the school's compliance with the terms of its charter, the Charter School Act, and with other relevant laws, including the New York State Not for Profit Corporations Law. The Board understands its legal responsibilities and takes them very seriously. In addition, the Board recognizes its responsibility to the families of our students. For this reason, we will conduct Board meetings in a location and manner and at a time that is conducive to attendance by family members of students enrolled at the school.

The Board also regards itself as accountable to the community for the health, vitality, and effectiveness of the school and for the realization of its opportunities for service and the fulfillment of its obligations to all its constituencies. We have attached a more detailed description of the responsibilities of the Board as a whole and a description of the qualities that we seek in our Trustees and the responsibilities that we require them to undertake.

Based on conversations with Board members and leaders of existing schools, the Board believes that it meets its responsibilities and obligations most effectively if it is primarily focused on governance: general oversight of the operations of the school, planning and policy-making, compliance with fiduciary and legal requirements, and financial oversight. The Board sets objectives in terms of why, what, and how much and focuses on ends or results.

The Board delegates to the Head of School and other staff the management of the school: determining and implementing the academic program, day-to-day administration, and establishing procedures by which policies established by the Board will be implemented.

Our Founding Board has been meeting twice a month since December. After we have received our charter, we expect our Board and its committees to meet at least ten times a year, more often if required by the needs of the school.

The Board intends to establish Finance and Academic Achievement committees of the Board. Both committees are likely to include members of the school's staff who have appropriate expertise. The Finance committee, under the leadership of the Treasurer, will closely monitor the school's finances and report to the Board at each meeting on the school's financial situation. The Academic Performance committee will review assessment data, meet with school staff to discuss academic results, and report to the Board regularly on the school's performance with respect to its educational goals. In addition, the Principal and other members of the school's staff will be invited to Board meetings and Trustees will visit the school so that the Trustees can verify that their directives are being carried out.

The Board will hear complaints in accordance with §2855(4) of the Charter School Law.

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SEP 27 2005

Leadership Prep Charter School
Responsibilities of the Board of Trustees

General Responsibilities:

The Board is responsible for ensuring that Leadership Prep Charter School ("the school") is faithful to the terms of its charter, complies with the Charter Schools Act and other relevant State and Federal law, and is a responsible steward of public funds; that its academic program is successful; and that the school remains a viable organization.

Specific Responsibilities:

1. Determine and refine the school's mission and purpose:
 - a. Create and periodically review the mission statement
 - b. Understand and support the mission statement
2. Select and support the Head of School and conduct regular, written performance reviews.
3. Ensure effective organizational planning.
4. Ensure that the school has adequate resources to meet its mission:
 - Approve fund-raising targets and goals
 - Work in partnership with the school's staff to ensure those goals are met
5. Ensure that resources are managed effectively:
 - Approve the annual budget
 - Monitor budget implementation through periodic financial reports
 - Approve accounting and personnel policies
 - Provide for an independent annual audit by a qualified CPA
 - Ensure that adequate insurance is in force
6. Oversee the academic program of the school and monitor progress towards academic goals.
7. Establish appropriate policies and procedures to ensure that the school operates legally and ethically.
8. Recruit and orient new board members and assess board performance:

Leadership Prep Charter School Qualities and Responsibilities of Trustees

Leadership Prep Charter School (the school) seeks Trustees who display the qualities and will fulfill the responsibilities outlined below. These expectations are to be clearly articulated prior to nominating any candidate as a Board member. The Board will nominate a candidate only after he or she has expressly agreed to accept these responsibilities. In addition individual Trustees are expected to help each other fulfill the responsibilities of the Board of Trustees as a whole.

Qualities we seek in Trustees:

- Commitment to children and to the Brooklyn community
- Commitment to the school and its mission
- Expertise useful to the school
- Understanding of the role of a Trustee
- Willingness and ability to work co-operatively with other Board members for the good of the school
- Willingness and ability to give and receive constructive feedback

Responsibilities of Individual Trustees:

1. Take an active part in overseeing the financial management of the school and the achievement of its academic goals.
2. Be an active advocate ambassador for the values, mission, and vision of the school.
3. Contribute time and energy to the school:
 - Spend a minimum of eight to ten hours per month on school business including time spent on creating deliverables, acting as ambassador for the school, and attending monthly Board meetings
4. Be prepared for Board and committee meetings, attend them regularly, and participate actively.
5. Keep informed about the school and its issues.
6. Work to ensure adequate resources to meet school's mission by personal giving, seeking, and encouraging donations by others and participating in fund-raising events.
7. Help identify and cultivate individuals and community organizations to support the school as donors, volunteers, and advocates.
8. Use personal and professional contacts and expertise for the benefit of the LPCS.
9. Serve as a committee or task force chair or member.
10. Inform the Board of Trustees of LPCS of any potential conflicts of interest, whether real or perceived, and abide by the decision of the Board relating to any such conflict.

**Leadership Prep Charter School
Development Plan
May '05 ~ June '07**

I. MISSION & VISION

The mission of Leadership Prep Charter School is to ensure academic success for children in grades K through 8. We prepare our students to excel in demanding high schools and colleges and to contribute to their communities as leaders. Through educational success, our students earn opportunities in life for themselves and their communities.

We will be granted a charter by the State University of New York Board of Trustees in June, 2005. Our doors will open for 120 kindergarten and first grade students in August, 2006. We will then add a grade each year until the school serves some 467 students in grades k through 8. Our school will be located in Bedford-Stuyvesant, Brooklyn.

Our educational program is based on the best practices of high-performing urban schools across the country. These approaches include:

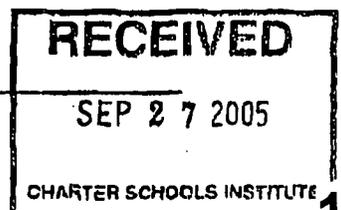
- Small classes with 16 : 1 student to teacher ratio with fewer than 65 students in each grade; our students are known by the adults in their school and there will be no cracks for them to slip through
- High standards for ALL students which call forth students' best efforts; we closely monitor our students' academic progress and do whatever it takes to ensure that every child masters the curriculum
- Engaging, masterful teaching by educators who will stop at nothing to make sure that every child succeeds; we recruit the best and empower them to do amazing work
- An orderly and safe school environment with a strict behavioral code that enables students to fully focus on their studies; our students' behavior is marked by courtesy, respect, and cooperation
- A strong emphasis on literacy and math skills; a longer school day (7:30 AM to 5:00PM) and longer school year (193 days compared to 180 for NYC district schools) which means that by graduation Leadership Prep students will have had the equivalent of an extra five years in the classroom relative to their peers in NYC district schools
- A leadership development curriculum that instills in students the values of personal excellence, entrepreneurship, citizenship, and compassion

Leadership Prep Charter School develops highly educated, unwaveringly committed citizens who will be ready and able to lead their communities to a brighter future.

II. Financial Needs:

Charter schools are public schools which are available to students and their families free of charge. We receive limited federal start-up funding and then a per pupil reimbursement from the State which amounts to approximately 30% less funding per student than New York City District Public schools receive. We receive limited capital funding and no capital funding for facilities whatsoever.

At the same, Leadership Prep provides significantly more programming than does a traditional school:



More Learning Time

Our school day will go from 7:30 AM to 3:45 PM with extra help for struggling students from 3:45 PM until 5:00 PM. Struggling students will also benefit from a half day of school on Saturdays. All students will benefit from an additional 12 days of school each year. Overall, the typical student at Leadership Prep will enjoy 21% more learning time than he or she would at a local public school; struggling students at Leadership Prep will receive 54% more learning time than they would in the typical public school.

More Attention

Our students receive significantly more individualized attention than do students in traditional schools. We maintain a low student to teacher ratio 16 to 1.

More Enrichment

While many New York City Public Schools are cutting art, music, and P.E. programs, Leadership Prep provides daily enrichment classes in these subjects. In addition, we provide a wide array of field trips and experiential learning opportunities.

Because of these realities, Leadership Prep will need to raise funds from individual, corporate, and foundation sources in order to cover its costs during its early years.

Our needs for our start-up period and first year of operations are as follows:

Period	Amount Required*	Purposes and Programs
Start-up (May '05 - June '06)	\$105,000	<ul style="list-style-type: none"> • Salaries for Head of School and Principal to allow time for refinement of educational plan, teacher hiring, and student recruitment (\$92.5K) • Salaries for Business and Office Managers to set up administrative systems (building viable organization as required by our Accountability Plan) (\$20K) • Purchase of textbooks and classroom furniture (\$36K) • Fees for contracted grant writer to help secure further funding (\$15K) • Furniture, computers, and office supplies for start up staff (\$15K) • Acquisition and renovation costs for facility (\$15K) • Development of marketing materials and advertising / outreach for student and teacher recruiting (\$25K)
First Year of Operations (July '06 - June '07)	\$200,000	<ul style="list-style-type: none"> • Reduction of student to teacher ratio to level of 16 : 1 (\$240K) • Staffing for extra-help tutoring after school and on Saturdays (\$30K) • A fulltime Special Education Coordinator on site (\$60K) • A fulltime Art or P.E. teacher (\$60K) • Competitive salaries and benefits which will enable us to recruit and retain strong teachers • Educational supplies and materials (\$35K) • Classroom libraries (\$20K)

		<ul style="list-style-type: none"> • Classroom learning technology (\$75K) • School buses and student lunches for the days we are in session that the New York City Schools are not (\$6K) • Educational and cultural field trips for students (\$12K) • Teacher professional development to ensure strong instruction (\$80K) • Begin to build facilities fund to secure permanent home
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* This is the amount required to balance our budget. The items on the right are a menu of projects which we can present to different funders. We need not fund all of them; rather, we must fund more than \$105,000 worth of them.

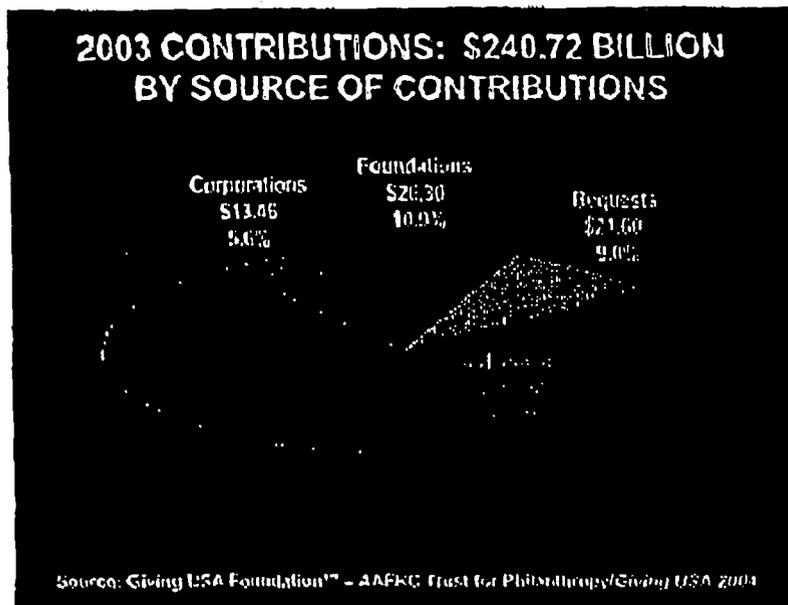
II. Overview and Assumptions

We are creating a public charter school that will be exciting to funders for the following reasons:

- It will serve low-income communities which desperately need improved access to quality education and the life opportunities it brings.
- Our educational program not based on what we *think* will work, but rather on the approaches and practices *proven* to work in the most successful urban schools in the country.
- Small amounts of private money now are highly leveraged in the long run by a school model which intends to be self-sufficient on public money for its core academic operations by year 8 of operations.
- We have strong school management and a smart, involved Board which will ensure that funds are well spent and the school is successful in its mission.
- Because of our school's leadership development mission, philanthropic investments return not only benefits for our students and their families but also for the wider community.
- By doing better academically with less funding, we will create increased pressure to improve the results of low-income, urban schools in New York and across the country

Assumptions:

- We will balance fund raising efforts between individual donors and foundations for the following reasons:
 - Foundation grants generally come in larger amounts
 - Foundations funds often come with tight restrictions on what they can be spent on
 - Foundations like new initiatives (which we will have many of in the early years), but are often reluctant to fund existing initiatives or continue funding for new initiatives for more than several years; because of this, there will likely be a point several years in when our ability to attract large amounts foundation money will decrease
 - Individual donors make up the vast majority (75%) of all giving in America
 - Individual donors are often repeat givers who, if properly cultivated, do not "lose interest" as foundations do
 - Individual donor often place fewer restrictions on their gifts than foundations or government grant agencies do



- Because corporate donors have not typically been supportive of charters (little opportunity for publicity) and because corporate giving is difficult to attract without a strong champion within the company, we will only pursue corporate donors in situations in which we have a Board Member or strong advocate who is well-placed to champion our cause.
- Responsibility for raising money will be share between the Head of School and Board; all Board Members will participate in some fundraising each year.

Challenges:

- **Starting from Scratch:** We will start out raising money without a school, students, or staff and without any demonstrated results.
- **Increasing Competition:** Given the Chancellor's focus on charters, will be competing with a number of other new and existing schools for funding (some of which are being launched by organizations with proven track records).
- **Not a Marquis Board:** We are a Board which values governance ability over personal prominence in choosing its members. Ultimately, this will ensure our success in meeting our mission, but in the short term it poses the problem of limited money the Board can personally contribute and limited access to high network individuals. This, again, means that all Board Members and staff will need to pitch in to ensure we raise the money we need little, by little.
- **Limited Development Staff Resources:** Until we get some money in to contract a grant writer or major gifts person, Max is all we've got. He has limited experience writing grants or cultivating individual donors.

Assets:

- **Strong Team:** We have strong school management and an involved Board which can advocate for the school and inspire faith on the part of funders.
- **Experience and Readiness:** Some Board Members bring experience in fund raising and all bring a willingness to pitch in to get the school what it needs to be successful.

III. Goals

Goals	
Start-up Period	<p>Individual:</p> <ul style="list-style-type: none"> Realize \$27,000 pledged by Board Raise an additional \$43,000 from individual donors through house parties, other face-to-solicitations, and limited mailing / emailing (see calculations below of number of solicitations need to reach goal) <p>Foundation:</p> <ul style="list-style-type: none"> Win \$35,000 matching grant from the NYOCCSE
Year 1 of Operations	<p>Individual:</p> <ul style="list-style-type: none"> Maintain or increase \$27,000 from Board Increase individual giving to \$61,000 through house parties, other face-to-solicitations, and limited mailing / emailing (see calculations below of number of solicitations need to reach goal) <p>Foundation:</p> <ul style="list-style-type: none"> Raise \$113,000 from foundation sources writing approximately 10 grant applications (see attached list of foundations to target)

Calculation of Solicitations Needed to Reach Start up Goal for Individual Giving

Potential Donation Amount	\$ 50,000	\$ 25,000	\$10,000	\$ 5,000	\$ 1,000	\$ 500	\$ 100	\$ 25	Total
Start-up Prospects	0	1	8	11	20	25	35	75	173
Conversion Rate	20%	20%	25%	25%	25%	30%	40%	40%	n/a
Start-up Donors	0	0	2	3	5	8	14	30	61
Start-up Contributions	\$ -	\$ 5,000	\$15,000	\$13,750	\$ 5,000	\$3,750	\$ 1,400	\$ 750	\$ 44,850

Calculation of Solicitations Needed to Reach First Year Goal for Individual Giving

Potential Donation Amount	\$ 50,000	\$ 25,000	\$10,000	\$ 5,000	\$ 1,000	\$ 500	\$ 100	\$ 25	Total
Yr. 1 Prospects	0	2	8	14	25	30	40	90	209
Conversion Rate	20%	20%	25%	25%	25%	30%	40%	40%	n/a
Yr. 1 Donors	0	0	2	4	6	9	16	36	73
Yr. 2 Contributions	\$ -	\$10,000	\$20,000	\$17,500	\$8,260	\$4,500	\$1,600	\$900	\$60,750

Foundations to Target (Focus on High and Med. Priorities for First Year)

Priority	Foundation	Why likely?	Grantees	High	Low
High	Achelle & Bodman	Support charters, support Bklyn orgs	BCM \$25k, Bklyn Hist. Soc. \$50k, Weeksville Hist. Soc. \$25k, Bx Arts CS \$76k, Bx Prep CS \$50k, Children's Storefront \$15k, Civic Builders \$300k, Explora CS \$200k, Risenbach CS \$150k, TFA \$150k,	\$200,000	\$ 50,000
High	Clark Foundation	Expressed interest already through Ben; lots of ed grants; lots of OB	Children's storefront \$75k, civic builders \$200k, CRE \$75k, FLI \$50k, Harlem Day \$50k, NYCCCSE \$250k, NYC OB \$50k, bx prep \$100k, explore \$50k	\$100,000	\$50,000
High	Tiger	Focused on disadvantaged children and their families, like preventive programs, supports only those organizations working to break the cycle of poverty in New York City	Explora \$85k, Bx Prep \$100k, FLI \$100k, Childrens zone \$125k, NYC OB \$60k; Family Academy \$80k	\$100,000	\$50,000
High	Robinhood	Expressed interest already through Carrie, Record of giving to charters	Beg w/ children, bx excellence, bx prep, harlem day, klpp, wildcat	\$75,000	\$40,000
High	Frances L and Edwin L Cummings	Dedicated to piloting or expanding new programs in NYC that benefit young people	bx prep \$75k, Family academy \$50k, Explore \$60k, FLI \$50k	\$75,000	\$50,000
Med.	Independence Community Foundation	Fund early childhood, arts, and literacy; Ben is on staff	BX prep \$25k, Harlem children's zone \$10k; troy whitfield \$100k	\$25,000	\$10,000
Med.	Gilder Foundation	Track record with charters; good size grants	Bx CS for the Arts \$75k, NY CS Ass. \$35k, CEI \$150k, bx prep \$50k, explore \$15k,	\$75,000	\$15,000

Med.	Pumpkin	Some charters and lots of Brooklyn orgs.; a med. b/c small grant size	BX prep \$25k, BX Arts \$25k, BCM \$25k, explore \$10k, KIPP \$10k, NYCCCSE \$500k, NYC OB \$50k, Saint Ann's \$5k, village academies \$25k,	\$25,000	\$10,000
Med.	Guttman	Support ed opportunity in NY; Med. b/c small grant size	Harlem day \$20k, KIPP \$20k,	\$25,000	\$5,000
Med.	Louise Calder	Dedicated to ed in NYC metro area	Botanic garden, BCM, B Hist Soc., Harlem day ca \$15k, Amber CS \$25k, Kindergarten Soc. \$30K	\$30,000	\$16,000
?	Kovner Foundation		bx prep \$800k, NYCSRC \$50k, NY CS Ass. \$50K		
?	Jean and Louise Dreyfus		\$25k to KIPP		
?	Altman	Fund ed., early intervention, want measureable results	Prep for prep \$100k, TEAK \$40k, Bklyn Kindergarten \$45K, Cooke Center \$200k,		
?	Braitmeyer Foundation		Amistad \$35K, Caesar Chavez \$33K, Community Day CS \$35K; Rox Prep \$34K		
?	Dodge		LINK Newark \$75K, NJ CS Ass. \$180K, N. Star \$16K,		
?	Taconic		Harlem Childrens' Zone \$40k	\$25,000	\$10,000
?	Fund for the City of NY				
?	Hazen	focus of '05-'09 is public school reform and youth leadership development	Cypress Hill LDC \$140K		
?	Star		Harlem Childrens' Zone \$40k		
?	Edna McConnell Clark		Explore, Citizen Schools		
?	Tudor		KIPP \$30k, TEAK \$100k		
?	WKBJ	Support N. Star			

IV. Strategies

In order to realize the above goals, we will employ the following strategies:

	Responsibility (Leader / Collaborator)	Due Date
Strategy # 1: Cultivate Individual Donor Base		
Brain storm lists of prospects until we have list which exceeds calculated number of prospects needed	Board Chair / Board	May '05
Create cultivation plan for each contact	Board / Max	June '05
Schedule "house parties" and "office info sessions" for prospects hosted by Board Members for June to coincide with chartering or Sept / Oct	Board Chair / Board	Apr. '05
Develop talking points / presentation materials for house parties, info sessions, and other face-to-face solicitations	Max / Board	May '05
Host house parties and info sessions / arrange mtgs for cultivation and solicitation	Board / Max	June '05 - June '06
Figure out legal issues related to offering tax deductions before we have 501 status	Ruth / Hughes Lawyers	May '05
Secure credit card processing capabilities to ease collection process	Max	May '05
Create lists to mail and email solicitations to those not touched through face-to-face solicitations	Dev. Comm. / Board	July '05
Create mailing and emailing materials to send to Board contacts not touched through face-to-face solicitations	Max / Dev. Comm.	June '05
Make follow up calls to those mailed and emailed	Board	July '05
Strategy # 2: Secure Foundation Funding		
Create cultivation plans for each foundation and time line for foundation solicitations	Max / Dev. Comm.	May '05
Review lists of trustees and officers for targeted foundations and make contact where possible	Board	May '05
Cultivate relationships with targeted foundations	Max / Dev. Comm.	July '05 - June '07
Write ~10 grant applications for start up and first year of ops	Max / Contracted Dev. Staffer	June '05- June '07
Strategy # 3: Build Culture of Philanthropy on Board and Infrastructure to Support it		
Collect Board pledges	Board Chair / Dev. Comm.	June '05
Create Development Committee and Draft Job Description	Board Chair / Board	June '05
Create training for Board Members and Max on development (how to cultivate donors, how to feel comfortable "making the ask")	Dev. Comm.	June '05
Review and adopt development plan	Dev. Comm. / Board	July '05
Create data base to handle individual donor info	Max	July '05
Develop team of >5 face-to-face solicitors	Dev. Comm.	July '05
Create informational / promotional materials for solicitations	Max / Board	June '05

V. Roles and Responsibilities

Board:

- Review and adopt development plan
- Make personal financial contributions
- Use personal networks to identify potential donors
- Host house parties / participate in cultivation face-to-face solicitations
- Personalize solicitation letters and emails; make follow up calls
- Help cultivate relationships with foundations

Development Committee:

- Educate Board on techniques and approaches
- Assign Board Members tasks in cultivation and solicitation
- Guide and assist Head of School in creating marketing materials, development systems, and events
- Track progress towards goals, report progress to Board, and make recommendations on modifications to plans and strategies as needed

Head of School:

- Develop marketing materials
- Develop donor tracking database
- Research foundations and participate in cultivations efforts
- Participate in cultivation of individual donors
- Keep Development Committee and Board up to date on progress
- Draft grant applications
- Develop and ensure proper accounting procedures



Charter Schools Institute
State University of New York

FACSIMILE

DATE: 9/27/05

NUMBER OF PAGES (INCLUDING COVER SHEET): 18 pgs.

PLEASE DELIVER TO: Jamal L. Young

COMPANY: New York State Ed. Dept.

FAX NUMBER: [REDACTED]

FROM: Jill Shahan

NOTES: Currently faxing: Exhibit G - Personnel Policies (G1-G17)

Next fax will include: Attachment 6 - Rationale for Enrollment & Attachment 34 - Uniform Policy

If fax not received in entirety please call the telephone number listed below.

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Exhibit G. Personnel Policies

Leadership Prep is aware that employment disputes can be highly disruptive. We intend to prepare a comprehensive Employee Handbook with the help of a specialist attorney. The following is an outline of the policies that we intend to adopt.

INTRODUCTION

This Manual describes the policies and procedures that apply to all employees of Leadership Prep Charter School ("LPCS"). These policies and procedures may be amended at any time, subject to Article 56 of the New York Education Law and other applicable laws, rules and regulations. This Manual and the policies and procedures set forth herein are not intended to create or constitute a contract or to change the nature of the employment relationship between LPCS and its employees. All employees of LPCS are employees at will.

EMPLOYMENT ADMINISTRATION

I. Equal Opportunity Employer

It is the policy of LPCS to seek and employ the best qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, marital status, or disability. It is further the policy of LPCS to ensure equal opportunity for advancement and non-discriminatory treatment in training, promotion, transfer, layoff and termination for all employees.

II. Hiring

Teachers and other employees will be hired according to the procedures set out in Appendix A and must have criminal background clearance in accordance with New York State Educational Law Section 2854. Upon employment, all employees are required to complete any and all necessary financial forms and benefit applications as deemed necessary by the Head of School or by his or her designee. Information provided by an employee or prospective employee in an employment application or otherwise in relation to his or her employment may be verified and falsification of such information will constitute grounds for refusal to hire a prospective employee or for termination of the employment of an existing employee.

III. Regular Full-Time and Temporary Employees

Regular full-time employees are those employees whose regularly scheduled work week is 40 hours. Regular full-time employees will be eligible for all benefits offered to such employees from time to time and will be entitled to paid vacation leave and other leave with or without pay in accordance with the policies for regular full-time employees established by LPCS from time to time. This Manual describes the benefits and policies in force at the time of its publication.

Part-time employees are those whose normal work week is less than 40 hours. Part-time employees are not eligible for benefits or paid vacation or other paid leave, unless specifically agreed in writing by the Head of School before the employee's employment begins. Part-time employees may be permitted to take time off without pay by the Head of School or his or her designee.

IV. Adjustments To Terms of Employment

The Head of School may at any time in his or her sole discretion make changes, within parameters established by the Board of Trustees, to the terms of employment of any employee, including, but not limited to changes in responsibilities, hours of work, salary and paid vacation or other leave.

V. Elimination Of Positions

LPCS may from time to time eliminate one or more positions.

LPCS will comply with all applicable laws in selecting positions for elimination.

An employee whose employment is terminated because his or her position is eliminated will be entitled to compensation for accrued and unused vacation leave as provided under in this Manual.

VI. Unauthorized Absence

An employee who is absent for a period of three days without notifying the Head of School will be considered to have resigned without notice effective on the initial date of absence and will not be entitled to compensation for accrued and unused vacation leave as provided in this Manual.

VII. Separation

Resignation

An employee may resign at any time by giving notice in writing to the Head of School at least two weeks prior to the desired resignation date. Regular full-time employees who resign in accordance with the provisions of this section will be entitled to compensation for accrued and unused vacation leave as provided in this Manual.

An employee who fails to give at least two weeks written notice will not be entitled to any compensation for accrued and unused vacation leave

Termination

All employees serve at the will of the Head of School. The Head of School or his or her designee may terminate the employment of any employee at any time with or without cause.

Terminated regular full-time employees eligible to accrue vacation leave will be entitled to compensation for accrued and unused vacation leave as provided in this Manual.

TIME AND ATTENDANCE

I. Work Day and Work Week

All regular full-time employees are required to work a minimum of eight hours each day, Monday through Friday, and a minimum of 40 hours each week not including lunch and breaks. The Head of School will determine the working hours of instructional staff so as to ensure that sufficient staff are available at the beginning and end of each school day and that staff have sufficient time for interaction with other instructional staff and administrators. All employees will be entitled to a 45-minute lunch break each day which break will not be included in an employee's working hours.

No employee may undertake personal activities unrelated to the work of LPCS during the working day without the prior approval of the Head of School or his or her designee.

II. Pay Periods

Employees will be paid every two weeks in arrears on alternate Fridays.

BENEFITS: PAID LEAVE

I. Vacation Leave

For the purposes of this section, "administrative staff" is defined as those employees who are not regularly engaged in teaching or other classroom activities or are not in regular contact with students or their families. All other staff are referred to as "instructional staff"

Administrative Staff: Accrual

Regular full-time administrative staff will be entitled to ten days of paid vacation leave per year. In the first year of employment an employee will accrue five days of vacation leave at the end of the first five months of employment and one day at the end of each subsequent month of employment up to a total of ten days. In subsequent years of employment each such employee will accrue one day of vacation leave at the end of each of the first ten calendar months of employment

Unused vacation leave may be rolled-over from year to year up to a maximum of twenty days.

Administrative Staff: Use

Regular full-time administrative staff may take vacation leave at any time with the prior written approval of the Head of School or his or her designee, which approval may be withheld at any time for any reason.

Employees must use vacation leave in increments of one-half of a work day (four hours).

Instructional Staff

Regular full-time instructional staff will be entitled to paid vacation leave when LPCS is not in session. The Head of School will specify annually the days on which LPCS will not be in session. For the 2006-2007 school year, LPCS will not be in session on the following 40 days :

1. One day in September (4th);
2. Three days in November (22nd, 23rd, 24th);
3. Seven days in late December / January (Dec. 25th-29th; Jan. 1st & 15th)
4. Five days in February (19th -23rd);
5. Five days in April (23rd -27th);
6. One day in May (28th);
7. 18 days in July (4th-27th).

Instructional staff will not be eligible to accrue vacation leave

II. Holidays

LPCS will be closed for the following public holidays

Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, Presidents Day, Memorial Day, and Independence Day.

III. Weather Days and Other Closures

LPCS may be closed due to inclement weather or other situations from time to time. At the discretion of the Head of School, employees may be required to work without additional pay for a number of days equal to the number of days lost to closure due to inclement weather or other reasons.

IV. Personal Leave

Accrual

Regular full-time employees will be entitled to paid personal leave as follows:

- Three days during each academic year for employees hired on or before September 1 in each year;
- A *pro rata* number of days (rounded up to the nearest half day) for employees hired after September 1 in any academic year.

Employees may not accrue personal leave from year to year and will not be entitled to compensation for unused personal leave on resignation or termination

Use

Employees may take personal leave at any time with the prior approval of the Head of School which approval may be withheld at any time for any reason. Instructional staff must make every reasonable attempt to use personal leave only when the use of such leave would not conflict with classroom instruction time.

Personal leave must be used in increments of one-half of a work day (four hours) and may not be added to vacation leave

V. Sick Leave

Accrual

Regular full-time employees will be entitled to paid sick leave as follows:

- Five days during each academic year for employees hired on or before September 1 in each year;
- A *pro rata* number of days (rounded up to the nearest half day) for employees hired after September 1 in each year.

Employees may not roll over unused sick leave from year to year and will not be entitled to any compensation for unused sick leave on resignation or termination.

The Head of School may, at his or her sole discretion, extend the sick leave of any employee on whatever terms he or she may decide.

Use

Regular full-time employees may use sick leave only in the event of illness of the employee, or of the employee's immediate family and for no other purpose. Misuse of sick leave is cause for termination of employment. For the purposes of this section, "immediate family" is defined as a spouse, child, sibling, parent, grandparent, any other relative permanently residing with the employee, or any other person designated as a member of the employee's immediate family by the Head of School. Employees must inform the Head of School or his or her designee of an expected absence due to illness by 6:00 a.m. or as soon thereafter as reasonably possible and must give advance notice of expected absence for medical reasons whenever possible.

VI. Overtime and Compensatory Time

Exempt Employees

Exempt employees, as defined by law and including all instructional staff, are not entitled to overtime pay or to compensatory time off for hours worked in excess of 40 hours per week.

Non-Exempt Employees

Non-exempt employees, as defined by law, may not work more than eight hours in any day or more than 40 hours in any week, or, in the case of part-time employees, more than their regularly scheduled hours of work unless at the express request of a supervisor and with the approval of the Head of School.

Non-exempt employees will be paid for approved overtime work at one and a half times the appropriate rate of pay or, at the discretion of the Head of School and to the extent permitted by law will be entitled to paid compensatory leave at the rate of one and a half hours for each hour of overtime worked.

Compensatory leave may be taken in increments of one half hour.

VII. Medical Leave of Absence

Regular full-time employees who have completed at least ninety (90) days of continuous employment will be entitled to an unpaid medical leave of absence in the event of illness, injury, or pregnancy-related disability. Employees may request a medical leave of absence by providing the Head of School or his or her designee with a written notice of disability, including a doctor's certificate stating the nature of the disability, the date until which the employee will be able to work and the expected date of return to work.

Medical leaves of absence will be granted for a period of up to one month, but may be extended with the approval of the Head of School on a month-to-month basis for a maximum of three months. An employee wishing to extend a medical leave of absence must submit to the Head of School a written request prior to the beginning of each month with a certificate of continued disability. LPCS will continue to provide health insurance coverage for any employee on an authorized medical leave of absence through the first full calendar month from the date that the leave began. After that time, employees may continue health insurance coverage on payment of the appropriate monthly premium.

Employees on medical leave of absence must provide LPCS with at least one week's written notice of intended return to work and must provide a doctor's certificate that the employee is fit to return to work. LPCS reserves the right to require a medical examination by a physician of LPCS's choosing prior to an employee's resumption of duties.

LPCS will make a reasonable effort to return an employee on a medical leave of absence to the same or similar job as held prior to the leave upon his or her return to work. An employee who does not return to work after a medical leave will be deemed to have resigned at the date on which the leave ended.

VIII. Jury Duty

Regular full-time employees who are summoned for jury duty will be paid \$15.00 per day for the first three days of jury duty and will be entitled to unpaid leave for any additional days of jury service. Employees may use vacation or personal leave during jury duty with the approval of the Head of School.

An employee who is summoned for jury duty must provide a copy of the summons to the Head of School immediately upon receipt and must inform the Head of School immediately if he or she is selected for a jury.

IX. Statement Of Accrued Leave

LPCS will provide periodically to each regular full-time employee a statement of the leave taken and accrued by the employee.

X. Other Leave

The Head of School may declare a school holiday at any time and may require some or all employees to take the school holiday as an unpaid day of leave. School holidays will not affect any other leave to which an employee may be entitled.

XI. Payment for Unused Leave

As provided in this Manual, a regular full-time employee who resigns from LPCS or is terminated for any reason will be entitled to be paid for vacation leave accrued but unused at the time that his or her employment terminates. No employee will be entitled to be compensated for:

1. More than twenty days of unused vacation leave
2. Any unused vacation leave if the employee resigns with less than two weeks notice
3. Unused personal or sick leave
4. Unused compensatory leave (unless required by law)
5. Vacation leave not yet taken in the case of instructional staff employees

BENEFITS: INSURANCE

I. Medical Insurance

LPCS will offer one or more medical insurance plans to its employees on terms to be determined.

II. Workers' Compensation Insurance

Employees will be covered by workers' compensation insurance.

Any employee who suffers an injury in the course of his or her employment must file a report with the Head of School or his or her designee as soon as possible. The employee is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

III. Disability Insurance

LPCS will provide short-term disability insurance in accordance with New York State law. Any employee wishing to claim disability pay must file appropriate reports and forms with the Head of School or his or her designee. Employees also are responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

IV. Waiver of Insurance Benefits

Any employee who wishes to waive any of the insurance benefits offered by LPCS must submit a waiver in writing to the Head of School or his or her designee.

BENEFITS; OTHER BENEFITS

I. Retirement

LPCS expects to apply to join the Teachers Retirement System and the New York State and Local Employee Retirement System, and expects that all employees will be eligible for membership in the System. LPCS will assume all obligations of participating employers as determined by the System, including liabilities for employer payments and recordkeeping.

II. Deferred Compensation

LPCS may, if determined by the Head of School and the Board of Trustees, offer a deferred compensation (403(b)) program to employees who are not eligible to join the Teachers Retirement System or to all employees.

III. Tuition Payments

LPCS may establish a tuition reimbursement program for its employees.

IV. Unemployment Insurance

LPCS will contribute to the Unemployment Compensation plan administered by the State of New York.

V. Changes to Benefits

LPCS reserves the right to change the benefits offered to employees at any time, subject to applicable laws. Employees will be notified of any change in benefits..

REIMBURSEMENTS

I. Travel

Employees are eligible for reimbursement for reasonable expenses incurred while engaged in travel approved in advance by the Head of School.

III. Personal Telephone Calls

Employees may not make personal long-distance telephone calls from any LPCS telephone number unless with the approval of the Head of School. Employees are required to reimburse LPCS for the costs of any personal phone calls billed to LPCS.

IV. Other Reimbursements

Employees will be reimbursed for expenditures made on behalf of LPCS provided that such expenditures have been approved in advance by the Head of School or are within the budgetary authority of the employee.

The final decision on whether to reimburse an employee for any such expenditures is vested with the Head of School or his or her designee.

V. School Credit Cards

An employee who is authorized to use a school credit card may not charge personal expenses of any kind on the card and must provide to the Head of School or his or her designee timely accounting of charges made on behalf of LPCS including all necessary receipts and justification for such expenditures.

SEXUAL HARASSMENT

I. School Policy

It is the policy of LPCS to prohibit sexual harassment in the workplace or at any other place where a school-sponsored event takes place. LPCS is committed to maintaining a workplace environment that is free of harassment of and by its employees.

It is the responsibility of all management and all employees to assure that this policy is understood, implemented, and adhered to without exception.

II. Defining Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment;
- Submission to or rejection of such conduct by an employee is used as the basis for an employment decision affecting that employee; or
- Such conduct has the purpose or the effect of unreasonably interfering with an employee's work performance, or of creating an intimidating, hostile, or offensive work environment.
- Sexual harassment may include such actions as: repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes, or innuendo of a sexual nature; words or gestures of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive objects or pictures.

III. Investigation and Remediation

If an employee believes that he or she has experienced sexual harassment, or believes that he or she has witnessed sexual harassment, the employee must immediately notify the Head of School, the Principal or a member of the Board of Trustees.

All reports of sexual harassment will be promptly investigated by the Head of School, or a designee who is not involved in the alleged harassment, and will be kept confidential to the extent possible.

If an investigation confirms that harassment has occurred, the Head of School, in consultation with the Board of Trustees, will take appropriate corrective action which may include, but not be limited to, an official memorandum in an employee's personnel file, salary adjustment, or termination.

No employee will be subject to employment-based retaliation, intimidation, or discipline as a result of making a complaint of sexual harassment. However, disciplinary action up to and including termination may be taken against any employee who knowingly makes a false, meritless, or malicious claim of sexual harassment.

EVALUATIONS AND PROBLEM-SOLVING PROCEDURES

I. Employee Evaluations

Employees will be evaluated annually on or about an employee's anniversary date or on or about a fixed annual date, at the discretion of the Head of School. Evaluations will be conducted by the Head of School or his or her designee, with input from an employee's immediate supervisor, if applicable. These evaluations will be maintained in the personnel file for each employee.

II. Problem-Solving Procedures

Any employee wishing to make a formal complaint about a procedure, action, or directive of another employee or supervisor should notify his or her supervisor or the Head of School at the employee's discretion, as soon as possible after the event giving rise to the complaint. The Head of School or his or her designee will be the investigator and final arbiter of all such grievances.

In the event that the complaint involves a procedure, action, or directive of the Head of School, an employee may file a written complaint with the President of the Board of Trustees. In such instances, the President of the Board of Trustees or his or her designee will be the investigator and final arbiter of the complaint.

MISCELLANEOUS

I. Confidentiality

Employees may not release any information about LPCS, its activities, or the activities of its employees, students or families except as normally required by their duties, expressly permitted by the Head of School or in conformity with the requirements of The Freedom of Information Law.

Employees will maintain the confidentiality of student records at all times in accordance with the federal Family and Educational Rights and Privacy Act and other relevant state and federal legislation.

No employee shall publish, disclose, or use, or authorize anyone else to publish, disclose, or use, or in any way cause to be published, disclosed, or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with LPCS unless otherwise directed by the Head of School. Any document or other material containing such information is required to be returned to the Head of School upon an employee's termination or resignation.

II. Personnel Inquiries

No employee of LPCS other than members of the Board of Trustees, Head of School, or a designee is authorized to respond either verbally or in writing to personnel inquiries about any employee. The school will comply with requests for information from personnel files pursuant to FOIL excluding personal privacy information unless the employee otherwise designates in writing.

III. Return Of Office Materials

An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, and office materials and supplies in such employee's possession to the Head of School. No information or copies of information, including but in no way limited to files, memos, computer-stored items, rosters, or other similar information, may be taken by such employee without the express permission of the Head of School.

IV. Ban On Acceptance Of Gifts

The Head of School and other school employees are not permitted to accept gifts of any kind of a value exceeding five dollars (\$5.00) -- including but not limited to money, goods, food, entertainment, or services -- directly or indirectly from: (a) individuals, schools, or companies serving as vendors or potential vendors for this school; (b) elected officials or their representatives; (c) candidates for public office or their representatives; or (d) political party officials or their representatives unless authorized by the Head of School, or in the case of a gift offered to the Head of School by the President of the Board of Trustees. Exceptions will only be made in the case of a gift intended for and used by LPCS. Offers of gifts in excess of \$5.00, even when refused, must be communicated immediately by the employee receiving such an offer to the Head of School.

V. Change In Personnel Information

Employees must notify the Head of School and any other person designated by the Head of School immediately of any change in name, family status, address, telephone number, or other relevant personnel information.

VI. Examination Of Personnel Files

Any employee may examine his or her personnel file at any time but only in the presence of the Head of School or his or her designee. An employee may take written notes about the contents of the file, and may add comments for inclusion in the file at any time. No personnel file is to be removed from the office unless expressly provided for by the Head of School or his or her designee.

VII. Intellectual Property

Copyrights, patents or other intellectual property created by any employee in the course of his or her employment and any royalties or similar payments deriving therefrom are the property of LPCS.

VIII. Code of Ethics

All employees must receive and abide by the school's Code of Ethics.

APPROVED:

Head of School *Date*

CERTIFICATION OF RECEIPT OF PERSONNEL MANUAL BY EMPLOYEE

I have received a copy of LPCS's *Personnel Manual* and a copy of the Code of Ethics. I understand that I am responsible for becoming familiar with the policies described in it. I understand that the information contained in it may be modified from time to time. I understand that neither the *Manual's* policies nor any representations made by a management representative, at the time of hire or subsequently, are to be interpreted as a contract between LPCS and any of its employees. I further understand that my employment is voluntarily entered into, that I am free to resign at any time and that LPCS may terminate the employment relationship whenever it determines that it is in its best interest to do so.

Employee Signature *Date*

PERSONNEL POLICY

APPENDIX A

Procedures for hiring and dismissing school personnel Qualifications for hiring employees Responsibilities of staff members

The following procedures, qualifications and responsibilities are subject to change at any time. A single individual may assume the responsibilities of more than one position, especially during the school's early years

LPCS will comply with the New York Charter Schools Act with respect to teacher certification. In addition the school may hire teachers who are not certified but who qualify for employment under Section 2854(3) (a-1) of the Education Act. All teachers teaching core subjects, including those who lack certification, will comply with subject matter competency and all other requirements of the No Child Left Behind Act

1. Head of School

The Head of School will be hired, supervised, evaluated and, if necessary, dismissed by the Board of Trustees.

Qualifications

- Bachelor's degree and at least four years of administrative and/or leadership experience preferably in a school setting
- Indefatigable passion for the school's mission, purpose, and performance
- Values and educational philosophy in line with the school's culture and pedagogy
- Ability to effectively communicate and build bridges with a broad range of stakeholders, both within the school's local community and more broadly (with board members, government officials, donors, other high-performing charter schools, etc.)
- Competence at attracting, screening, building, and motivating a high performing team of teachers and administrators
- Competence at the wide range of complex, administrative responsibilities associated with operating a charter school effectively and stewarding public funds responsibly
- An ability to develop a data-driven, results oriented culture for the school
- Depth of expertise around design and management of successful charter schools
- High energy, tenacity, and commitment to working hard over sustained periods of time
- High level of personal and professional integrity
- Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes
- Courage to take a strong stand and not back down in the face of pressure, combined with the good judgment to know when to question or rethink a policy or position
- Sensitivity to and respect for the great diversity of race, class, gender, and perspectives that come together in our school

Responsibilities

- Assume overall responsibility for achieving the school's mission
- Ensure compliance with the school's charter and with all relevant law
- Ensure compliance with accountability requirements
- Oversee the school's finances, manage the budget, financial relationships and relationships with vendors
- Work with the Board of Trustees to create and implement the fundraising plan and identify and cultivate potential donors
- Maintain relationships with the community

- Promote the school in the community and in the media
- Hire the Principal, in consultation of the Board of Trustees, and support, supervise, evaluates and, if necessary dismiss him or her
- Work closely with the Principal to create the academic program of the school, to evaluate results, and to implement the Accountability Plan
- Hire, support, supervise and, if necessary, dismiss members of the administrative staff
- Manage the facility
- Maintain communication with the Board of Trustees

2. Principal

The Principal will be hired by the Head of School, in consultation with the Board of Trustees and will be supervised, evaluated and, if necessary, dismissed by the Head of School.

Qualifications

- Bachelor's degree and Master's Degree with at least several years of teaching experience with low income youth during which time students demonstrated significant improvements in academic performance as indicated by objective assessments
- An unwavering belief that given the right instruction all students can achieve at the highest academic levels
- Strong support of the idea that detailed assessment of academic progress must be available in order to effectively plan and tailor instruction to students' specific learning needs
- Exemplary classroom management skills as indicated by the ability to create an ordered and focused classroom environment
- An entrepreneurial spirit which embraces the opportunity for creativity and hard work inherent in a start-up

Responsibilities

- Lead the instructional program of the school
- Create a culture of high academic and behavioral expectations
- Recruit students to enter school each year
- Recruit, interview, select, develop, and retain amazing teachers
- Provide daily coaching and feedback to teachers
- Conduct regular formal observations and evaluations of teachers
- Plan and implement professional development for teachers
- Track and analyze data to support and further students achievement
- Ensure that every student shows dramatic student achievement gains
- Cultivate positive relationships with parents and families

3. Dean of Students

The Dean of Students will be hired, supervised, evaluated and, if necessary, dismissed by the Principal, in consultation with the Head of School.

Qualifications

- Strong commitment to the mission of the school
- At least four years teaching and / or administrative experience in low income schools
- Strong focus on the creation of an orderly academic environment
- Detail orientated and tenacious in following up on disciplinary issues
- Ability to be both empathetic and firm in dealing with students
- Proven ability to create excellent relationships with students and their families
- An entrepreneurial spirit which embraces the opportunity for creativity and hard work inherent in a start-up

Responsibilities

- Work with the Principal and teachers to create a system of consequences for disciplinary infractions and ensure consistent application thereof
- Work individually with students who have difficulty in meeting the behavioral requirements of the school and refer to outside resources as necessary
- Work with the Principal and teachers to create rituals that support an orderly academic environment
- Maintain records of disciplinary actions
- Ensure that each family is visited before the opening of school and maintain close contact with families
- Work with the Principal to create programs and initiatives to increase family involvement in the school

4. Business Manager

The Business Manager will be hired, supported, evaluated and, if necessary, dismissed by the Head of School

Qualifications

- Strong commitment to the mission of the school
- Bachelor's Degree with at least three years of financial management experience preferably in a school setting
- Understanding of the systems required to maintain the school's fiscal viability
- An entrepreneurial spirit which embraces the opportunity for creativity and hard work inherent in a start-up

Responsibilities

- Build systems to support fiscal viability of the school including:
 - Record and track all income and expenses
 - Record all cash receipts
 - Record invoices for accounts payable
 - Prepare vendor checks
 - Reconcile bank accounts monthly
 - Maintain payroll records, transmit payroll to the payroll service and supervise the service
 - Maintain personnel records
 - Review and maintain the general ledger and subsidiary journals
 - Record all journal entries required to close the books monthly
 - Provide unaudited financial statements monthly
 - Ensure proper financial reporting
 - Maintain audit trail and work with outside auditors
 - Prepare budget forecasts
 - Administer the benefits programs

5. Office Manager The Office Manager will be hired, supported, evaluated and, if necessary dismissed initially by the Head of School.

Qualifications

- Strong commitment to the mission of the school
- High school diploma
- At least two years administrative experience
- An entrepreneurial spirit which embraces the opportunity for creativity and hard work inherent in a start-up

Responsibilities

- Serve as receptionist and liaison with parents
- Maintain student records
- Complete purchase orders, payroll records and financial forms
- Oversee facility maintenance and supplies
- Manage breakfast and lunch program
- Maintain student records and databases
- Process applications
- Help plan and coordinate school events

6. Program Manager

The Program Manager will be hired by the Head of School and will be supported, evaluated and, if necessary, dismissed by the Head of School.

Qualifications

- Bachelor's degree with at least two years administrative experience preferably in a school setting
- Strong commitment to the mission of the school
- Detail orientated
- Strong aptitude for data collection and analysis
- An entrepreneurial spirit which embraces the opportunity for creativity and hard work inherent in a start-up

Responsibilities

- Manage all non-classroom programming (e.g. afternoon enrichment, field trips, school-wide events and performances, parent news letters)
- Support principal in recruit new students
- Manage student transport and meal programs
- Apply for and manage Title I funding
- Assist Head of School with fundraising, maintain records and prepare mailings
- Assist Head of School in complying with accountability requirements, maintain records and prepare reports

7. Nurse

The school nurse will be hired by the Head of School and will be supported, evaluated and, if necessary, dismissed by the Head of School

Qualifications

- Current RN license with at least two years experience preferably in a school setting
- Strong commitment to the mission of the school
- Detail orientated
- An entrepreneurial spirit which embraces the opportunity for creativity and hard work inherent in a start-up

Responsibilities

- Ensures the school has on file all necessary student medical records and forms;
- Ensure all records and forms are kept up-to-date;
- Administers medications to students who require it during the day;
- Makes sure the school has in place necessary health- and medical-related procedures in case the Nurse is not present at the school;
- Provide care and first aid to injured or ill students;
- Administers all necessary student health testing as required by law;

More Serious:	<ul style="list-style-type: none"> • Repeated "Minor" infractions and; • Graffiti • Theft of property • Academic cheating • Disrespect of teacher or peer (talking back, including body language such as eye rolling, or teasing) • Disruptive of class • Vandalism • Sexual / racial / ethnic harassment • Swearing / cursing at someone • Using cell phones, walkmen, electronic games in school • Bringing violent or pornographic material to school 	<ul style="list-style-type: none"> • Consequences for "Minor" infractions and; • In-school or out-of-school suspension
Most Serious:	<ul style="list-style-type: none"> • Repeated "More Serious" infractions and; • Physical aggression / fighting • Weapons in school • Drugs / Alcohol in school • False alarms • Sexual behavior in school • Extortion / theft from person's possession / intimidation • Arson • Smoking on school grounds 	<ul style="list-style-type: none"> • Consequences for "Minor" and "More Serious" infractions and; • Expulsion

Procedures for Disciplinary Action Other Than Suspension and Expulsion

If a student commits an infraction and the consequence called for is any other than suspension or expulsion, staff members are authorized to address the infraction and invoke the consequence according to their professional judgment. The Head of School and Principal will be responsible for ensuring through professional development efforts that teachers are applying the Code of Conduct in a uniform and equitable way. As mentioned, this will be a major focus of our pre-school year summer training. Teachers will notify school leaders of any significant or repeated discipline issues and seek support from school leaders in finding ways to modify student behavior where needed. If the consequence imposed is not effective, staff members may ask school leaders to intervene. If repeated interventions by school leaders are not effective, parents or guardians will be asked to come to school to discuss the issue and design further interventions. The school reserves the right to insist upon parent or guardian involvement in resolving the disruptions before the student will be allowed to return to class.

Procedures and Due Process for Short-term Suspension

If a student commits an infraction that calls for a consequence of short-term suspension (ten days or fewer), such action will be taken at the discretion of the Head of School. In such cases, the school will adhere to the following procedure which is in consistent with applicable federal case law (see *Gas v Lopez* (419 U.S. 565)):

- The student shall be informed of the charges and the evidence for those charges; where applicable, the student will have the opportunity to explain his or her side of the events.
- The Head of School or his or her designee(s) will immediately notify a guardian of the child, in person or on the phone, and will send written confirmation by personal delivery or express mail within 24 hours of the decision to suspend a student.
- The guardians of the student will have the opportunity to have an informal discussion of the suspension with the Head of School or his or her designee(s).
- The Head of School or his or her designee(s) may require the guardians to meet with representatives of the school before the student may return to classes.
- Alternate instruction will be provided within 24 hours of any short term suspension.

Procedure for Long-term Suspension or Expulsion

Long-term suspension refers to the removal of a student from the school building for disciplinary reasons for more than ten days. Expulsion refers to the permanent removal of a student for disciplinary reasons. The following procedure, which again complies with applicable case law, is followed:

- The student is immediately removed from the class or the school, as needed.
- The student shall be informed of the charges and the evidence for those charges; where applicable, the student will have the opportunity to explain his or her side of the events.
- The Head of School or his or her designee(s) will immediately notify a guardian of the child, in person or on the phone, and will send written confirmation by personal delivery or express mail within 24 hours of the decision to suspend or expel.
- The Head of School or his or her designee(s) will set a date for a formal hearing and notify guardians in writing of the date, time, and place of the hearing, as well as:
 - The charges against the student;
 - A summary of the supporting evidence; and
 - Their right to be represented at the hearing (at their own expense) by an attorney, present evidence, and question witnesses.
- After the hearing, the Head of School or his or her designee(s) presiding at the hearing will issue a written decision, which will be sent to the student's guardians and the Board of Trustees and placed in the student's permanent file.
- If the Head of School or his or her designee(s) find that long-term suspension or expulsion is indicated, the guardians of the student may appeal this decision to the Board of Trustees within ten days of the decision to suspend or expel.
- Such appeal will be heard at the discretion of the Chair of the Board by a Trustee sub-committee (one or more Trustees designated by the Chair); in such cases, the guardians will be again notified in writing of the date, time, and place of the hearing, as well as:
 - The charges against the student;
 - A summary of the supporting evidence; and
 - Their right to be represented at the hearing (at their own expense) by an attorney, present evidence, and question witnesses.
- Alternate instruction will be provided within 24 hours of any short term suspension or expulsion.

Providing Instruction During Removal

In order to ensure academic progress, alternate instruction will be provided to students who have been suspended or removed within 24 hours of such suspension or expulsion. The method and form of this alternative instruction will be determined on a case-by-case basis. In all situations, the method and form will be selected with the goal of maximizing the student's academic progress. It will enable them to master material, complete assignments, and participate in assessments.

Instruction will commence within one day of a student's being removed or suspended. In such cases, instruction will occur within the school facility, at the student's home, or at a contracted facility reasonably accessible to the student. It will occur during the school day, before school hours, or after school hours. Instruction will be provided by teachers, teaching aides, trained volunteers, individuals within a contracted facility, or tutors hired for the purpose.

Policy for Infractions which Constitute a Violation of Law

Infractions that are violations of municipal, state, and federal law (such as weapons possessions, assaults, thefts, and possession of controlled substances) will be reported to the appropriate law enforcement authorities (e.g., the New York City Police Department).

By focusing on the "small" infractions, we intend to create a culture that is orderly and conducive to learning and in which more serious offenses do not occur. Should they occur, however, we stand prepared to ensure the educational success and safety of all students by applying our Code of Conduct according the policies outlined above.



Charter Schools Institute
State University of New York

FACSIMILE

DATE: 9/27/05

NUMBER OF PAGES (INCLUDING COVER SHEET): 18 pgs.

PLEASE DELIVER TO: Jamal L. Young

COMPANY: New York State Ed. Dept.

FAX NUMBER: [REDACTED]

FROM: Jill Shahan

NOTES: Final fax: Attachment 11 - Executive Summary

If fax not received in entirety please call the telephone number listed below.

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11. Executive Summary

Provide an "Executive Summary" for the proposed charter school. The Executive Summary should provide an overview of the proposed charter school, be "jargon free" and include the following elements:

- a brief explanation of why you are seeking to open a public charter school, including why the charter school is necessary at this time and in the proposed location;
- a brief but precise discussion of how the school would improve student learning and achievement, i.e., the particular elements of the school's program and the capacity of those implementing the program that would make it succeed where others have failed;
- a discussion of the proposed charter school's educational program together with a presentation of research supporting the school's proposed academic program design;
- a discussion of the specific measures to be used to determine the "success" or effectiveness of the school; and
- a demonstration that the proposed educational program would implement one or more of the statutory purposes of charter schools [see §2850(2)(a)-(f)].

The Rationale For Leadership Prep

We are proposing to open Leadership Prep Charter School in Bedford-Stuyvesant for two reasons. First, we believe the communities of central Brooklyn-Bedford-Stuyvesant, Brownsville, East New York, Bushwick, and Crown Heights-have a deep and longstanding need for such a school.¹ As the test and educational attainment data below indicate, families in these communities need more schools that ensure children are fully prepared for the rigors of high school and college. As the economic and social indicators below further demonstrate, our communities need greater numbers of highly educated, committed citizens who can help lead the way to a brighter future.

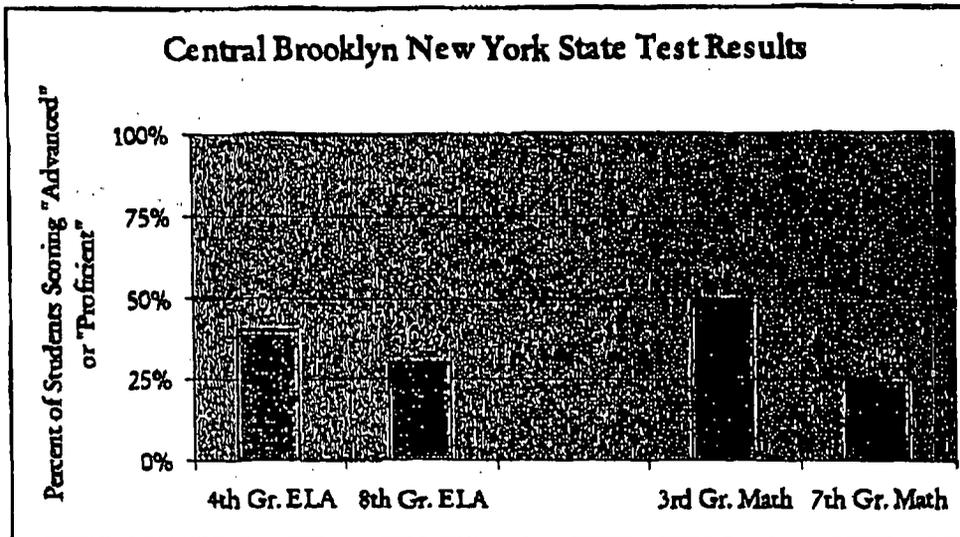
Second, we believe we can succeed at bringing students to academic mastery where other public schools have struggled. As a charter school, we will have freedom to choose staff who are fully committed to our mission, select curriculum that builds strong literacy and numeracy, set schedules that best serve the needs of our students, and make budgetary decisions that further our mission. These freedoms will enable us to base our school on approaches and practices that have proven effective at existing high-performing urban schools serving similar populations.

The Need

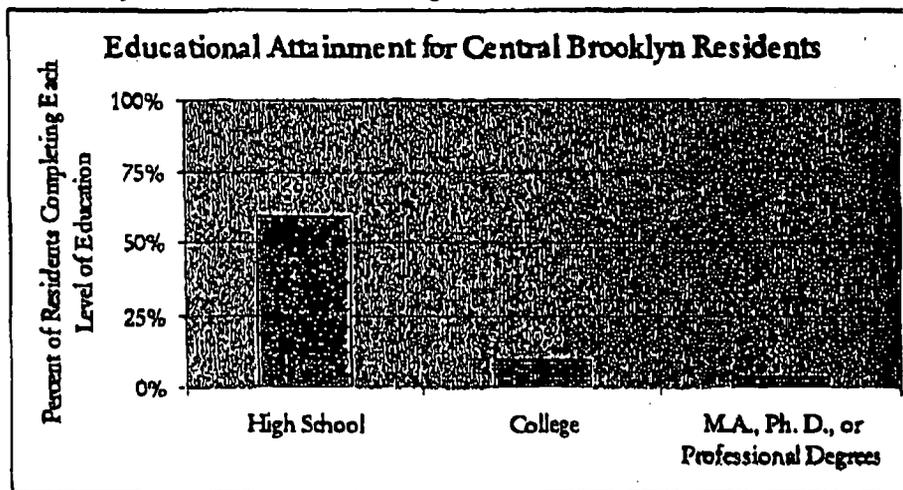
Bedford-Stuyvesant and the surrounding communities of Bushwick, Crown Heights, Brownsville, and East New York face difficult social, economic, and educational challenges. Of the 35 New York City schools placed on the Schools Under Registration Review (SURR) watch list by the State Department of Education, more than one-quarter - some 10 schools- are in these communities.²

¹ While all families who reside within the five boroughs would be eligible to enter our lottery, we plan to focus our recruiting efforts in these communities and anticipate that the majority of our students will hail from these neighborhoods. Within central Brooklyn, we choose to locate Leadership Prep in Bedford-Stuyvesant because the neighborhood's rich history, vibrant cultural life, and strong community organizations will help us succeed in our educational mission. The benefits of our locating in Bedford-Stuyvesant are further discussed in the "Why We Will Succeed" section below.

² Includes schools in Districts 16, 17, 19, 23 and 32. SURR status is as of 1/4/05, the most recent list available (<http://www.emsc.nysed.gov/nyc/SURR/05-nyc-upstate.htm> accessed on 1/7/04). The desire for educational options for families who are served by these SURR schools is reflected in the nearly 12,000 families who have sought transfers out of such schools for their children over the last two years. As one Bedford-Stuyvesant mother put it, "I am desperate for help. I am very concerned about my son. I think he waste a whole year at this school. He have learned nothing [sic]." Joe Williams, "Let Kids Go, Parents Beg: Want Easier Transfers from City Hall Schools," *The New York Daily News*, 9/12/04, p. 18.



In 2004, 50% of central Brooklyn third graders and 24% of seventh graders demonstrated mastery in mathematics by scoring in the "proficient" or "advanced" categories on the New York State math exam. 40% of fourth graders and 30% of eighth graders demonstrated mastery in English / Language Arts. This means that in 2004, some 6,154 children finished middle school without the reading and writing skills necessary to succeed in high school, and some 7,219 students completed seventh grade not yet ready for the challenging material that lay ahead in eighth grade and high school mathematics.³ These deficits in basic skills and knowledge will make it difficult for many of these students to keep up in high school and college, as evidenced by census data on educational attainment: 59% of students in central Brooklyn finish high school, 9% complete college, and only 3% receive masters, professional, or doctoral degrees.⁴



This academic underperformance occurs in communities beset by other challenges. Unemployment in central Brooklyn is nearly double the citywide average, depressing incomes and fueling wide-

³ These are weighted averages of 2004 test results from Districts 16, 17, 19, 23, and 32 (http://www.nycenet.edu/daa/test_results/, accessed on 1/16/05).

⁴ Weighted averages of 2000 US Census Data for Community Districts 3, 4, 5, 8, and 16 drawn from The New York City Department of City Planning Community District Profiles (<http://cpi.nyc.gov/dcp/pa/address.jsp>, accessed on 1/16/05).

spread poverty; the average family here earns 61% of what the average New York City family earns, and one in three people lives below the poverty line. This economic deprivation takes a particular toll on children, some 45% of whom live in poverty. Risks to safety and health are reflected by an infant mortality rate nearly double the citywide average and a crime rate that leaves a resident of central Brooklyn some 38% more likely than residents of the city at large to be the victim of a major crime.⁵ This threat too particularly affects children, who are 70% more likely than the average New York City student to be exposed to a "police involved incident" in their schools.⁶

Clearly, central Brooklyn needs more leaders—educated, committed adults who make positive contributions to the common good—to address the issues outlined above. We believe that an outstanding education, based on strong mastery of academic skills and knowledge, prepares young people to build positive futures for themselves and become, as adults, these community leaders. The children of central Brooklyn will never develop into these leaders if they do not learn to read, write, compute, and think clearly, accurately, and deeply. A culture of academic excellence—in which all children are expected to read on or above grade level, in which all children are expected to master one year of high school algebra by the end of grade 8, and in which all children are expected to act in respectful and honorable ways—is key to that development. Leadership Prep is dedicated to providing the outstanding education necessary to develop leaders.

Why we will succeed

We recognize that public schools in central Brooklyn face significant challenges in educating their students. Students arrive at school with minimal academic preparation. Families struggle to support their children's education amidst many other challenges. These schools also grapple with the constraints of limited funding and restrictive bureaucratic requirements.

Despite these challenges, we believe we can ensure our students' academic mastery. We will succeed for three reasons: first, as a charter school, we will enjoy freedom in how we design our educational program; second, this flexibility will enable us to build a program based closely on the "best practices" of existing high-performing urban schools serving low-income students; third, our location in Bedford-Stuyvesant will give us the opportunity to draw on considerable community resources.

As a charter school, we will enjoy freedom and flexibility that existing traditional public school do not. Specifically, we will be able to:

- Select, reward, and retain staff based on their ability to move students to mastery within our educational program
- Choose curricula which are effective for our students and alter those choices as appropriate based on the results we produce
- Deploy our human and financial resources in ways that support our mission at all times (e.g., having two teachers per classroom in the early grades)
- Increase our learning time through an extended school day, an extended school year, and abundant daily and weekly time for one-on-one and small group tutoring

⁵ Economic data is from 2000 US Census Data drawn from The New York City Department of City Planning Community District Profiles for Districts 3, 4, 5, 8, and 16 (<http://gis.nyc.gov/dcp/pa/address.jsp> accessed on 12/14/04). Crime data is for the 67th, 70th, 73rd, 75th, 79th, 81st, and 83rd Precincts (<http://www.nyc.gov/html/nypd/html/pct/cspdf.html> accessed on 1/16/05).

⁶ 2003-2004 Annual School Reports for Districts 16, 17, 19, 23, and 32 (<http://www.nycenet.edu/daa/SchoolReports/> accessed on 12/11/04).

- Engage families more effectively based on the explicit choice they will have made in selecting our program

These freedoms will allow us to align every decision and policy in our school with our mission of preparing every child to succeed in high school and college. In addition, we will enjoy the freedom to change course to better serve our students' academic needs over time. This "nimbleness," not available to local public schools, is key to our ability to deliver on our ambitious mission and produce superior results.

We have used this freedom to design a school plan which draws heavily on the approaches and practices proven effective at high-performing urban public schools that serve low-income student populations similar to the one we will serve in central Brooklyn.⁷ These schools include: Amistad Academy (New Haven, CT), the KIPP schools, North Star Academy (Newark, NJ), Bronx Prep, Roxbury Prep (Boston, MA), South Boston Harbor Academy (Boston, MA), the Academy of the Pacific Rim (Boston, MA), Lawrence Community Day Charter School (Lawrence, MA), The Marva Collins Preparatory Charter School (Milwaukee, WI), Kew-Bennett Elementary (Los Angeles, CA), Earhardt Elementary (Chicago, IL), and PS 141 The Crown School.⁸

As a Building Excellent Schools Fellow, Lead Founder Max Koltuv has spent the last eight months studying these schools intensively.⁹ He has visited them repeatedly and has had abundant access to their founders, leaders, students, and staffs. Such work has led to clear, strong conclusions about what it requires to plan, implement, and execute an urban charter school of not only high academic expectations but also high academic results. This reliance on what has been proven to work, rather than on what we believe *should* work, will enable us to deliver on our ambitious mission of preparing our students to succeed at the best college prep high schools and colleges in America.

We will be successful too because of our ability to draw on the considerable resources of Bedford-Stuyvesant. While itself a "high need" community by any educational, economic, or social indicator, Bedford-Stuyvesant also has a rich and illustrious history and strong community organizations. For decades, it has been a center of African-American culture and arts. It has some of the oldest and strongest community-based organizations in the country, including Bedford-Stuyvesant Restoration Corporation, the first economic development corporation in America, and Concord Baptist Church, the largest African-American church in the country. The sense of pride in themselves and their community that our students will derive from studying the history of Bedford-Stuyvesant will help them face the challenges that lie ahead in high school, college, and life. By learning about individuals—historical and contemporary—who call Bedford-Stuyvesant home and have made significant contributions, our students will gain role models who inspire them in their own education and development as leaders and contributors. The rich cultural life and strong community-based organizations of Bedford-Stuyvesant will ensure that Leadership Prep has access to the resources and partnerships needed to fulfill our educational mission.

⁷ This approach of relying on proven practices is one that we believe is too rarely followed in American education. The issue of educators' relying on their beliefs about what works rather than on objective evidence which proves efficacy was noted recently in a report by the National Research Council: "In no other field are personal experience and ideology so frequently relied on to make policy choices, and in no other field is the research base so inadequate and little used." ("The Best Ways to Make Children Learn? We Just Don't Know," *The Wall Street Journal*, 12/10/04, p. 18.)

⁸ We also studied several newer elementary schools which—while they do not have proven results—show significant promise based on the experience and strengths of their founders. These include: Excellence Charter School of Bedford-Stuyvesant, Elm City Academy (New Haven, CT), and KIPP: SHINE (Houston, TX).

⁹ The Building Excellent Schools Fellowship is a year long, practitioner-based national training program which supports Fellows in designing high-performing urban charter schools.

Core Programmatic Elements

The leader of one of the high-performing schools we studied has said, "In running a successful school, there are no 100% solutions. Rather, there are a whole series of 1% solutions that add up to success."¹⁰ The founders of Leadership Prep share this view. Fostering dramatic academic success for our students and preparing them for the mantle of leadership will demand constant attention to a multitude of details. There are, however, a core set of approaches and practices, drawn from our observation of high-performing schools, that are central to our academic program and to meeting our mission of preparing students to succeed in high school, college, and beyond:

- Expect Excellence
- Recruit, Develop, and Retain Great Teachers
- Assess Early and Often to Inform Effective Instruction
- Focus on Literacy
- Employ Research-Proven Curricula
- Make More Time
- Help Students Until They Master It
- Provide Structure and Order
- Keep It Personal
- Develop Character
- Involve Families
- Help Students Envision a Bright Future Which Inspires Them To Achieve

Expect Excellence

Schools that produce amazing results do so in large part because they *expect* amazing results of both staff and students. Research on high-performing, low-income schools has demonstrated again and again that a high bar, calling forth the best efforts of children and adults alike, is essential to producing high levels of academic mastery.¹¹

At Leadership Prep, we set high standards, aligned with the New York State Performance Standards and commensurate with a future of college prep high school and college for all our students.¹² We expect our students to perform well ahead of grade level in all subjects; by eighth grade, under the term of our second charter, we expect our students to have all of the academic skills required to succeed at demanding high schools and to have mastered one year of high school algebra. Our standards for mastery are clearly defined: teachers, families, and students will know what is expected

¹⁰ Brett Peiser, Founder and Executive Director of South Boston Harbor Academy (*Site Visit by Lead Founder*, 11/15/04).

¹¹ See Samuel Casey Carter, *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*, The Heritage Foundation (2000); U.S. Department of Education, *Successful Charter Schools* (2004); and Abigail and Stephan Thernstrom, *No Excuses: Closing the Racial Gap in Learning* (2003).

¹² Recent work by State University of New York indicates that many urban students long to be challenged by highly demanding teachers. The researchers found that the teachers that urban students wanted "pushed students to complete their work." Several of the students interviewed put it quite eloquently: "I prefer a teacher who makes sure that I do it right. If they know I can do it better, I want someone who will push me." "It is not that I'm lazy, but I like a teacher that push me to learn [sic]. I might not be that confident at first, but then I'll get it." Bruce L. Wilson and H. Dickson Corbett, *Listening to Urban Kids: School Reform and the Teachers They Want*, (2001), p. iv, 70.

and work toward a shared goal. The standards are also immutable: before progressing to the next level, students must demonstrate mastery on class assignments, comprehensive exams covering each school term, and year-end comprehensive exams.

We recognize that many of our students will come from difficult home environments. While some schools and educators believe that such students must receive special allowances and dispensations, we reject this idea. We believe that schools must challenge students to transcend difficult circumstances through diligence and hard work. As the principal of a high-performing elementary school in Detroit put it, "We teach the children that being smart is something earned through hard work. We don't ask the children, 'How bad off are you?' We say, 'Find out how good you can be.'¹³ At the center of our academic program is a series of academic supports—described below—which will ensure that all students, including those identified as having disabilities or as English Language Learners, and those "at-risk" of academic failure, find out "how good they can be" by meeting or exceeding our exacting standards.

Recruit, Develop, and Retain Great Teachers

Research shows that teacher quality is the most significant indicator of a student's academic performance. In fact, one recent study found that students with teachers who rank in the top quartile in effectiveness make gains over the school year that nearly quadruple those of the students with the least effective 25% of teachers.¹⁴

High-quality teaching will be the hallmark of our school. We will recruit the brightest, most committed, most capable teachers, enticing them with the promise of an environment that welcomes their contributions and seeks their input in refining and perpetuating the school, as well as with tools to empower them in their work (classroom supplies, computers, and professional development). In the hiring process, we will set clear expectations for the high level of professionalism and commitment that we expect of our teachers. Our starting salaries exceed the NYCDOE / UFT contract's pay scale by at least \$5,000 per year, reflecting the extra hours and level of accountability that we require.¹⁵ We have kept our administrative and other overhead costs to a minimum so as to maximize the financial resources we have to invest in great teaching.

In addition to instructional excellence, key qualities that we seek in teachers are the willingness to have frequent and honest dialogue about which children are learning, which are not, and what can be done about it; and the ability to take action consistent with the insights that process yields. Our teachers, believing that all students can learn, must be willing to be relentlessly and productively self-critical when students are not reaching mastery.¹⁶

Teachers will be evaluated according to the academic results that they produce and by the progress they make towards pre-established professional development goals. At Leadership Prep, student academic outcomes are the bottom line; job security is based on those outcomes.

¹³ Patricia Burke, Principal of Owen Elementary, Detroit, MI in Casey, *Ibid.*, p. 68.

¹⁴ William L. Saunders and June C. Rivers, *Correlative and Residual Effects of Teachers on Future Students Academic Achievement*, University of Tennessee Value-Added Research and Assessment Center, 1996, p. 6.

¹⁵ We budget for modest raises each year (4%), but the realities of the NYS funding formula for charter schools dictate that we cannot match the steepness of the slope at which the NYCDOE / UFT pay-scale increases.

¹⁶ This attitude was well expressed by a school leader at the highly successful North Star Academy in Newark: "If you are really going to be a quality school or quality teacher, you've always got to be looking for things you could do better." (*Site visit by Lead Founder, 10/4/04.*)

Given this level of accountability, it is important that we support our teachers in honing their craft. We do so everyday in a myriad of ways, including four important practices which were common to most of the high-performing schools we studied. First, we structure in time for professional development to occur. We provide three weeks of Professional Development before the school year, nine days during the school year, and three days following the school year, including training on successfully implementing the curriculum programs we have chosen. Our weekly schedules include seven hours for individual planning time and common planning time with grade-level and subject-focused teams, allowing teachers to share ideas and best practices and to get new perspectives on areas in which they are not being optimally effective. We provide coverage so teachers can leave the classroom to observe other teachers, both within our school and at other high-performing schools. Second, we provide abundant and on-going feedback to teachers. Teachers receive weekly feedback based on informal observations by the school leaders and other teachers and bi-annual formal observations for evaluation purposes. Third, we provide funding which teachers can apply towards outside professional development workshops. Fourth, we supply teachers with tools to enhance preparation, presentation, and organization, including personal laptops, easy access to copying and printing, a/v equipment, and working and meeting space.

Assess Early and Often to Inform Effective Instruction

While many in the education world criticize standardized testing, alleging that the tests "discriminate," we believe testing is essential to ascertaining our students' academic needs and measuring our effectiveness in meeting those needs. Prior to the beginning of school year each summer, we will assess our incoming students with age-appropriate, standardized assessment tools,¹⁷ giving teachers in the process of designing curriculum, lessons, and pacing a clear understanding of current student mastery. This assessment will also enable us to identify students who may need extra help to reach mastery including those with unidentified disabilities and English-language deficits. At the end of each year, we will administer these same assessments in order to measure progress and the efficacy of our curriculum and instruction, designing refinements and changes where needed.

For grades kindergarten through second, we will regularly administer a diagnostic reading and math assessment, such as the DIBELS or E-CLASS, to track student progress and identify students in need of intervention. Starting in third grade, at six week intervals, we will administer internal assessments in the format and covering the standards of the NYS assessments.¹⁸ This assessment system has several key advantages. It provides students with valuable practice and experience taking tests in a non-high stakes environment. Information, fed back to teachers quickly, permits them to self-assess their performance and determine what must be re-taught and how they might alter approaches and improve the efficacy of instruction. The information also enables the school leaders to closely monitor student progress and support teachers with targeted feedback, professional development, and other resources.

Focus on Literacy

Literacy is the key academic skill on which all future skill and knowledge acquisition is based. Low-income children hear two-thirds fewer words in the home each hour than children of more affluent

¹⁷ For students entering in kindergarten (as most of our students will), this assessment will likely be the DIBELS, which allows teachers to ascertain in a matter of a few minutes a student's preparedness to learn to read and identifies students who may need intensive intervention to reach mastery.

¹⁸ Systems such as this one have been shown to be highly effective at high-performing schools including North Star Academy (Newark, NJ) and Amistad Academy (New Haven, CT).

families. This means that between the ages of zero and three, a low-income child is exposed to some 30 million fewer words than a high-income child. This lack of exposure has the average low-income child arriving at the first day of kindergarten with only one half the vocabulary of her more affluent peers.¹⁹ Research has repeatedly demonstrated that success or failure in forming a foundation of basic literacy in the early grades is a strong indicator of later academic success. In fact, according to the National Research Council, "Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of 3rd grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school."²⁰

It is therefore not surprising that schools in which low-income students reach mastery maintain a relentless focus on developing literacy skills. In fact, a recent review of existing schools serving low-income populations found that a laser focus on basic literacy in the early years of schools, as represented by the many of the practices we employ, was a central commonality among high-performing elementary schools.²¹ Practices of these high-performing schools, which closely reflect the findings of the National Reading Panel, include: dedicating significant time to teaching reading and writing, explicitly teaching phonics and comprehension strategies; and fostering fluency through extensive practice reading and writing and by inculcating a deep love of reading. These practices are reflected strongly in our school plan:

- We provide 200 minutes of Language Arts instruction every day in kindergarten through third grades and 100 minutes per day thereafter.
- We employ a research-proven, balanced-literacy program which includes a significant focus on phonics such as Open Court Reading or SRA Reading Mastery.
- In the key literacy-building years of kindergarten through third grade, we staff our classrooms with two teachers, in order to ensure a low student-to-teacher ratio that never exceeds 16:1, allowing for more one-on-one and small-group instruction, as well as a deeper understanding of each child's needs on the part of teachers.²² We also make a significant investment in the Waterford Early Literacy program, a computer-based literacy tool which will provide valuable literacy practice and skills while enabling us to reduce the size of our teacher-led reading groups to a maximum of 10 students.
- We impart the reading "habit" by requiring students to read 25 grade-level-appropriate books on their own over the course of each school year, requiring independent reading as part of homework each night for all students; providing a well-stocked lending library; starting each day with a 30 minute Drop Everything And Read period, beginning in fourth

¹⁹ Betty Hart and Todd R. Risely, The Early Catastrophe: "The 30 Million Word Gap by Age 3," *American Educator*, (Spring 2003).

²⁰ National Research Council, 1998 (<http://www.ed.gov/inits/americanreads/ReadDiff/> accessed on 12/14/04). In addition, in his review of high-performing, high poverty schools, Samuel Casey Carter concludes that a laser focus on basic literacy and math in the early years of schools was a central commonality among high-performing elementary schools (Casey, *Ibid.*, p. 28).

²¹ Casey, *Ibid.*, p. 19.

²² While research on the effects of class size indicates that class-size reductions is mixed overall, the literature does indicate that reductions in class size can be particularly effective in helping poor and minority students to succeed and in developing literacy skills. These benefits have been shown to continue for these students after they move into larger classes. We therefore invest significant resources in limiting class size in the early grades, when our low-income students will be focusing on building a foundation of literacy. See Susie Boss, "Tapping the Benefits of Smaller Classes," *The Northwestern Education Magazine*, (Winter, 2000).

grade²³, and encouraging students to read at every spare moment during the school day (for example, when they finish an in-class assignment before their peers²⁴).

- We build familiarity with and increasing proficiency in writing by practicing writing in and using the same write/revise/edit/proofread process in every class.

This strong focus on ensuring early literacy for all students assists students with disabilities, those with limited English language ability, and those "at-risk" of academic failure to build the foundation in literacy skills that will prevent them from falling behind later, as so many of their peers do, when the focus of schooling shifts to content acquisition.

Employ Research-Proven Curricula

Leadership Prep's academic program is rooted in research-proven curricula that have been shown to dramatically accelerate progress to mastery for low-income students, including those with disabilities and English-language deficits. In ELA, we employ a phonics-based reading program, such as SRA/Reading Mastery or Open Court Reading, to hone decoding skills; a guided reading program, such as Scholastic Guided Reading or Junior Great Books, to build fluency and comprehension abilities; and a vocabulary building program such as Wordly Wise 3000. In math, we use a systematic approach to basic math facts and computational skills, such as Saxon Math, coupled with a teacher-created curriculum that develops higher-level problem-solving skills.

In social studies, science, music, and art we rely on a content-rich curriculum of basic subject-area and cultural knowledge, such as the Core Knowledge Sequence. Recent cognitive research indicates "that the ability to learn something new depends on the ability to accommodate the new thing to the already known."²⁵ Low-income children, often not as fully exposed as their more affluent peers to a breadth and depth of topics, can enter school at a disadvantage: their weak knowledge of the general topics addressed in school leaves them less prepared to assimilate new information. A content-rich curriculum such as the one we envision provides the basic knowledge that makes low-income students more effective learners later in their academic careers.

African history and the Black Freedom struggle, important threads in an understanding of world and American history, are central to our students' understanding of themselves and where they come from. While these topics are addressed as part of the Core Knowledge Curriculum, we also seek to strengthen and enrich our students' understanding of them by supplementing core material with outside sources, placing particular emphasis on the history and culture of Bedford-Stuyvesant.

Make More Time

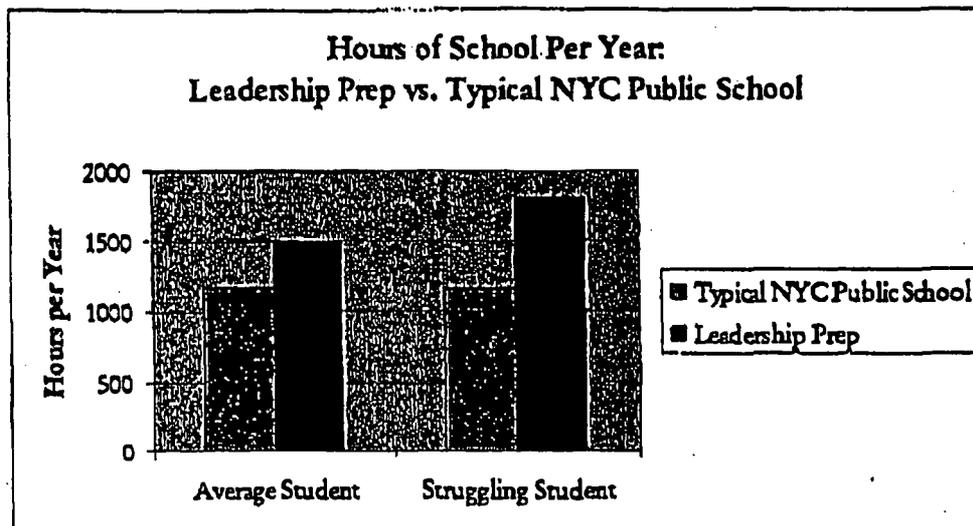
Because it takes time, effort, and practice to meet the challenge of high academic standards, our schedule is based on an extended school day (7:30 AM to 3:45 PM) and an extended school year (193 days) for all students. This arrangement allows for 28% more instructional time than that provided by NYC district schools each year. A student who attends Leadership Prep from kindergarten to

²³ Drop Everything And Read has been successfully employed at Academy of the Pacific Rim (Boston) and Earhart Elementary (Chicago). (*Site Visit by Lead Founder 9/14/04 & Casey, Ibid.*, p. 32)

²⁴ Roxbury Prep has a similar practice in which students have a "challenge sheet" of work to do if they finish an in-class assignment or exercise early. (*Site Visit by Lead Founder 9/14/04.*)

²⁵ E.D. Hirsch, *The Schools We Need and Why We Don't Have Them*, (1996), p. 23.

eighth grade²⁶ will receive 2.5 years more learning time than students receive in the typical New York City district school. In addition, we provide small-group and one-on-one tutoring for students who need extra help and attention in order to reach mastery. This tutoring consists of 75 minutes of instruction from 3:45 PM until 5:00 PM four days per week and 160 minutes on Saturdays. Under these programs, Leadership Prep students most in need of extra help benefit from 54% more instructional time each year than they would receive in a typical district school. Between kindergarten and eighth grade this amounts to an additional 4.9 years of schooling.²⁷ All of the high-performing schools we studied have an extended day: increased learning time is essential to enabling students who enter school with skills and knowledge deficiencies, those with disabilities, and those with limited English language proficiency to achieve at the highest levels.



Another way in which successful schools create additional learning time is by assigning a significant amount of nightly homework that allows students to review, practice, and solidify skills and knowledge they are learning in the classroom.²⁸ At Leadership Prep, we will build the habit and ritual of "homework time" early by assigning kindergarteners 30 minutes of homework each night. This increases to 60 minutes per night in third grade and 90 minutes per night by sixth grade.²⁹ Students will be held accountable for completing their work. Accountability extends to families, who will be required to sign off on their child's work each night. Assignments will be available for both families and students to confirm via a recorded homework telephone number each day. There will be no excuses for not completing homework; non-completion will result in mandatory attendance at Homework Club, held between 3:45 PM and 5:00 PM each day.³⁰

²⁶ This would only be possible if we are re-chartered after our initial five year charter expires.

²⁷ Comparisons based on a 6.5 hr. school day and 181 school days per year for NYC DOE schools. Please note as well that during our first year of operations we plan to explore the possibility of having 75 minutes of after school enrichment from 3:45 PM to 5:00 PM four days each week for *all* students and hope to implement this program during the latter years of this charter.

²⁸ A recent study of the link between homework policies and academic success found that "excellent schools assign significant homework." See: H. Cooper, J. Lindsay, & S. Greathouse, "Relationships Among Attitudes About Homework, Amount of Homework, and Student Achievement," *Journal of Educational Psychology*, (Vol. 90, No. 1).

²⁹ Again, this practice would hinge on our being re-chartered after five years.

³⁰ Such policies have been successful at many of the schools we studied, including KIPP, North Star, Amistad, Bronx Prep, Roxbury Prep, South Boston Harbor Academy, and the Academy of the Pacific Rim.

Help Students Until They Master It

Students learn at varying rates. Schools that expect all students to meet high standards must be prepared to support students—regardless of the pace at or style in which they learn—until they reach mastery. At Leadership Prep, this learning support comes through multiple means:

- Clear, engaging, high-quality lessons in the classroom fostered by a low student to teacher ratio (especially in the lower grades, where it is no higher than 16:1)
- The increased learning time that we provide relative to district schools
- Pull-out and push-in instruction by our full-time Learning Support Specialist and related services such as counseling, speech, and occupational and physical therapy for student who require it
- Mandatory after-school and Saturday program tutoring for students who require additional individual and small-group attention

All of these strategies and supports ensure that students with disabilities, students with limited English language proficiency, and students “at-risk” of academic failure meet the high standards that we set at Leadership Prep.

Provide Structure and Order

Effective learning cannot occur in an atmosphere of chaos and disorder. Creating an environment of order and structure, in which teachers can focus on teaching and students can focus on learning, is essential to our ability to deliver on our mission. We will therefore hold students to an explicit and high Code of Conduct, presented to students repeatedly to keep it in the forefronts of their minds.³¹ The Code is clear and detailed and includes consequences both positive and negative.³² Staff will enforce the Code uniformly—even provisions that may seem inconsequential, such as keeping shirts tucked in. The Director of the highly successful Roxbury Prep Charter School in Boston summed up that school’s approach by saying, “We make a big deal, a HUGE deal, about small things so that big things never happen.”³³ By focusing seriously on rules and behavioral standards in the early grades,

³¹ Moments at which our Code of Conduct is presented and re-presented include: during a meeting at the student’s home before their first day of school with us; on a family compact that must be signed by families (and students in third grade and above); in classrooms during orientation and during the first days of school; and on inspirational posters throughout the school.

³² Students who violate the Code of Conduct lose privileges such as playtime, field trips, and after-school enrichment programs, while students who exemplify it earn rewards such as points which they can redeem at our school store and the opportunity to go on extra field trips. Families are notified of their child’s behavior on a weekly basis so that they can be involved in helping students to maintain these standards. Significant and repeated violations result in families being called into school to create a solution and, if sufficiently disruptive, can eventually result in more serious disciplinary action.

³³ Director Josh Philips, *Six Visit by Lead Faerder* (9/14/04). A recent study by Public Agenda, a public policy research organization, concluded that strict enforcement of all rules, especially those pertaining to “small” infractions, is the best means of preventing more serious discipline issues. See *Teaching Interrupted: Do Discipline Policies in Today’s Public Schools Foster the Common Good?*

we believe we can have this same effect and thereby create an environment conducive to effective learning.

We also create structure and order by placing special emphasis on our daily, weekly, and annual rituals. We believe, as does Dr. Lorraine Monroe, the founder of the Frederick Douglass Academy, that such rituals serve the essential purpose of enabling students to "anticipate a routine within the charter school that is often lacking in their families and their communities."³⁴ Each day will begin with a community meeting that builds a sense of inter-connectedness and starts students off with a "can-do" mindset. Uniformity in practice cuts across our classrooms: students will know what to expect and how to succeed. They will see the same blackboard configurations, the same organizational structures around homework, and the same writing process in every grade and subject.³⁵

Keep it Personal

Feeling known, cared for, and respected is a prerequisite to the sense of personal value and well-being necessary for effective learning.³⁶ In order to maintain this "small feel," Leadership Prep will ultimately operate as three semi-independent "Academies" (Foundations Academy - K-3; Scholars Academy - 4-5; and eventually Seniors Academy - 6-8), ensuring that every student is part of an intimate community of fewer than 275 students. Because of this design, students will be known well by the teachers who work tirelessly to ensure that all students meet the high standards we have set. As students overcome the authentic challenges set by our high standards, and as they gain strong literacy and math skills, they will come to see that with enough hard work they can meet any challenge and surpass any obstacle. This, in turn, will enable them to tackle ever increasing magnitudes of challenge. They will see their education not as a waste of time or a path to more of the same mediocrity or failure but as the means of attaining a future full of choices and possibilities. This "small school" or individualized approach also best allows students with special needs or limited English language proficiency to progress academically within the regular education classroom.

Develop Character

For many of our students, who will be the first members of their families to attend college, the path to higher education will be a long and arduous climb. A school can encourage, cajole, and prepare a student academically, but ultimate success relies on a student's internal belief in and commitment to

(www.publicagenda.org/research/pdfs/teaching_interrupted.pdf accessed on 5/12/04). In fact, the NYC DOE recently adopted this approach with great success in its most troubled schools. One high DOE official described the strategy in this way: "If you concentrate on the small things, you will send an unequivocal message that order is the order of the day." (Susan Saulny, "City Adapts Policing Strategy to Violent Schools," *The New York Times*, 10/19/04)

³⁴ From *Transforming Children's Lives*, a talk that Dr. Monroe delivered at a Building Excellent Schools conference in Boston, MA, 2000.

³⁵ This uniformity will be established by having the staff spend time in the summer working with school leaders through discussion and role-play to design standards and practices to which all can adhere.

³⁶ Research has repeatedly indicated that small schools are highly effective in ensuring that urban students reach proficiency. A recent study by Bank Street College of Education found that "small schools established between 1990 and 1997 in the Chicago area found that students in these schools had lower dropout rates, completed more courses, made higher grades and showed some improvements in standardized test scores." Education Commission of the States (<http://ecs.org/ecsmain.asp?page=/html/issuesK12.asp>, accessed on 12/11/04).

his or her own success.³⁷ To get our students through the long climb to college, we will inculcate perseverance and courage. In order to fulfill our long-term goal of having students become leaders in their communities, we will inculcate commitments to excellence, compassion, and entrepreneurship.³⁸

Because developing these personal qualities is inextricably linked to delivering on our mission, our academic program is paired with a character education curriculum. This curriculum will be designed internally by our staff to ensure that it meets the specific needs of our students; it will draw, however, on both off-the-shelf programs, such as Heartwood Ethics (a literature-based program), and school-developed programs, such as the ones employed at Boston Preparatory Charter School, Marva Collins Charter School, Elm City College Preparatory Charter School, and Excellence Charter School of Bedford-Stuyvesant. Our schedule includes 100 minutes per week in grades kindergarten through third and 140 minutes per week thereafter to focus on character development through exploration of poems, fables, fairy tales, and other literature with morals or messages. In addition to classroom activities, the program includes periodic assemblies, outdoor education, service learning, internships, and extracurricular activities.

Involve Families

There are many obstacles to successfully involving families in their children's academic lives. Families often have many competing demands on their time and attention. Based on their own school experiences, some do not have positive feelings about schools or teachers. Some avoid involvement in their children's schoolwork because their own academic skill deficits make them feel embarrassed or unable to help. Moreover, many school-parent relationships suffer because the first time that the parent hears from the school is when there is a "problem" to discuss.

Yet active family involvement in school and learning is essential to meeting our mission of preparing students to succeed in high school and college.³⁹ We will therefore foster family engagement in our students' learning and success through abundant and on-going communication between the parent and school, creating a dynamic in which we are partners with families in promoting their children's academic success. We will build this relationship by:

- Conducting information sessions during the application process and for new families after the lottery

³⁷ The role of a student's belief in their own ability to succeed based on the strength of their own efforts in overall academic achievement has been closely documented by a variety of studies. See Carol Dweck, *Self Theories: Their Role in Maturation, Personality, and Development*, (2000).

³⁸ Our efforts to foster entrepreneurship will be supported by curriculum and materials from the National Foundation for Teaching Entrepreneurship. Research by Harvard and Brandeis Universities indicates that programs designed by the foundation increase student interest in attending college and improve occupational aspirations, team work, organizational, and planning skills. (<http://www.nfte.com/impact/> accessed on 12/14/04.)

³⁹ In fact, one recent study found that students from families with above-median parental involvement showed success rates 30% higher than those from families with below-median parental involvement, as measured by GPAs, test scores in math, science, reading, and social studies, and retention rates. See Xitao Fan & Michael Chen, *Parental Involvement and Student's Academic Achievement: A Meta-Analysis*, National Science Foundation (1999). Another study found that benefits of increased parental involvement include higher test scores and grades, higher graduation rates, and higher enrollment rates in post-secondary education. See A. Henderson, *A New Generation of Evidence: The Family is Crucial to Student Achievement*, The National Committee for Citizens in Education, (1994).

- Visiting each new student's family in their home before their child begins at the school
- Providing a voluntary Contract of Commitment which lets families know what they can count on from the school and clarifies the school's expectations of students and families
- Sending home a weekly newsletter of classroom and school-wide news and information
- Meeting with families for at least three formal conferences each year to discuss their child's progress
- Issuing three formal Progress Reports and three formal Report Cards that include quantitative and qualitative evaluation of student performance each year
- Handing report cards to families in person so that there are opportunities for questions and discussions
- Sending home weekly behavioral updates
- Having a dedicated Dean of Students for each Academy who works to build strong relationships with families
- Providing a summary of homework assignments for all classes each night through a voice mail system and asking families to check and sign that their child has completed all homework each night
- Providing periodic evening or weekend workshops designed to help families hone the skills they need to be effective teachers for their children
- Creating regular events in which families are invited into the school to celebrate student work

Help Students Envision a Bright Future Which Inspires Them To Achieve

Research indicates that children who have a clear and positive image of their futures are better able to overcome the hurdles that being born into low-income communities can place before them.⁴⁰ Beginning in kindergarten, we will expose our students to the world of high school and college with the implicit and explicit message that with hard work they have all the tools and ability necessary to succeed in these institutions. We will present this message through classroom lessons, exposure to mentors and tutors from institutions of higher learning, and real and virtual tours of campuses.

Because we want our students to strive academically in order to earn life choices, we will also expose them to as much of the wider world of art, music, recreation, and nature as possible. Such exposure is essential to helping students to see the life that is possible for them (and for their communities) through their own perseverance and commitment. This exposure includes art, music, martial arts,

⁴⁰ See: E. Werner, "Resiliency in Development," *Current Directions in Psychological Science*, (June 1995), p. 81-85 and R. Brooks, "Children at risk: fostering resilience and hope," *American Journal of Orthopsychiatry*, (1997), p. 545-553.

and other enrichment classes as well as single and multi-day field trips to museums, local and national parks, high schools, colleges, and adventure programs such as Outward Bound.

Organizational Strengths

While the academic challenge of ensuring that low-income students achieve academic mastery is a significant one, we recognize that the majority of charter schools nationwide whose charters have been revoked or not renewed have failed as a result of their non-academic operations. We have therefore put significant thought and analysis into designing an organization that is fully prepared for the challenge of supporting our academic mission:

Able and Eager Leadership

We have strategically crafted a Board of Trustees with the skills and commitment to make the school a success. We have focused on recruiting accomplished professionals who bring a range of experiences in managing and governing for-profit and not-for-profit organizations and who, most importantly, stand committed to investing the time and attention necessary to make the school a success. Our Board has met twice a month since December, 2004; we have been in touch with one another and with our Lead Founder on a daily basis to craft and refine our school plan. As a Board, we are committed to ensuring that the school has the resources and governance that it needs to deliver on its mission of preparing students to excel in college preparatory high schools and colleges. We are united by our common conviction that at Leadership Prep student achievement drives decisions, governance, and leadership.

Max Koltuv, our Lead Founder, whom we intend will serve as the founding Head of School for Leadership Prep, brings a valuable set of skills and experiences that will ensure our success. As a former strategy consultant to Fortune 500 companies, Mr. Koltuv brings a strong private-sector sense of accountability and efficiency. As a former teacher at a high-performing, urban, charter elementary school, and an Outward Bound instructor, Mr. Koltuv has first-hand knowledge of what it takes to ensure academic success and character development for students. As a founder of the World Academy for Total Community Health, a New Visions high school in Brownsville, Brooklyn, Mr. Koltuv has is familiar with the challenges of launching a new school. This knowledge has been enhanced during the last nine months through Mr. Koltuv's participation in the Building Excellent Schools Fellowship. As a Fellow, Mr. Koltuv benefited from visits to more than 20 schools and more than 600 hours of training in best practices of urban school design led by experts from across the country.

An Effective Management Structure

Without a central district office to provide administrative services, charter schools face the significant challenge of managing their own logistical and financial operations. We have therefore chosen the two-role management structure commonly used by high-performing charter schools. Our Head of School reports to the Board and is ultimately responsible for all aspects of the school's operations, focusing primarily on external and non-academic functions, including Board relations, regulatory reporting, financial operations, and fundraising. The Principal reports to the Head of School and focuses exclusively on issues of teaching and learning. We believe that by having the Head of School address all external issues and by enabling the Principal to maintain a tight focus on academics we ensure our ability to deliver on our core academic mission.

A Sound Financial Plan

The school that we have designed cannot function, especially in its early years, solely on the resources provided by our per-pupil allotment and other governmental grants. We have therefore based our financial projections on anticipated philanthropic revenue from individual, foundation, and corporate sources. Our founding group brings significant experience in fundraising and access to those with philanthropic capital. While we firmly believe that our Board and school leadership have the skills and experience to raise the money we require, we recognize the need for a contingency plan to maintain our program and mission should our best fundraising efforts fall short. We have included such a contingency plan in Attachment 47.

In addition, our financial plan relies on securing space in existing New York City Department of Education buildings (NYCDOE). Based on the Chancellor's public commitments to such arrangements, and the relatively low capacity utilization rate in Bedford-Stuyvesant (69%), we believe that this is a prudent and realistic plan.⁴¹ However, because we cannot be entirely certain that we will secure DOE space, we have also included in our financial planning a contingency plan that could be invoked if we fail to secure DOE space.

With or without philanthropic funding or DOE space, we stand ready to deliver on our educational mission while maintaining the school's firm financial footing.

Measures of Success

We recognize and welcome the fact that the freedom that we enjoy as a charter school is closely tied to an increased level of accountability for results. We will measure our performance as an organization just as we measure our students' academic performance. While specific measures of success will be developed in our Accountability Plan during our first year of operations, essential measures of our success or effectiveness include:

- The proportion of our students who demonstrate mastery as measured by New York State assessments
- The performance of our students relative to the performance of students in our community, city, and state, as measured by New York State assessments
- The performance of our students relative to the performance of students nationwide, as measured by a nationally-normed assessment
- Our students' annual rate of progress relative to their own mastery and to grade level, as measured on a nationally-normed assessment
- The maintenance of a positive cash-flow and strong overall financial position
- Attendance rates that exceed community and city-wide averages
- Strong interest in and satisfaction with the school as measured by student attrition rates and the length of our waiting list

⁴¹ 2003 - 2004 New York City Department of Education School Construction Authority Enrollment, Capacity, and Utilization Report, <http://www.nycsca.org/html/bluebook03-04.html> accessed on 12/14/04.

The Head of School and Board of Trustees set annual performance goals for the school relative to these metrics; quarterly, we will formally

CHARTER

DATED AS OF AUGUST 18, 2005

BETWEEN

**BOARD OF TRUSTEES OF THE
STATE UNIVERSITY OF NEW YORK**

AND

**APPLICANT FOR THE
LEADERSHP PREPARATORY CHARTER SCHOOL**

REDACTED

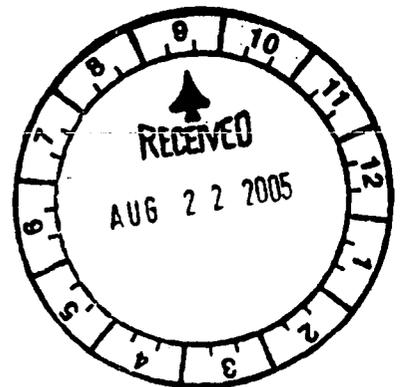


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EXHIBITS

- EXHIBIT A - Application**
- EXHIBIT B - Monitoring Plan**
- EXHIBIT C - Accountability Plan**
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CHARTER

This agreement is executed on this 18TH day of August, 2005 by and between the Board of Trustees of the State University of New York (the "Trustees") and Max Koltuv (the "Applicant(s)") to establish and operate the LEADERSHIP PREPARATORY CHARTER SCHOOL (the "School"), an independent and autonomous public school under the New York Charter Schools Act of 1998.

WITNESSETH:

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

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

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

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

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

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

SECTION 1. ESTABLISHMENT OF SCHOOL

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

shall constitute, before its approval by the Regents, the proposed charter (the "Proposed Charter"). If approved or deemed approved by the Regents, the Proposed Charter shall be known as the charter (the "Charter"). The Charter shall be binding on the education corporation incorporated by the Regents under a certificate of incorporation issued pursuant to subdivision 2853(1) of the Education Law (the "School Corporation").

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

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

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

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

(b) the Trustees, acting on the New Information, issue in writing to the School Corporation a statement setting forth in particular the New Information and the reasons

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

SECTION 2. OPERATION OF SCHOOL

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

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

(a) The School Corporation may enroll a total number of students different from such number as is set forth in the Projected Enrollment Structure (the "Projected Total Enrollment") so long as (i) the total enrollment does not exceed the lesser of one hundred and ten percent (110%) of the Projected Total Enrollment or twenty-five (25) students more than the Projected Total Enrollment; or (ii) the total enrollment is not less than eighty-five percent (85%) of the Projected Total Enrollment or fifty (50) students; and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(f) The School Board shall notify the Trustees within five (5) business days of any of the following School Board member actions: removal, resignation, expiration of term without re-election, or otherwise leaving the School Board.

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

served, the School Corporation shall provide the Trustees with a record of the transactions required by the School Trustee Disclosure Report for that School Trustee for each relevant school year, such reports to be signed by the School Corporation and due on August 1 as part of the Annual Report.

(h) During the one-year period from the time that this Charter is declared effective, the School Board shall consist of the Founding School Trustees with such other additional members that are approved consistent with paragraph 2.11 of the Charter Agreement. In the event that more than fifty percent (50%) of the Founding School Trustees resign from or otherwise leave the School Board within one (1) year from the Effective Date, the School shall be deemed in material violation of its Charter and may, at the sole discretion of the Trustees, be placed on probation.

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

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

- (a) its written determination and any remedial action thereto;
- (b) a written notice to the complainant that he or she may appeal the determination of the School Corporation to the Trustees; and
- (c) a copy of the Trustees' policies (as they are posted on the website of the Charter Schools Institute).

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SECTION 3. SPECIAL EDUCATION

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

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

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

SECTION 4. PERSONNEL

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

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

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

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

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

4.6. Collective Bargaining. In the event that

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

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

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

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

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

SECTION 5. FINANCIAL OPERATIONS OF SCHOOL

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

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

(b) payroll procedures;

(c) accounting for contributions and grants;

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

(e) appropriate internal financial controls and procedures.

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

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

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

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

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

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

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

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

SECTION 6. REPORTS

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

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

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

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

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

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

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

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

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

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

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

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

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

SECTION 7. OTHER COVENANTS AND WARRANTIES

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

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

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

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

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

SECTION 8. RENEWAL; CORRECTIVE PLANS; TERMINATION

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

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

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

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

(d) evidence of parent and student satisfaction; and

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

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

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

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

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

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

(b) by mutual agreement of the parties hereto.

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

(a) to terminate the Charter; or

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

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

8.6 Dissolution. In the event of termination of the Charter (whether prematurely or otherwise), the School Corporation shall establish and follow procedures consistent with those, required by subdivision 2851(2)(t) of the Education Law, for the transfer of students and student records to the school district in which the School is located and for the disposition of the School Corporation's assets to the school district in which the School is located or another charter school located within the school district. In addition, in case of such an event or the closure of the School without termination of the Charter, the School Corporation will follow any additional procedures required by the Trustees or the Regents to ensure an orderly dissolution process, (including the implementation of a closure plan, appointment of pupil placement coordinators, a custodian of records and any other necessary personnel). The Trustees may require the creation of an escrow or reserve account for the purposes of School

closure and/or dissolution in an amount to be determined but not to exceed \$45,000 and may require such account to be established and funds disbursed therefrom pursuant to terms and conditions determined by the Trustees or their designee.

SECTION 9. MISCELLANEOUS

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

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

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

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

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

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

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

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

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

9.6 Terms and Conditions of Operation. The parties hereto expressly agree that the Terms of Operation set forth overall goals, standards and general operational policies of the School, and that the Terms of Operation are not a complete statement of each detail of the School's operation. To the extent that the School Corporation desires to implement specific

policies, procedures or other specific terms of operation that supplement or otherwise differ from those set forth in the Terms of Operation, the School Corporation shall be permitted to implement such policies, procedures, and specific terms of operation without seeking the permission of the Trustees or a revision to the Charter, provided that such policies, procedures and terms of operation and any changes thereto are not otherwise prohibited, circumscribed or limited by the Act, other applicable law or the Charter. Where there is a conflict between the terms of the Charter Agreement and the Terms of Operation, the terms of the Charter Agreement shall govern. Where a provision of the Charter Agreement provides additional terms or conditions as to modifying a specific policy, provision or term of operation, such specific terms and conditions shall govern. Where a provision of the Additional Assurances and Terms conflicts with the Terms of Operation or the Charter Agreement such provision of the Additional Assurances and Terms shall govern.

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

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

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

If to the School Corporation: MAD KOLTUV
Leadership prep charter school
NYC Center for Charter School Excellence
111 Broadway, Suite 604
NY NY 10006

With a copy to:

MAD KOLTUV


If to the Trustees:

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

9.10 Severability. In the event that any provision of this Charter or the Terms of Operation thereof to any person or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Charter and the application of

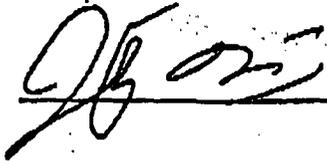
such provision to persons or circumstances other than those as to which it is determined to be invalid, unlawful or unenforceable, shall not be affected thereby, and each remaining provision of this Charter shall continue to be valid and may be enforced to the fullest extent permitted by law.

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

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

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**BOARD OF TRUSTEES OF THE
STATE UNIVERSITY OF NEW YORK**

 9/19/05
Date

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

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

LEADERSHIP PREPARATORY CHARTER SCHOOL

Signature Date

By: Max Koltuv

Title: Applicant

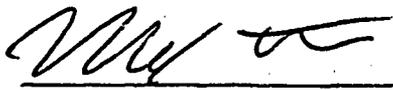
BOARD OF TRUSTEES OF THE
STATE UNIVERSITY OF NEW YORK

Date

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

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

LEADERSHIP PREPARATORY CHARTER SCHOOL

 4/12/05
Signature Date

By: Max Koltuv

Title: Applicant

EXHIBIT A

APPLICATION

EXHIBIT B

**MONITORING
PLAN**

Monitoring Plan

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

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

14. School policies in areas such as financial management, personnel, student discipline (including suspension and expulsion), health and safety, student privacy and transportation;
 15. Grievances made by students, parents, teachers, and other employees of the School Corporation, including, but not limited to , complaints received by the School Board pursuant to subdivision 2855(4), together with documentation of all actions taken in response;
 - ~~16. Inventory of all assets of the School Corporation that have been purchased with public funds; and~~
 17. Documents sufficient to substantiate the School's progress on the measurable goals set forth in the Accountability Plan.
- B. To corroborate information submitted by the School Corporation to the Trustees, and in order to ensure the School Corporation's full compliance with the Act and the Charter, the Trustees will:
1. Make at least two visits to the School in its first year of operation. Such visits may include an inspection of the physical plant, all categories of records set forth in subsection A of the Monitoring Plan, interviews with the director of the school and other personnel, and observation of instructional methods. Where appropriate, such visits will decrease in frequency after the first year of operation;
 2. Make unannounced visits to the School;
 3. Require the School to make available necessary information in response to the Trustee's inquiries, including information necessary for the Trustees to prepare annual or semi-annual evaluations of the school's financial operations, academic program, future outlook and other areas;
 4. Conduct internal investigations as appropriate in response to (i) concerns raised by students, parents, employees, local school districts and other individuals or groups, including but not limited to, complaints brought pursuant to subdivision 2855(4) of the Act. Where appropriate, the Trustees shall issue remedial orders as permitted by subdivision 2855(4) of the Education Law;
 5. Review as necessary the School's operations to determine whether any changes in such operations require formal revision of the charter pursuant to subdivision 2852(7) of the Education Law and, if so, determine whether such revision should be recommended for approval; and
 6. Encourage relevant officers, employees and agents of the School Corporation to attend conferences, seminars and training sessions identified or sponsored by the Trustees and which are designed to assist the School Corporation to fulfill its mission.

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

EXHIBIT C

ACCOUNTABILITY PLAN

[PLAN TO BE DEVELOPED]

EXHIBIT D

**ADDITIONAL ASSURANCES
AND TERMS**

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EXHIBIT E

PRIOR ACTION PROTOCOL

Prior Action Visit Protocol

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

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

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

PRIOR ACTION CHECKLIST

School Name _____

Evaluator's Name _____

Date _____

GOVERNANCE AND MANAGEMENT

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

STAFFING

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

CURRICULUM AND INSTRUCTION

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

STUDENTS AND PARENTS

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

OPERATIONS

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

FINANCE

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

FACILITIES, FURNISHINGS AND EQUIPMENT

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

ACCOUNTABILITY

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

OTHER

Satisfactorily Completed	Item	Comments	Date Completed

LEADERSHIP PREP CHARTER SCHOOL

APPLICATION FOR A CHARTER FOR THE PROPOSED LEADERSHIP PREP CHARTER SCHOOL

VOLUME I: ATTACHMENTS

MARCH 1, 2005

PRESENTED TO THE STATE UNIVERSITY OF NEW YORK,
CHARTER SCHOOL INSTITUTE BY:

Max Koltuv

(on behalf of the Leadership Prep Charter School Founding Board of Trustees)



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FEB 18 2005

Charter Schools Institute

110

CHARTER SCHOOL APPLICATION TRANSMITTAL FORM AND COVER SHEET

Submission for (circle one): Phase One Phase Two Phase Three

Working Name of Charter School: Leadership Prep Charter School

Applicant Contact: Max Koltuv



APPLICANT CONTACT INFORMATION

Mailing Address: 

Telephone: 

Facsimile: 

E-mail: 

Educational Service Provider/Management Company (if any): N/A

Partner Organization (if any): N/A

SCHOOL SUMMARY

First/Fifth year grade levels to be served: First Year: None Fifth Year: K to 4

First/Fifth year targeted enrollment: First Year: None Fifth Year: 320

Location (school district): New York City

COMPLETED APPLICATIONS MUST BE SUBMITTED TO:

Charter Schools Institute
State University of New York
74 North Pearl Street, 4th Floor, Albany, NY 12207
Telephone: 518-433-8277; Facsimile 518-427-6510
E-mail: charters@sysadm.suny.edu
www.newyorkcharters.org

FOR OFFICE USE ONLY: Received By: <u>JES 2005-201</u> Date Received: <u>2/18/05</u>
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FEB 18 2005

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1. Name of the Proposed Charter School

Provide the name of the proposed charter school.

The name of the proposed charter school is Leadership Preparatory Charter School (also known as "Leadership Prep" for the purposes of this application).

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Charter Schools Institute

2. Applicant

Provide the name of each applicant. If you are applying as a single applicant, include your home address, telephone number(s) (home and office), facsimile number and e-mail address. If there is more than one applicant, you must designate one applicant as the contact person for the application and provide the contact information set forth above for that individual. In addition, provide background information for each applicant, including whether he or she is a teacher, parent, school administrator, and/or community resident and if he or she would be a member of the charter school's board of trustees.

Max Koltuv

[REDACTED]

Mr. Koltuv's resume is attached for your review. In addition to the information included in his resume, Mr. Koltuv is a former teacher and community resident. He will serve as the founding Head of School of Leadership Prep Charter School. As such he will serve as an *Ex Officio* Member of the Board without voting privileges. Mr. Koltuv is the contact person for the purposes of this application.

Carrie Abramson

[REDACTED]

Ms. Abramson's resume is attached for your review. In addition to the information included in her resume, Ms. Abramson is a parent and community resident. She will serve as a Board Member for Leadership Prep.

Candis Best

[REDACTED]

Ms. Best's resume is attached for your review. In addition to the information included in her resume, Ms. Best is a parent and community resident. She will serve as a Board Member for Leadership Prep.

Gail Brousal



Ms. Brousal's resume is attached for your review. In addition to the information included in her resume, Ms. Brousal is a parent and community resident. She will serve as a Board Member for Leadership Prep.

Caroline R. Curry



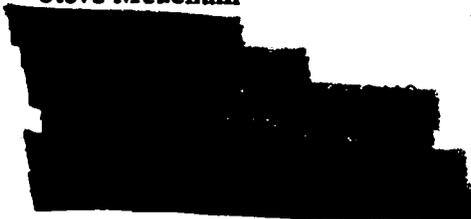
Ms. Curry's resume is attached for your review. In addition to the information included in her resume, Ms. Curry is a parent and community resident. She will serve as a Board Member for Leadership Prep.

Ben Esner



Mr. Esner's resume is attached for your review. In addition to the information included in his resume, Mr. Esner is a parent and community resident. He will serve as a Board Member for Leadership Prep.

Steve Meacham



Mr. Meacham's resume is attached for your review. In addition to the information included in his resume, Mr. Meacham is a parent and community resident. He will serve as a Board Member for Leadership Prep.

Jeff Wetzler

Mr. Wetzler's resume is attached for your review. In addition to the information included in his resume, Mr. Wetzler is a community resident. He will serve as a Board Member for Leadership Prep.

3. Opening Date

Provide the anticipated opening date for the charter school (month/year).

Leadership Prep Charter School anticipates opening for students on August 21, 2006. Teachers will report for work on July 31st, 2006.

4. Initial Term of Charter

Provide the requested initial term of the charter, which in no case is to exceed 5 years.

The requested initial term of charter is five years.

5. Enrollment

Provide for each year of the charter that you are seeking, the grades that the school would serve, the number of students to be served in each grade, the number of children expected in each class, and the total number of enrolled students. If providing a kindergarten, please indicate the minimum age that the school will require a child to have attained to be eligible for enrollment.

Leadership Prep Charter School will open in August '06 with 64 kindergarten and 64 first grade students. Each year thereafter we will enroll 64 new kindergarteners. The kindergarten program will be open to students who turn five on or before December 1st of the year in which they enroll. The total possible number of students enrolled in the final year of this charter would be 320 in grades kindergarten through fourth grade:

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	Total
'05-'06	Planning Year					
'06-'07	64	64				128
'07-'08	64	64	64			192
'08-'09	64	64	64	64		256
'09-'10	64	64	64	64	64	320

Due to our ordered and demanding culture and the accelerated pace of our academic program, we do not intend to enroll new students in grades higher than first. Given the potential for attrition among the highly mobile population we will be serving, this policy is likely to result in a reduction of the total number of students enrolled. Our programmatic and financial planning reflects that likelihood by assuming the annual attrition rate of 7% experienced by other charter schools working with similar populations.¹ In order to keep the school on firm financial footing, we are prepared to revise this policy and enroll students up to the total number reflected above, under any of the following conditions:²

- The actual rate of attrition surpasses our estimate.
- We are unable to raise the necessary non-governmental funds called for in our budget projections, or the level of our governmental funding changes dramatically.

¹ While we have looked at attrition rates at many urban charter schools, elementary schools with demanding programs similar to ours have not have been in operation long enough to generate a meaningful set of data. Our best information suggests that 7% is a conservative estimate.

Under this policy, with assumed attrition rate of 7% annually, our projected enrollment is as follows:

	Kindergarten	1 st Grade	2 nd Grade	3 rd Grade	4 th Grade	School Total
'05-'06	Planning Year					
'06-'07	64	64				128
'07-'08	64	64	60			188
'08-'09	64	64	60	55		243
'09-'10	64	64	60	55	51	294

² We recognize that, should we be forced to admit students after first grade, we may need to allocate additional resources for significant one-on-one and small-group tutoring that are already part of school plan, thus providing students who join us in the later grades with remediation for skill or knowledge deficits that they may bring.

- Significant unforeseen expenses arise.

In kindergarten through third grade, we will maintain a low student-to-teacher ratio of 16:1. This ratio will be accomplished by forming two classes of 32 or fewer, each led by two highly qualified teachers.³ Our two teacher model, coupled with our use of the computer-based Waterford Early Literacy Program, will enable us to have reading groups of 10-11 students. Beginning in fourth grade, students will be divided in homerooms of fewer than 32 students (actual numbers depend on actual rate of attrition) and have a different teacher for each subject. Each homeroom will have a single teacher who leads each subject. We believe that because of the greater emotional maturity of students in the higher grades and the strong culture of structure and discipline created in the lower grades, increasing the student-to-teacher-ratio will not adversely affect learning.⁴ Class size will never exceed 32 students.

³ Each classroom will have a Master Teacher and a Teacher. Master Teachers will typically be educators with master's degrees and five or more years of classroom experience. Teachers will typically have at least a bachelor's degree and two years of classroom experience.

⁴ High-performing charter schools working with low-income urban students in the middle school grades, most notably the KIPP schools, have proven that strong teaching and a strong school culture ensure that all students learn even in a class with as many as 35 students. KIPP Academy New York, for example, has maintained the highest reading scores of any middle school in the Bronx for six years running, with classes that are between 30 and 35 students (see www.kipp.org).

6. Rationale for Enrollment

Provide the rationale for choosing to serve the grades and number of students in each grade and in the school as a whole. In addition, if you are planning to add grades or expand enrollment in the second or subsequent years of your charter, please explain the rationale for your growth plan.

Grades Served

We choose to start with the youngest students allowed by law—kindergarteners and first graders—because of the overwhelming amount of research indicating that early interventions can aid low-income students in achieving academic success. According to the National Research Council, “Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skill at the end of 3rd grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school.”⁵ By intervening early, we move our students to mastery and keep them there throughout their primary and intermediate education.

Between third and eighth grade, students in central Brooklyn district schools typically exhibit a disturbing and dramatic slide in academic performance in ELA and Math:⁶

	Percent of Central Brooklyn Students “Proficient” or “Advanced” in NYS English / Language Arts Test	Percent of Students Central Brooklyn “Proficient” or “Advanced” in NYS Math Test
Third / Fourth Grade	40%	50%
Seventh / Eighth Grade	30%	24%

Given our mission of preparing students to excel in high school and college, we feel we must eventually expand our program through the middle-school grades in order to ensure that our students do not experience deterioration of academic performance during their middle school years. We therefore will add a grade in each year of our initial charter: by year five, we will serve grades kindergarten through fourth; should our application for charter renewal be granted, we will continue to add grades until by year eight of operation we serve children in grades kindergarten through eight. At that point, our students will begin to gain admission to academically rigorous college preparatory high schools, public, private, or parochial.

⁵ National Research Council (1998) <http://www.ed.gov/initi/americanreads/ReadDiff/> accessed on 12/14/04.

⁶ The NYS Math Test is currently administered in third and seventh grades, the ELA Test in fourth and eighth grades. This is 2004 data for Districts 16, 17, 19, 23, and 32 (<http://www.nycenet.edu/daa/> accessed on 12/5/04). Families in these communities are highly mobile; students move between schools and districts frequently. Ideally, this analysis would be done on a cohort basis, comparing one group of students’ performance in third or fourth grade to the same group of students’ performance in seventh or eighth grade. Because NYC DOE data is not published on a cohort basis, it is not possible to assess the progress of a single, stable set of students from elementary through middle school. We have compared 2004’s third and fourth grades to 2004’s seventh and eighth graders, an imperfect but pragmatic measure, given the data available.

Grade Size, School Size, and Rationale for Expansion Plan

Despite the enormous need for a high-performing educational alternative for children and families in central Brooklyn, we will start with only 64 students in kindergarten and 64 students in first grade. We believe that a small and intimate operation of only two grades and four classrooms will allow us to grow strategically, increasing complexity and size only after firmly establishing our demanding culture of academic achievement.⁷

The school will be divided into age-based Academies. Students in kindergarten through third grade will be in the Foundations Academy. In year five of this charter, we will launch the Scholars Academy, which will eventually, under our second charter, encompass students in both grades four and five. Also under our second charter, we will form the Seniors Academy, made up of students in grades six through eight. These Academies will be closely integrated in curriculum development, teacher training, and culture of achievement yet have their own teaching staffs and traditions. We believe this design will enable us to create the intimate sense of community necessary to ensuring success for all students in Leadership Prep's demanding environment. Our teachers will know each student's strengths and weaknesses and have the opportunity to form relationships with each student's family. Leadership Prep will have no cracks through which students can slip.

⁷ While we are not aware of any specific research demonstrating that this approach produces improved student outcomes, several founders of high-performing charter schools believe that this approach maximizes a new school's ability to "get it right." These leaders include: Norman Atkins, founder of North Star Academy in Newark, NJ, Brett Peiser, founder of South Boston Harbor Academy (now Boston Collegiate) in Boston, MA, and Spencer Blasdale, founder of Academy of the Pacific Rim in Boston, MA. (*Summary of personal conversations with Lead Founder.*)

7(a). Submission of Similar Application

Indicate whether you have submitted a substantially similar application to another charter entity simultaneously with submission of this application. If so, provide the name of the charter entity, the date the application was submitted and the status of the application.

The founders of Leadership Prep have not submitted any application – substantially similar or otherwise—to any other chartering entity.

7(b). Previous Denial

If you have previously applied for a charter from another charter entity, provide the name of the charter entity, the date the application was submitted and the status of the application. If the application was denied, provide a copy of the letter from the charter entity stating the reasons for denial. If the application was withdrawn, please provide the reasons for the withdrawal.

Request 7(b) does not apply to this application.

8. Partner Organization

If you are filing the application in conjunction with a college, university, museum, educational institution, or a not-for-profit corporation with 501(c)(3) status under the Internal Revenue Code, please provide the information below for each such entity. If, on the other hand, you are filing this application in conjunction with a for-profit entity or a not-for-profit educational service provider (management company), and you are not also applying in conjunction with any other of the entities described above, you may indicate that Request No. 8 is not applicable and proceed directly to Request No. 9. If you are not filing in conjunction with any entity, please so indicate in your responses to Requests Nos. 8 and 9 and proceed to Request No. 10.

- name of the organization;*
- a letter of intent or commitment from a bona fide representative of the partner organization indicating that the organization is undertaking the partnership and the terms and extent of the undertaking;*
- the name of a contact person for the partner organization, along with the address, phone number, facsimile number, and e-mail of such contact person for the partner organization; and*
- a description of the nature and purpose of the school's partnership with the organization.*

Request 8 does not apply to this application.

9(a)-(c): For-Profit Entities

If the charter school would be established in conjunction with a for-profit entity (including but not limited to an educational services provider) or a not-for-profit management company, then please provide the name of such entity and specify in detail the extent of the entity's participation in the management and operation of the school. As part of such discussion, please include the following:

- a term sheet indicating, at a minimum, the fees proposed to be paid by the proposed school to the management company; the length of the proposed contract; the terms for the contract's renewal; all provisions for termination; and*
- copies of the last two contracts that the educational service provider has executed with operating charter schools (in New York or other states) and, if applicable, the status of those charter schools' applications for tax-exempt status under section 501(c)(3) of the Internal Revenue Code;*

Please explain how and why the for-profit entity or non-profit educational service provider was selected.

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

- evidence that the corporate entity is authorized to do business in New York State;*
- the number of schools the entity presently manages (if any) and the location of those schools;*
- the length of time the entity has been in business;*
- the most recent annual report of the entity; and*
- a description or summary reports of student achievement results in schools managed by the entity, especially highlighting achievement of students with similar demographic characteristics as those anticipated to attend the proposed charter school.*

Requests 9(a)-(c) do not apply to this application.

10. Mission Statement

Develop and attach the mission statement for the proposed charter school.

Leadership Prep Charter School in Bedford-Stuyvesant ensures academic success for children in grades K through 8. By fostering unparalleled academic success in elementary and middle school, we prepare our students to excel in demanding, college-prep high schools. Through educational achievement in high school and college, our students earn opportunities in life for themselves and prepare to contribute as leaders in their communities.

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Charter Schools Institute

11. Executive Summary

Provide an "Executive Summary" for the proposed charter school. The Executive Summary should provide an overview of the proposed charter school, be "jargon-free" and include the following elements:

- a brief explanation of why you are seeking to open a public charter school, including why the charter school is necessary at this time and in the proposed location;
- a brief but precise discussion of how the school would improve student learning and achievement, i.e., the particular elements of the school's program and the capacity of those implementing the program that would make it succeed where others have failed;
- a discussion of the proposed charter school's educational program together with a presentation of research supporting the school's proposed academic program design;
- a discussion of the specific measures to be used to determine the "success" or effectiveness of the school; and
- a demonstration that the proposed educational program would implement one or more of the statutory purposes of charter schools [see §2850(2)(a)-(f)].

The Rationale For Leadership Prep

We are proposing to open Leadership Prep Charter School in Bedford-Stuyvesant for two reasons. First, we believe the communities of central Brooklyn-Bedford-Stuyvesant, Brownsville, East New York, Bushwick, and Crown Heights-have a deep and longstanding need for such a school.¹ As the test and educational attainment data below indicate, families in these communities need more schools that ensure children are fully prepared for the rigors of high school and college. As the economic and social indicators below further demonstrate, our communities need greater numbers of highly educated, committed citizens who can help lead the way to a brighter future.

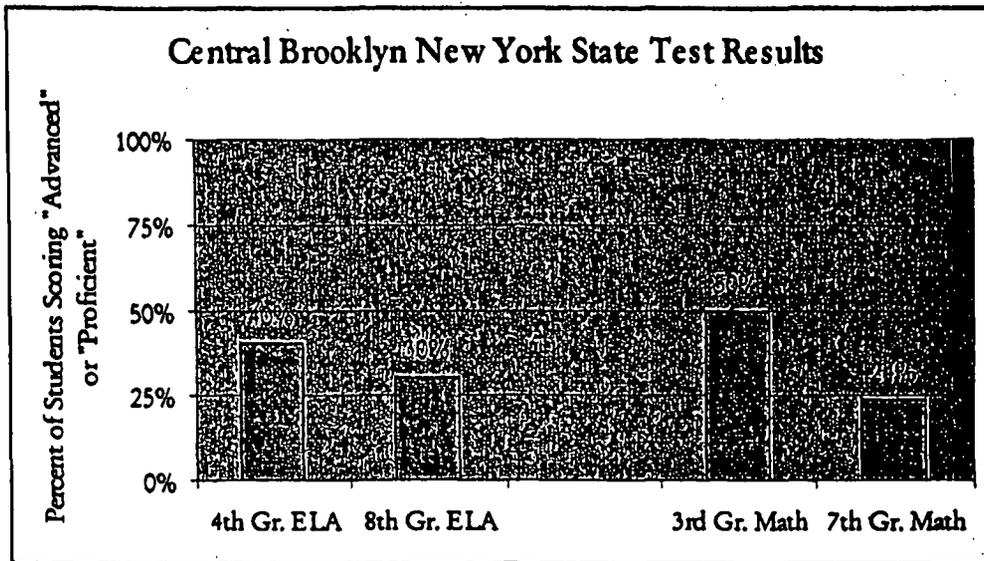
Second, we believe we can succeed at bringing students to academic mastery where other public schools have struggled. As a charter school, we will have freedom to choose staff who are fully committed to our mission, select curriculum that builds strong literacy and numeracy, set schedules that best serve the needs of our students, and make budgetary decisions that further our mission. These freedoms will enable us to base our school on approaches and practices that have proven effective at existing high-performing urban schools serving similar populations.

The Need

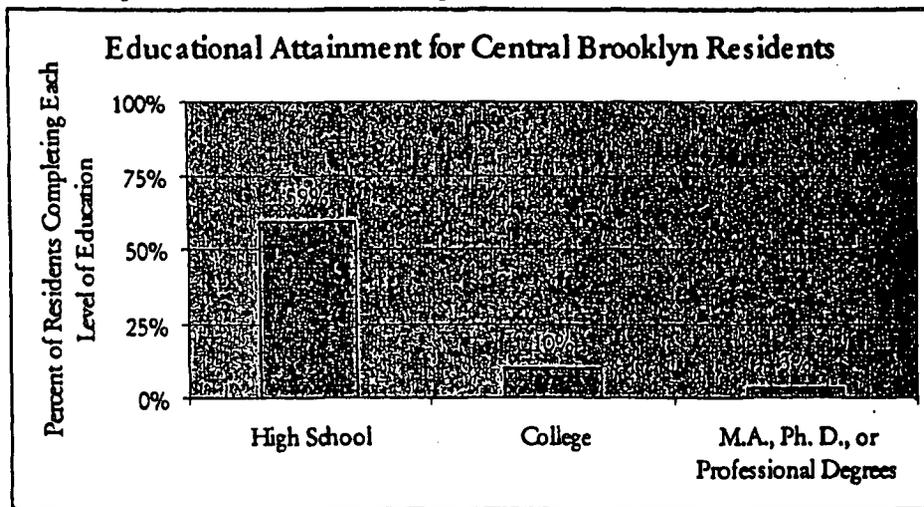
Bedford-Stuyvesant and the surrounding communities of Bushwick, Crown Heights, Brownsville, and East New York face difficult social, economic, and educational challenges. Of the 35 New York City schools placed on the Schools Under Registration Review (SURR) watch list by the State Department of Education, more than one-quarter - some 10 schools- are in these communities.²

¹ While all families who reside within the five boroughs would be eligible to enter our lottery, we plan to focus our recruiting efforts in these communities and anticipate that the majority of our students will hail from these neighborhoods. Within central Brooklyn, we choose to locate Leadership Prep in Bedford-Stuyvesant because the neighborhood's rich history, vibrant cultural life, and strong community organizations will help us succeed in our educational mission. The benefits of our locating in Bedford-Stuyvesant are further discussed in the "Why We Will Succeed" section below.

² Includes schools in Districts 16, 17, 19, 23 and 32. SURR status is as of 1/4/05, the most recent list available (<http://www.emsc.nysed.gov/nyc/SURR/05-nyc-upstate.htm> accessed on 1/7/04). The desire for educational options for families who are served by these SURR schools is reflected in the nearly 12,000 families who have sought transfers out of such schools for their children over the last two years. As one Bedford-Stuyvesant mother put it, "I am desperate for help. I am very concerned about my son. I think he waste a whole year at this school. He have learned nothing [sic]." Joe Williams, "Let Kids Go, Parents Beg: Want Easier Transfers from City Hell Schools," *The New York Daily News*, 9/12/04, p. 18.



In 2004, 50% of central Brooklyn third graders and 24% of seventh graders demonstrated mastery in mathematics by scoring in the "proficient" or "advanced" categories on the New York State math exam. 40% of fourth graders and 30% of eighth graders demonstrated mastery in English / Language Arts. This means that in 2004, some 6,154 children finished middle school without the reading and writing skills necessary to succeed in high school, and some 7,219 students completed seventh grade not yet ready for the challenging material that lay ahead in eighth grade and high school mathematics.³ These deficits in basic skills and knowledge will make it difficult for many of these students to keep up in high school and college, as evidenced by census data on educational attainment: 59% of students in central Brooklyn finish high school, 9% complete college, and only 3% receive masters, professional, or doctoral degrees.⁴



This academic underperformance occurs in communities beset by other challenges. Unemployment in central Brooklyn is nearly double the citywide average, depressing incomes and fueling wide-

³ These are weighted averages of 2004 test results from Districts 16, 17, 19, 23, and 32 (http://www.nycenet.edu/daa/test_results/ accessed on 1/16/05).

⁴ Weighted averages of 2000 US Census Data for Community Districts 3, 4, 5, 8, and 16 drawn from The New York City Department of City Planning Community District Profiles (<http://gis.nyc.gov/dcp/pa/address.jsp> accessed on 1/16/05).

spread poverty; the average family here earns 61% of what the average New York City family earns, and one in three people lives below the poverty line. This economic deprivation takes a particular toll on children, some 45% of whom live in poverty. Risks to safety and health are reflected by an infant mortality rate nearly double the citywide average and a crime rate that leaves a resident of central Brooklyn some 38% more likely than residents of the city at large to be the victim of a major crime.⁵ This threat too particularly affects children, who are 70% more likely than the average New York City student to be exposed to a "police involved incident" in their schools.⁶

Clearly, central Brooklyn needs more leaders—educated, committed adults who make positive contributions to the common good—to address the issues outlined above. We believe that an outstanding education in the earliest grades, based on strong mastery of academic skills and knowledge, prepares young people to build positive futures for themselves and become, as adults, these community leaders. Leadership Prep's role in promoting the development of these adults is to ensure academic success for our students in the elementary school and middle school grades. By ensuring that our students develop exemplary academic skills and knowledge in elementary and middle school, we prepare our students for success in high school and college.

Simply put, the children of central Brooklyn will never develop into adult leaders if they do not learn to read, write, compute, and think clearly, accurately, and deeply. A culture of academic excellence—in which all children are expected to read on or above grade level, in which all children are expected to master one year of high school algebra by the end of grade 8, and in which all children are expected to act in respectful and honorable ways—is key to that development. Leadership Prep is dedicated to providing the outstanding education necessary to develop leaders.

Why we will succeed

We recognize that public schools in central Brooklyn face significant challenges in educating their students. Students arrive at school with minimal academic preparation. Families struggle to support their children's education amidst many other challenges. These schools also grapple with the constraints of limited funding and restrictive bureaucratic requirements.

Despite these challenges, we believe we can ensure our students' academic mastery. We will succeed for three reasons: first, as a charter school, we will enjoy freedom in how we design our educational program; second, this flexibility will enable us to build a program based closely on the "best practices" of existing high-performing urban schools serving low-income students; third, our location in Bedford-Stuyvesant will give us the opportunity to draw on considerable community resources.

As a charter school, we will enjoy freedom and flexibility that existing traditional public school do not. Specifically, we will be able to:

- Select, reward, and retain staff based on their ability to move students to mastery within our educational program
- Choose curricula which are effective for our students and alter those choices as appropriate based on the results we produce

⁵ Economic data is from 2000 US Census Data drawn from The New York City Department of City Planning Community District Profiles for Districts 3, 4, 5, 8, and 16 (<http://gis.nyc.gov/dcp/pa/address.jsp> accessed on 12/14/04). Crime data is for the 67th, 70th, 73rd, 75th, 79th, 81st, and 83rd Precincts (<http://www.nyc.gov/html/nypd/html/pct/cspdf.html> accessed on 1/16/05).

⁶ 2003-2004 Annual School Reports for Districts 16, 17, 19, 23, and 32 (<http://www.nycenet.edu/daa/SchoolReports/> accessed on 12/11/04).

- Deploy our human and financial resources in ways that support our mission at all times (e.g., having two teachers per classroom in the early grades)
- Increase our learning time through an extended school day, an extended school year, and abundant daily and weekly time for one-on-one and small group tutoring
- Engage families more effectively based on the explicit choice they will have made in selecting our program

These freedoms will allow us to align every decision and policy in our school with our mission of preparing every child to succeed in high school and college. In addition, we will enjoy the freedom to change course to better serve our students' academic needs over time. This "nimbleness," not available to local public schools, is key to our ability to deliver on our ambitious mission and produce superior results.

We have used this freedom to design a school plan which draws heavily on the approaches and practices proven effective at high-performing urban public schools that serve low-income student populations similar to the one we will serve in central Brooklyn.⁷ These schools include: Amistad Academy (New Haven, CT), the KIPP schools, North Star Academy (Newark, NJ), Bronx Prep, Roxbury Prep (Boston, MA), South Boston Harbor Academy (Boston, MA), the Academy of the Pacific Rim (Boston, MA), Lawrence Community Day Charter School (Lawrence, MA), The Marva Collins Preparatory Charter School (Milwaukee, WI), Kew-Bennett Elementary (Los Angeles, CA), Earhardt Elementary (Chicago, IL), and PS 141 The Crown School.⁸

As a Building Excellent Schools Fellow, Lead Founder Max Koltuv has spent the last eight months studying these schools intensively.⁹ He has visited them repeatedly and has had abundant access to their founders, leaders, students, and staffs. Such work has led to clear, strong conclusions about what it requires to plan, implement, and execute an urban charter school of not only high academic expectations but also high academic results. This reliance on what has been proven to work, rather than on what we believe *should* work, will enable us to deliver on our ambitious mission of preparing our students to succeed at the best college prep high schools and colleges in America.

We will be successful too because of our ability to draw on the considerable resources of Bedford-Stuyvesant. While itself a "high need" community by any educational, economic, or social indicator, Bedford-Stuyvesant also has a rich and illustrious history and strong community organizations. For decades, it has been a center of African-American culture and arts. It has some of the oldest and strongest community-based organizations in the country, including Bedford-Stuyvesant Restoration Corporation, the first economic development corporation in America, and Concord Baptist Church, the largest African-American church in the country. The rich cultural life and strong community-

⁷ This approach of relying on proven practices is one that we believe is too rarely followed in American education. The issue of educators' relying on their beliefs about what works rather than on objective evidence which proves efficacy was noted recently in a report by the National Research Council: "In no other field are personal experience and ideology so frequently relied on to make policy choices, and in no other field is the research base so inadequate and little used." ("The Best Ways to Make Children Learn? We Just Don't Know," *The Wall Street Journal*, 12/10/04, p. 18.)

⁸ We also studied several newer elementary schools which--while they do not have proven results--show significant promise based on the experience and strengths of their founders. These include: Excellence Charter School of Bedford-Stuyvesant, Elm City Academy (New Haven, CT), and KIPP: SHINE (Houston, TX).

⁹ The Building Excellent Schools Fellowship is a year long, practitioner-based national training program which supports Fellows in designing high-performing urban charter schools.

based organizations of Bedford-Stuyvesant will ensure that Leadership Prep has access to the resources and partnerships needed to fulfill our educational mission.

Core Programmatic Elements

The leader of one of the high-performing schools we studied has said, "In running a successful school, there are no 100% solutions. Rather, there are a whole series of 1% solutions that add up to success."¹⁰ The founders of Leadership Prep share this view. Fostering dramatic academic success for our students and preparing them for the mantle of leadership will demand constant attention to a multitude of details. There are, however, a core set of approaches and practices, drawn from our observation of high-performing schools, that are central to our academic program and to meeting our mission of preparing students to succeed in high school, college, and beyond:

- Expect Excellence
- Recruit, Develop, and Retain Great Teachers
- Assess Early and Often to Inform Effective Instruction
- Focus on Literacy
- Employ Research-Proven Curricula
- Make More Time
- Help Students Until They Master It
- Provide Structure and Order
- Keep It Personal
- Develop Character
- Involve Families
- Help Students Envision a Bright Future Which Inspires Them To Achieve

Expect Excellence

Schools that produce amazing results do so in large part because they *expect* amazing results of both staff and students. Research on high-performing, low-income schools has demonstrated again and again that a high bar, calling forth the best efforts of children and adults alike, is essential to producing high levels of academic mastery.¹¹

At Leadership Prep, we set high standards, aligned with the New York State Performance Standards and commensurate with a future of college prep high school and college for all our students.¹² We expect our students to perform well ahead of grade level in all subjects; by eighth grade, under the

¹⁰ Brett Peiser, Founder and Executive Director of South Boston Harbor Academy (Site Visit by Lead Founder, 11/15/04).

¹¹ See Samuel Casey Carter, *No Excuses: Lessons from 21 High-Performing, High-Poverty Schools*, The Heritage Foundation (2000); U.S. Department of Education, *Successful Charter Schools* (2004); and Abigail and Stehpan Thernstrom, *No Excuses: Closing the Racial Gap in Learning* (2003).

¹² Recent work by State University of New York indicates that many urban students long to be challenged by highly demanding teachers. The researchers found that the teachers that urban students wanted "pushed students to complete their work." Several of the students interviewed put it quite eloquently: "I prefer a teacher who makes sure that I do it right. If they know I can do it better, I want someone who will push me." "It is not that I'm lazy, but I like a teacher that push me to learn [sic]. I might not be that confident at first, but then I'll get it." Bruce L. Wilson and H. Dickson Corbett, *Listening to Urban Kids: School Reform and the Teachers They Want*, (2001), p. iv, 70.

term of our second charter, we expect our students to have all of the academic skills required to succeed at demanding high schools and to have mastered one year of high school algebra. Our standards for mastery are clearly defined: teachers, families, and students will know what is expected and work toward a shared goal. The standards are also immutable: before progressing to the next level, students must demonstrate mastery on class assignments, comprehensive exams covering each school term, and year-end comprehensive exams.

We recognize that many of our students will come from difficult home environments. While some schools and educators believe that such students must receive special allowances and dispensations, we reject this idea. We believe that schools must challenge students to transcend difficult circumstances through diligence and hard work. As the principal of a high-performing elementary school in Detroit put it, "We teach the children that being smart is something earned through hard work. We don't ask the children, 'How bad off are you?' We say, 'Find out how good you can be.'"¹³ At the center of our academic program is a series of academic supports—described below—which will ensure that all students, including those identified as having disabilities or as English Language Learners, and those "at-risk" of academic failure, find out "how good they can be" by meeting or exceeding our exacting standards.

Recruit, Develop, and Retain Great Teachers

Research shows that teacher quality is the most significant indicator of a student's academic performance. In fact, one recent study found that students with teachers who rank in the top quartile in effectiveness make gains over the school year that nearly quadruple those of the students with the least effective 25% of teachers.¹⁴

High-quality teaching will be the hallmark of our school. We will recruit the brightest, most committed, most capable teachers, enticing them with the promise of an environment that welcomes their contributions and seeks their input in refining and perpetuating the school, as well as with tools to empower them in their work (classroom supplies, computers, and professional development). In the hiring process, we will set clear expectations for the high level of professionalism and commitment that we expect of our teachers. Our starting salaries exceed the NYC DOE / UFT contract's pay scale by at least \$5,000 per year, reflecting the extra hours and level of accountability that we require.¹⁵ We have kept our administrative and other overhead costs to a minimum so as to maximize the financial resources we have to invest in great teaching.

In addition to instructional excellence, key qualities that we seek in teachers are the willingness to have frequent and honest dialogue about which children are learning, which are not, and what can be done about it; and the ability to take action consistent with the insights that process yields. Our teachers, believing that all students can learn, must be willing to be relentlessly and productively self-critical when students are not reaching mastery.¹⁶

¹³ Patricia Burke, Principal of Owen Elementary, Detroit, MI in Casey, *Ibid.*, p. 68.

¹⁴ William L. Saunders and June C. Rivers, *Correlative and Residual Effects of Teachers on Future Student Academic Achievement*, University of Tennessee Value-Added Research and Assessment Center, 1996, p. 6.

¹⁵ We budget for modest raises each year (4%), but the realities of the NYS funding formula for charter schools dictate that we cannot match the steepness of the slope at which the NYC DOE / UFT pay-scale increases.

¹⁶ This attitude was well expressed by a school leader at the highly successful North Star Academy in Newark "If you are really going to be a quality school or quality teacher, you've always got to be looking for things you could do better." (*Site visit by Lead Founder, 10/4/04.*)

Teachers will be evaluated according to the academic results that they produce and by the progress they make towards pre-established professional development goals. At Leadership Prep, student academic outcomes are the bottom line; job security is based on those outcomes.

Given this level of accountability, it is important that we support our teachers in honing their craft. We do so everyday in a myriad of ways, including four important practices which were common to most of the high-performing schools we studied. First, we structure in time for professional development to occur. We provide three weeks of Professional Development before the school year, nine days during the school year, and three days following the school year, including training on successfully implementing the curriculum programs we have chosen. Our weekly schedules include seven hours for individual planning time and common planning time with grade-level and subject-focused teams, allowing teachers to share ideas and best practices and to get new perspectives on areas in which they are not being optimally effective. We provide coverage so teachers can leave the classroom to observe other teachers, both within our school and at other high-performing schools. Second, we provide abundant and on-going feedback to teachers. Teachers receive weekly feedback based on informal observations by the school leaders and other teachers and bi-annual formal observations for evaluation purposes. Third, we provide funding which teachers can apply towards outside professional development workshops. Fourth, we supply teachers with tools to enhance preparation, presentation, and organization, including personal laptops, easy access to copying and printing, a/v equipment, and working and meeting space.

Assess Early and Often to Inform Effective Instruction

While many in the education world criticize standardized testing, alleging that the tests "discriminate," we believe testing is essential to ascertaining our students' academic needs and measuring our effectiveness in meeting those needs. Prior to the beginning of school year each summer, we will assess our incoming students with age-appropriate, standardized assessment tools,¹⁷ giving teachers in the process of designing curriculum, lessons, and pacing a clear understanding of current student mastery. This assessment will also enable us to identify students who may need extra help to reach mastery including those with unidentified disabilities and English-language deficits. At the end of each year, we will administer these same assessments in order to measure progress and the efficacy of our curriculum and instruction, designing refinements and changes where needed.

For grades kindergarten through second, we will regularly administer a diagnostic reading and math assessment, such as the DIBELS or E-CLASS, to track student progress and identify students in need of intervention. Starting in third grade, at six week intervals, we will administer internal assessments in the format and covering the standards of the NYS assessments.¹⁸ This assessment system has several key advantages. It provides students with valuable practice and experience taking tests in a non-high stakes environment. Information, fed back to teachers quickly, permits them to self-assess their performance and determine what must be re-taught and how they might alter approaches and improve the efficacy of instruction. The information also enables the school leaders to closely monitor student progress and support teachers with targeted feedback, professional development, and other resources.

¹⁷ For students entering in kindergarten (as most of our students will), this assessment will likely be the DIBELS, which allows teachers to ascertain in a matter of a few minutes a student's preparedness to learn to read and identifies students who may need intensive intervention to reach mastery.

¹⁸ Systems such as this one have been shown to be highly effective at high-performing schools including North Star Academy (Newark, NJ) and Amistad Academy (New Haven, CT).

Focus on Literacy

Literacy is the key academic skill on which all future skill and knowledge acquisition is based. Low-income children hear two-thirds fewer words in the home each hour than children of more affluent families. This means that between the ages of zero and three, a low-income child is exposed to some 30 million fewer words than a high-income child. This lack of exposure has the average low-income child arriving at the first day of kindergarten with only one half the vocabulary of her more affluent peers.¹⁹ Research has repeatedly demonstrated that success or failure in forming a foundation of basic literacy in the early grades is a strong indicator of later academic success. In fact, according to the National Research Council, "Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of 3rd grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school."²⁰

It is therefore not surprising that schools in which low-income students reach mastery maintain a relentless focus on developing literacy skills. In fact, a recent review of existing schools serving low-income populations found that a laser focus on basic literacy in the early years of schools, as represented by the many of the practices we employ, was a central commonality among high-performing elementary schools.²¹ Practices of these high-performing schools, which closely reflect the findings of the National Reading Panel, include: dedicating significant time to teaching reading and writing, explicitly teaching phonics and comprehension strategies; and fostering fluency through extensive practice reading and writing and by inculcating a deep love of reading. These practices are reflected strongly in our school plan:

- We provide 200 minutes of Language Arts instruction every day in kindergarten through third grades and 100 minutes per day thereafter.
- We employ a research-proven, balanced-literacy program which includes a significant focus on phonics such as Open Court Reading or SRA Reading Mastery.
- In the key literacy-building years of kindergarten through third grade, we staff our classrooms with two teachers, in order to ensure a low student-to-teacher ratio that never exceeds 16:1, allowing for more one-on-one and small-group instruction, as well as a deeper understanding of each child's needs on the part of teachers.²² We also make a significant investment in the Waterford Early Literacy program, a computer-based literacy tool which will provide valuable literacy practice and skills while enabling us to reduce the size of our teacher-led reading groups to a maximum of 10 students.

¹⁹ Betty Hart and Todd R. Risely, The Early Catastrophe: "The 30 Million Word Gap by Age 3," *American Educator*, (Spring 2003).

²⁰ National Research Council, 1998 (<http://www.ed.gov/inits/americanreads/ReadDiff/> accessed on 12/14/04). In addition, in his review of high-performing, high poverty schools, Samuel Casey Carter concludes that a laser focus on basic literacy and math in the early years of schools was a central commonality among high-performing elementary schools (Casey, *Ibid.*, p. 28).

²¹ Casey, *Ibid.*, p. 19.

²² While research on the effects of class size indicates that class-size reductions is mixed overall, the literature does indicate that reductions in class size can be particularly effective in helping poor and minority students to succeed and in developing literacy skills. These benefits have been shown to continue for these students after they move into larger classes. We therefore invest significant resources in limiting class size in the early grades, when our low-income students will be focusing on building a foundation of literacy. See Susie Boss, "Tapping the Benefits of Smaller Classes," *The Northwestern Education Magazine*, (Winter, 2000).

- We impart the reading “habit” by requiring students to read 25 grade-level-appropriate books on their own over the course of each school year; requiring independent reading as part of homework each night for all students; providing a well-stocked lending library; starting each day with a 30 minute Drop Everything And Read period, beginning in fourth grade²³, and encouraging students to read at every spare moment during the school day (for example, when they finish an in-class assignment before their peers²⁴).
- We build familiarity with and increasing proficiency in writing by practicing writing in and using the same write/ revise/ edit/ proofread process in every class.

This strong focus on ensuring early literacy for all students assists students with disabilities, those with limited English language ability, and those “at-risk” of academic failure to build the foundation in literacy skills that will prevent them from falling behind later, as so many of their peers do, when the focus of schooling shifts to content acquisition.

Employ Research-Proven Curricula

Leadership Prep’s academic program is rooted in research-proven curricula that have been shown to dramatically accelerate progress to mastery for low-income students, including those with disabilities and English-language deficits. In ELA, we employ a phonics-based reading program, such as SRA/Reading Mastery or Open Court Reading, to hone decoding skills; a guided reading program, such as Scholastic Guided Reading or Junior Great Books, to build fluency and comprehension abilities; and a vocabulary building program such as Wordly Wise 3000. In math, we use a systematic approach to basic math facts and computational skills, such as Saxon Math, coupled with a teacher-created curriculum that develops higher-level problem-solving skills.

In social studies, science, music, and art we rely on a content-rich curriculum of basic subject-area and cultural knowledge, such as the Core Knowledge Sequence. Recent cognitive research indicates “that the ability to learn something new depends on the ability to accommodate the new thing to the already known.”²⁵ Low-income children, often not as fully exposed as their more affluent peers to a breadth and depth of topics, can enter school at a disadvantage: their weak knowledge of the general topics addressed in school leaves them less prepared to assimilate new information. A content-rich curriculum such as the one we envision provides the basic knowledge that makes low-income students more effective learners later in their academic careers.

Make More Time

Because it takes time, effort, and practice to meet the challenge of high academic standards, our schedule is based on an extended school day (7:30 AM to 3:45 PM) and an extended school year (193 days) for all students. This arrangement allows for 28% more instructional time than that provided by NYC district schools each year. A student who attends Leadership Prep from kindergarten to eighth grade²⁶ will receive 2.5 years more learning time than students receive in the typical New York City district school. In addition, we provide small-group and one-on-one tutoring for students who

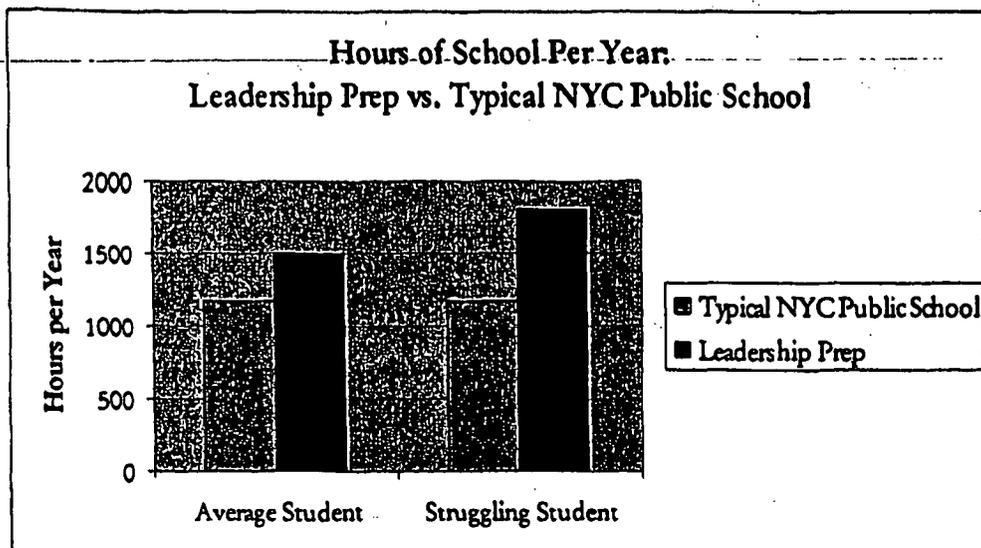
²³ Drop Everything And Read has been successfully employed at Academy of the Pacific Rim (Boston) and Earhart Elementary (Chicago). (*Site Visit by Lead Funder 9/14/04 & Casey, Ibid., p. 32*)

²⁴ Roxbury Prep has a similar practice in which students have a “challenge sheet” of work to do if they finish an in-class assignment or exercise early. (*Site Visit by Lead Funder 9/14/04.*)

²⁵ E.D. Hirsch, *The Schools We Need and Why We Don't Have Them*, (1996), p. 23.

²⁶ This would only be possible if we are re-chartered after our initial five year charter expires.

need extra help and attention in order to reach mastery. This tutoring consists of 75 minutes of instruction from 3:45 PM until 5:00 PM four days per week and 160 minutes on Saturdays. Under these programs, Leadership Prep students most in need of extra help benefit from 54% more instructional time each year than they would receive in a typical district school. Between kindergarten and eighth grade this amounts to an additional 4.9 years of schooling.²⁷ All of the high-performing schools we studied have an extended day: increased learning time is essential to enabling students who enter school with skills and knowledge deficiencies, those with disabilities, and those with limited English language proficiency to achieve at the highest levels.



Another way in which successful schools create additional learning time is by assigning a significant amount of nightly homework that allows students to review, practice, and solidify skills and knowledge they are learning in the classroom.²⁸ At Leadership Prep, we will build the habit and ritual of "homework time" early by assigning kindergarteners 30 minutes of homework each night. This increases to 60 minutes per night in third grade and 90 minutes per night by sixth grade.²⁹ Students will be held accountable for completing their work. Accountability extends to families, who will be required to sign off on their child's work each night. Assignments will be available for both families and students to confirm via a recorded homework telephone number each day. There will be no excuses for not completing homework; non-completion will result in mandatory attendance at Homework Club, held between 3:45 PM and 5:00 PM each day.³⁰

²⁷ Comparisons based on a 6.5 hr. school day and 181 school days per year for NYC DOE schools. Please note as well that during our first year of operations we plan to explore the possibility of having 75 minutes of after school enrichment from 3:45 PM to 5:00 PM four days each week for *all* students and hope to implement this program during the latter years of this charter.

²⁸ A recent study of the link between homework policies and academic success found that "excellent schools assign significant homework." See: H. Cooper, J. Lindsay, & S. Greathouse, "Relationships Among Attitudes About Homework, Amount of Homework, and Student Achievement," *Journal of Education Psychology*, (Vol. 90, No. 1).

²⁹ Again, this practice would hinge on our being re-chartered after five years.

³⁰ Such policies have been successful at many of the school we studied, including KIPP, North Star, Amistad, Bronx Prep, Roxbury Prep, South Boston Harbor Academy, and the Academy of the Pacific Rim.

Help Students Until They Master It

Students learn at varying rates. Schools that expect all students to meet high standards must be prepared to support students—regardless of the pace at or style in which they learn—until they reach mastery. At Leadership Prep, this learning support comes through multiple means:

- Clear, engaging, high-quality lessons in the classroom fostered by a low student to teacher ratio (especially in the lower grades, where it is no higher than 16:1)
- The increased learning time that we provide relative to district schools
- Pull-out and push-in instruction by our full-time Learning Support Specialist and related services such as counseling, speech, and occupational and physical therapy for student who require it
- Mandatory after-school and Saturday program tutoring for students who require additional individual and small-group attention

All of these strategies and supports ensure that students with disabilities, students with limited English language proficiency, and students “at-risk” of academic failure meet the high standards that we set at Leadership Prep.

Provide Structure and Order

Effective learning cannot occur in an atmosphere of chaos and disorder. Creating an environment of order and structure, in which teachers can focus on teaching and students can focus on learning, is essential to our ability to deliver on our mission. We will therefore hold students to an explicit and high Code of Conduct, presented to students repeatedly to keep it in the forefronts of their minds.³¹ The Code is clear and detailed and includes consequences both positive and negative.³² Staff will enforce the Code uniformly—even provisions that may seem inconsequential, such as keeping shirts tucked in. The Director of the highly successful Roxbury Prep Charter School in Boston summed up that school’s approach by saying, “We make a big deal, a HUGE deal, about small things so that big things never happen.”³³ By focusing seriously on rules and behavioral standards in the early grades,

³¹ Moments at which our Code of Conduct is presented and re-presented include: during a meeting at the student’s home before their first day of school with us; on a family compact that must be signed by families (and students in third grade and above); in classrooms during orientation and during the first days of school; and on inspirational posters throughout the school.

³² Students who violate the Code of Conduct lose privileges such as playtime, field trips, and after-school enrichment programs, while students who exemplify it earn rewards such as points which they can redeem at our school store and the opportunity to go on extra field trips. Families are notified of their child’s behavior on a weekly basis so that they can be involved in helping students to maintain these standards. Significant and repeated violations result in families being called into school to create a solution and, if sufficiently disruptive, can eventually result in more serious disciplinary action.

³³ Director Josh Philips, *Site Visit by Lead Founder (9/14/04)*. A recent study by Public Agenda, a public policy research organization, concluded that strict enforcement of all rules, especially those pertaining to “small” infractions, is the best means of preventing more serious discipline issues. See *Teaching Interrupted: Do Discipline Policies in Today’s Public Schools Foster the Common Good?*

(www.publicagenda.org/research/pdfs/teaching_interrupted.pdf accessed on 5/12/04). In fact, the NYC DOE recently adopted this approach with great success in its most troubled schools. One high DOE official described the strategy in this way: “If you concentrate on the small things, you will send an unequivocal

we believe we can have this same effect and thereby create an environment conducive to effective learning.

We also create structure and order by placing special emphasis on our daily, weekly, and annual rituals. We believe, as does Dr. Lorraine Monroe, the founder of the Frederick Douglass Academy, that such rituals serve the essential purpose of enabling students to "anticipate a routine within the charter school that is often lacking in their families and their communities."³⁴ Each day will begin with a community meeting that builds a sense of inter-connectedness and starts students off with a "can-do" mindset. Uniformity in practice cuts across our classrooms: students will know what to expect and how to succeed. They will see the same blackboard configurations, the same organizational-structures-around-homework, and the same writing process in every grade and subject.³⁵

Keep it Personal

Feeling known, cared for, and respected is a prerequisite to the sense of personal value and well-being necessary for effective learning.³⁶ In order to maintain this "small feel," Leadership Prep will ultimately operate as three semi-independent "Academies" (Foundations Academy - K-3; Scholars Academy - 4-5; and eventually Seniors Academy - 6-8), ensuring that every student is part of an intimate community of fewer than 275 students. Because of this design, students will be known well by the teachers who work tirelessly to ensure that all students meet the high standards we have set. As students overcome the authentic challenges set by our high standards, and as they gain strong literacy and math skills, they will come to see that with enough hard work they can meet any challenge and surpass any obstacle. This, in turn, will enable them to tackle ever increasing magnitudes of challenge. They will see their education not as a waste of time or a path to more of the same mediocrity or failure but as the means of attaining a future full of choices and possibilities. This "small school" or individualized approach also best allows students with special needs or limited English language proficiency to progress academically within the regular education classroom.

Develop Character

For many of our students, who will be the first members of their families to attend college, the path to higher education will be a long and arduous climb. A school can encourage, cajole, and prepare a student academically, but ultimate success relies on a student's internal belief in and commitment to his or her own success.³⁷ To get our students through the long climb to college, we will inculcate

message that order is the order of the day." (Susan Saulny, "City Adapts Policing Strategy to Violent Schools," *The New York Times*, 10/19/04)

³⁴ From *Transforming Children's Lives*, a talk that Dr. Monroe delivered at a Building Excellent Schools conference in Boston, MA, 2000.

³⁵ This uniformity will be established by having the staff spend time in the summer working with school leaders through discussion and role-play to design standards and practices to which all can adhere.

³⁶ Research has repeatedly indicated that small schools are highly effective in ensuring that urban students reach proficiency. A recent study by Bank Street College of Education found that "small schools established between 1990 and 1997 in the Chicago area found that students in these schools had lower dropout rates, completed more courses, made higher grades and showed some improvements in standardized test scores." Education Commission of the States (<http://ecs.org/ecsmain.asp?page=/html/issuesK12.asp>, accessed on 12/11/04).

³⁷ The role of a student's belief in their own ability to succeed based on the strength of their own efforts in overall academic achievement has been closely documented by a variety of studies. See Carol Dweck, *Self Theories: Their Role in Maturation, Personality, and Development*, (2000).

perseverance and courage. In order to fulfill our long-term goal of having students become leaders in their communities, we will inculcate commitments to excellence, compassion, and entrepreneurship.³⁸

Because developing these personal qualities is inextricably linked to delivering on our mission, our academic program is paired with a character education curriculum. This curriculum will be designed internally by our staff to ensure that it meets the specific needs of our students; it will draw, however, on both off-the-shelf programs, such as Heartwood Ethics (a literature-based program), and school-developed programs, such as the ones employed at Boston Preparatory Charter School, Marva Collins Charter School, Elm City College Preparatory Charter School, and Excellence Charter School of Bedford-Stuyvesant. Our schedule includes 100 minutes per week in grades kindergarten through third and 140 minutes per week thereafter to focus on character development through exploration of poems, fables, fairy tales, and other literature with morals or messages. In addition to classroom activities, the program includes periodic assemblies, outdoor education, service learning, internships, and extracurricular activities.

Involving Families

There are many obstacles to successfully involving families in their children's academic lives. Families often have many competing demands on their time and attention. Based on their own school experiences, some do not have positive feelings about schools or teachers. Some avoid involvement in their children's schoolwork because their own academic skill deficits make them feel embarrassed or unable to help. Moreover, many school-parent relationships suffer because the first time that the parent hears from the school is when there is a "problem" to discuss.

Yet active family involvement in school and learning is essential to meeting our mission of preparing students to succeed in high school and college.³⁹ We will therefore foster family engagement in our students' learning and success through abundant and on-going communication between the parent and school, creating a dynamic in which we are partners with families in promoting their children's academic success. We will build this relationship by:

- Conducting information sessions during the application process and for new families after the lottery
- Visiting each new student's family in their home before their child begins at the school
- Providing a Contract of Commitment which lets families know what they can count on from the school and clarifies the school's expectations of students and families

³⁸ Our efforts to foster entrepreneurship will be supported by curriculum and materials from the National Foundation for Teaching Entrepreneurship. Research by Harvard and Brandeis Universities indicates that programs designed by the foundation increase student interest in attending college and improve occupational aspirations, team work, organizational, and planning skills. (<http://www.nfte.com/impact/> accessed on 12/14/04.)

³⁹ In fact, one recent study found that students from families with above-median parental involvement showed success rates 30% higher than those from families with below-median parental involvement, as measured by GPAs, test scores in math, science, reading, and social studies, and retention rates. See Xitao Fan & Michael Chen, *Parental Involvement and Student's Academic Achievement: A Meta-Analysis*, National Science Foundation (1999). Another study found that benefits of increased parental involvement include higher test scores and grades, higher graduation rates, and higher enrollment rates in post-secondary education. See A. Henderson, *A New Generation of Evidence: The Family is Crucial to Student Achievement*, The National Committee for Citizens in Education, (1994).

- Sending home a weekly newsletter of classroom and school-wide news and information
 - Meeting with families for at least three formal conferences each year to discuss their child's progress
 - Issuing three formal Progress Reports and three formal Report Cards that include quantitative and qualitative evaluation of student performance each year
 - Handing report cards to families in person so that there are opportunities for questions and discussions
-
- Sending home weekly behavioral updates
 - Having a dedicated Dean of Students for each Academy who works to build strong relationships with families
 - Providing a summary of homework assignments for all classes each night through a voice mail system and asking families to check and sign that their child has completed all homework each night
 - Providing periodic evening or weekend workshops designed to help families hone the skills they need to be effective teachers for their children
 - Creating regular events in which families are invited into the school to celebrate student work

Help Students Envision a Bright Future Which Inspires Them To Achieve

Research indicates that children who have a clear and positive image of their futures are better able to overcome the hurdles that being born into low-income communities can place before them.⁴⁰ Beginning in kindergarten, we will expose our students to the world of high school and college with the implicit and explicit message that with hard work they have all the tools and ability necessary to succeed in these institutions. We will present this message through classroom lessons, exposure to mentors and tutors from institutions of higher learning, and real and virtual tours of campuses.

Because we want our students to strive academically in order to earn life choices, we will also expose them to as much of the wider world of art, music, recreation, and nature as possible. Such exposure is essential to helping students to see the life that is possible for them (and for their communities) through their own perseverance and commitment. This exposure includes art, music, martial arts, and other enrichment classes as well as single and multi-day field trips to museums, local and national parks, high schools, colleges, and adventure programs such as Outward Bound.

⁴⁰ See: E. Werner, "Resiliency in Development," *Current Directions in Psychological Science*, (June 1995), p. 81-85 and R. Brooks, "Children at risk: fostering resilience and hope," *American Journal of Orthopsychiatry*, (1997), p. 545-553.

Organizational Strengths

While the academic challenge of ensuring that low-income students achieve academic mastery is a significant one, we recognize that the majority of charter schools nationwide whose charters have been revoked or not renewed have failed as a result of their non-academic operations. We have therefore put significant thought and analysis into designing an organization that is fully prepared for the challenge of supporting our academic mission:

Able and Eager Leadership

We have strategically crafted a Board of Trustees with the skills and commitment to make the school a success. We have focused on recruiting accomplished professionals who bring a range of experiences in managing and governing for-profit and not-for-profit organizations and who, most importantly, stand committed to investing the time and attention necessary to make the school a success. Our Board has met twice a month since December, 2004; we have been in touch with one another and with our Lead Founder on a daily basis to craft and refine our school plan. As a Board, we are committed to ensuring that the school has the resources and governance that it needs to deliver on its mission of preparing students to excel in college preparatory high schools and colleges. We are united by our common conviction that at Leadership Prep student achievement drives decisions, governance, and leadership.

Max Koltuv, our Lead Founder, whom we intend will serve as the founding Head of School for Leadership Prep, brings a valuable set of skills and experiences that will ensure our success. As a former strategy consultant to Fortune 500 companies, Mr. Koltuv brings a strong private-sector sense of accountability and efficiency. As a former teacher at a high-performing, urban, charter elementary school, and an Outward Bound instructor, Mr. Koltuv has first-hand knowledge of what it takes to ensure academic success and character development for students. As a founder of the World Academy for Total Community Health, a New Visions high school in Brownsville, Brooklyn, Mr. Koltuv is familiar with the challenges of launching a new school. This knowledge has been enhanced during the last nine months through Mr. Koltuv's participation in the Building Excellent Schools Fellowship. As a Fellow, Mr. Koltuv benefited from visits to more than 20 schools and more than 600 hours of training in best practices of urban school design led by experts from across the country.

An Effective Management Structure

Without a central district office to provide administrative services, charter schools face the significant challenge of managing their own logistical and financial operations. We have therefore chosen the two-role management structure commonly used by high-performing charter schools. Our Head of School reports to the Board and is ultimately responsible for all aspects of the school's operations, focusing primarily on external and non-academic functions, including Board relations, regulatory reporting, financial operations, and fundraising. The Principal reports to the Head of School and focuses exclusively on issues of teaching and learning. We believe that by having the Head of School address all external issues and by enabling the Principal to maintain a tight focus on academics we ensure our ability to deliver on our core academic mission.

A Sound Financial Plan

The school that we have designed cannot function, especially in its early years, solely on the resources provided by our per-pupil allotment and other governmental grants. We have therefore based our financial projections on anticipated philanthropic revenue from individual, foundation, and corporate sources. Our founding group brings significant experience in fundraising and access to those with

philanthropic capital. While we firmly believe that our Board and school leadership have the skills and experience to raise the money we require, we recognize the need for a contingency plan to maintain our program and mission should our best fundraising efforts fall short. We have included such a contingency plan in Attachment 47.

In addition, our financial plan relies on securing space in existing New York City Department of Education buildings (NYC DOE). Based on the Chancellor's public commitments to such arrangements, and the relatively low capacity utilization rate in Bedford-Stuyvesant (69%), we believe that this is a prudent and realistic plan.⁴¹ However, because we cannot be entirely certain that we will secure DOE space, we have also included in our financial planning a contingency plan that could be invoked if we fail to secure DOE space.

With or without philanthropic funding or DOE space, we stand ready to deliver on our educational mission while maintaining the school's firm financial footing.

Measures of Success

We recognize and welcome the fact that the freedom that we enjoy as a charter school is closely tied to an increased level of accountability for results. We will measure our performance as an organization just as we measure our students' academic performance. While specific measures of success will be developed in our Accountability Plan during our first year of operations, essential measures of our success or effectiveness include:

- The proportion of our students who demonstrate mastery as measured by New York State assessments
- The performance of our students relative to the performance of students in our community, city, and state, as measured by New York State assessments
- The performance of our students relative to the performance of students nationwide, as measured by a nationally-normed assessment
- Our students' annual rate of progress relative to their own mastery and to grade level, as measured on a nationally-normed assessment
- The maintenance of a positive cash-flow and strong overall financial position
- Attendance rates that exceed community and city-wide averages
- Strong interest in and satisfaction with the school as measured by student attrition rates and the length of our waiting list

The Head of School and Board of Trustees set annual performance goals for the school relative to these metrics; quarterly, we will formally review our progress toward them.

⁴¹ 2003 - 2004 New York City Department of Education School Construction Authority Enrollment, Capacity, and Utilization Report, <http://www.nycsca.org/html/bluebook03-04.html> accessed on 12/14/04.

12(a). School Calendar

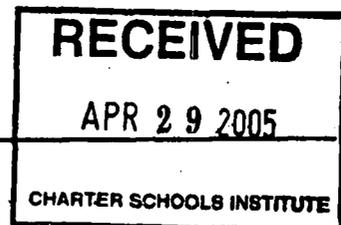
Provide a copy of the proposed school's calendar for its first year of its operation. The calendar must indicate the number of days of instruction that the school will offer.

The school year at Leadership Prep begins on August 21st, 2006, and runs through June 28th, 2007. While our calendar shares nearly all vacations and holidays with the New York City Public Schools, because of our early start, we have 193 days of school. We believe strongly that these extra days of school are essential to helping our students reach the high standards we set for them.

To begin planning for the year, teachers report on July 31st, 2006. In total, we provide 27 paid professional development days before, during, and after the school year to ensure our teachers receive training and development necessary to creating the excellent instructional practice on which our success depends.

Our year is divided in three trimesters. Parents receive progress reports mid-way through each trimester and report cards at the conclusion of each trimester. Beginning in the third grade, students take Comprehensive Exams (Comps) to measure their progress towards grade-level mastery at the end of each trimester (the Comps system is described in Attachment 16).

July / August 2006 (9 days of school)				
Monday	Tuesday	Wednesday	Thursday	Friday
31	1	2	3	4
Teachers report				
7	8	9	10	11
14 Family Orientation Night	15 Family Orientation Night	16	17	18
21 First Day of School Trimester 1 Begins	22	23	24	25
28	29	30	31	



September 2006 (19 days of school; 1 day of PD)				
Monday	Tuesday	Wednesday	Thursday	Friday
				1
	5	6	7	8
11	12 Kindergarten Back to School Night	13 First Grade Back to School Night	14	15
18	19	20	21	
25	26	27	28	29

October 2006 (21 days of school)				
Monday	Tuesday	Wednesday	Thursday	Friday
2 Mid-Trimester Progress Reports to Parents	3	4	5	6
	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

November 2006 (18 days of school)				
Monday	Tuesday	Wednesday	Thursday	Friday
		1	2	3
6	7	8	9	
13	14	15	16	17 Trimester 1 Ends
20 Trimester 2 Begins	21			
27	28	29 Report Card Night	30	

December 2006 (15 days of school)				
Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21 Kwanzaa Celebration	

January 2007 (21 days of school)				
Monday	Tuesday	Wednesday	Thursday	Friday
	2	3	4	5
8	9	10	11	12
	16 Mid-Trimester Progress Reports to Parents	17	18	19
22	23	24	25	26
29	30	31		

February 2007 (14 days of school)				
Monday	Tuesday	Wednesday	Thursday	Friday
			1	
5	6	7	8	9
12	13	14	15	16
26	27	28		

March 2007 (21 days of school)				
Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7	8	9
				Trimester 2 Ends
	13	14	15	16
	Trimester 3 Begins			
19	20	21	22	23
		Report Card Night		
26	27	28	29	30

April 2007 (15 days of school)				
Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	
9	10	11	12	13
16	17	18	19	20
30				

May 2007 (21 days of school)				
Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7	8	9	10	11
Mid-Trimester Progress Reports to Parents				
14	15		17	18
21	22	23	24	25
	Terranova Reading / ELA Test	Terranova Reading / ELA Test	Terranova Math Test	Terranova Math Test
	29	30	31	

June 2007 (19 days of school)				
Monday	Tuesday	Wednesday	Thursday	Friday
				1
4	5	6	7	8
	12	13	14	15
18	19	20	21	22
25	26	27	28 Trimester 3 Ends Last Day of School	29

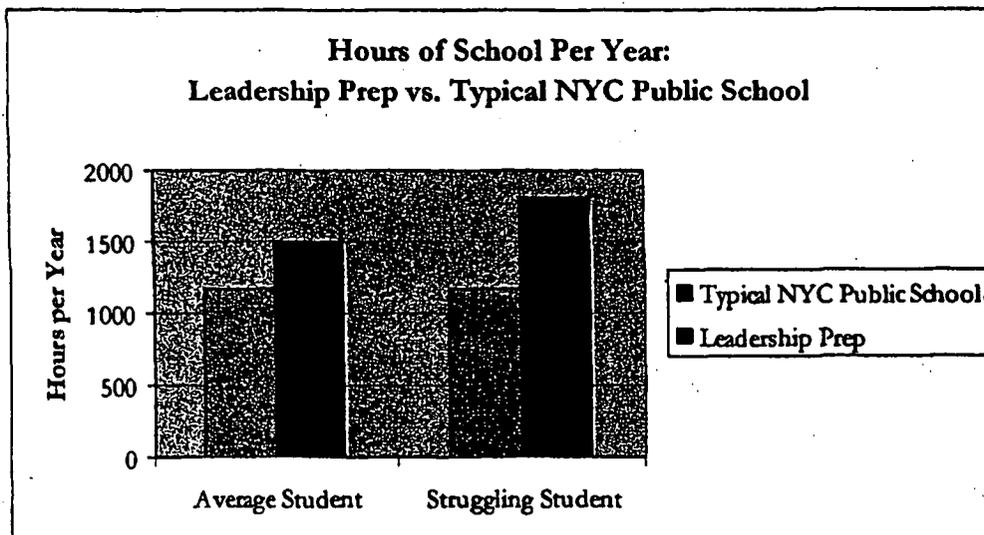
July 2007				
Monday	Tuesday	Wednesday	Thursday	Friday
2	3 Last Day for Teachers	4	5	6

12(b). Weekly Schedule

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

Leadership Prep's school day runs from 7:30AM to 3:45PM Monday, Tuesday, Thursday, and Friday. On Wednesdays, the school day for students will end at 1:35PM to allow teachers adequate time for collaborative planning and professional development. While we realize that the Wednesday schedule may present a difficulty for our students' families, we believe that this time is essential to ensuring that our pedagogy and academic program are effective; we will make this feature of our program clear to families during our pre- and post-lottery information sessions. Despite this "early" release, our students will spend 28% more time in school each year than the typical New York City Public Schools elementary-school student. Between kindergarten and eighth grade, a Leadership Prep student receives an additional 2.5 years more instruction than the typical New York City Public Schools student.

On Monday, Tuesday, Thursday, and Friday, from 3:45PM to 5:00PM we provide one-on-one and small-group tutoring for students in need of extra learning time to reach mastery and mandatory homework club for students who are not completing homework at home. On Saturdays, we will have four hours of one-on-one and small-group tutoring for students who are in need of extra help to reach mastery. At Leadership Prep, students struggling the most spend 54% more time learning than students in the typical New York City Public School. Between kindergarten and eighth grade, this amounts to an additional 4.9 years of school relative to what students receive in the typical New York City Public School.



In subsequent years of this charter, we intend to provide enrichment activities for all students during the 3:45PM to 5:00PM period. The decision to implement this program will depend on our ability to secure staff and funding and our organizational capacity to provide quality enrichment while maintaining the efficacy of our core academic program.

When students are in school, we believe there must be an urgent focus on utilizing every possible moment for learning. In the morning, as students arrive, they eat breakfast and complete a

Work” activity which refreshes what they learned the day before, focuses their minds, and allows them to start the day with success.

Our weekly schedule reflects our central mission of ensuring that students excel academically. In the foundation building early years of kindergarten through third grade, we have 200 minutes per day of literacy instruction and 80 minutes per day of math instruction. Students study science and social studies for fifty minutes each every other day. Four days each week we have either P.E. or art.

We allocate a significant amount of time to activities designed to foster character development and development of a strong and positive school culture, steps we see as essential to preparing students to excel in high school and college. Each day, a ten-minute community meeting starts the day off on a positive, energetic foot. Three days each week, we allocate 25 minutes to literacy-based activities that impel students to examine the values and personal qualities which lead to success. On Fridays, we have a longer community meeting designed to promote school culture and celebrate student achievement.

Throughout the day, students have breaks for snacks, lunch, and exercise.

In fourth grade, when students have established a solid foundation in literacy, time dedicated to math, science, social studies, and technology increases as time dedicated to literacy decreases. Students continue to devote 100 minutes per day to English / Language Arts but increase time spent on math to 100 minutes per day, science to 50 minutes per day, and social studies to 50 minutes per day. We add a 30-minute Drop Everything And Read period each day, building the reading habit while providing valuable practice in silent, sustained reading. In addition, we add 100 minutes per week of technology studies.

Leadership Prep Weekly Schedule K to 3rd Grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:30-7:50	Breakfast / Bright Work / HW Hand- in					
7:50-8:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	
8:00-8:05	Transition to Classrooms	Extra Help (Dismissal at 12:00)				
8:05-8:45	Reading I					
8:45-9:25	Math	Math	Math	Math	Math	
9:25-10:05	Reading II					
10:05- 10:20	Break / Snack					
10:20-11:00	Reading III					
11:00-11:40	Math	Math	Math	Math	Math	
11:40-12:05	Lunch	Lunch	Lunch	Lunch	Lunch	
12:05-12:45	Arts	P.E.	Reading IV	Arts	P.E.	
12:45-1:25	Reading IV	Reading IV	Writing	Reading IV	Reading IV	
1:25-2:15	Science	Social Studies	Check Out (Dismissal at 1:35)	Science	Social Studies	
2:15-2:25	Exercise	Exercise		Exercise	Exercise	
2:25-3:10	Writing	Writing		Writing	Writing	
3:10-3:35	Values Time	Values Time		Values Time	Community Meeting	
3:35- 3:45	Check Out	Check Out		Check Out	Check Out	
3:45-5:00	Extra Help / Homework Club	Extra Help / Homework Club		Extra Help / Homework Club	Extra Help / Homework Club	

Leadership Prep Weekly Schedule 4th grade

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
7:30-7:45	Breakfast / Bright Work / HW Hand- in					
7:45-8:00	Morning Meeting	Morning Meeting	Drop Everything and Read	Morning Meeting	Morning Meeting	
8:00-8:30	Drop Everything and Read	Drop Everything and Read	English Language Arts	Drop Everything and Read	Drop Everything and Read	Extra Help (Dismissal at 12:00)
8:30-9:20	English Language Arts	English Language Arts	English Language Arts	English Language Arts	English Language Arts	
9:20-10:10	English Language Arts	English Language Arts	Math	English Language Arts	English Language Arts	
10:10-11:00	Math	Math	Science	Math	Math	
11:00-11:50	Science	Science	Math	Science	Science	
11:50-12:40	Lunch and PE	Lunch and PE	Lunch	Lunch and PE	Lunch and PE	
12:40-1:30	Math	Math	Social Studies	Math	Math	
1:30-2:20	Social Studies	Social Studies		Social Studies	Social Studies	
2:20-3:10	Technology	Arts		Technology	Arts	
3:10-3:40	Values Time	Values Time		Values Time	Community Meeting	
3:40-3:45	Check Out	Check Out		Check Out	Check Out	
3:45-5:00	Extra Help / Homework Club	Extra Help / Homework Club		Extra Help / Homework Club	Extra Help / Homework Club	

Please note that:

- The instructional pace varies and each class period includes several teaching activities;
- When classroom productivity goals are being met, teachers, at their discretion, may supervise students outside or in the gym for academic-related games or fun, physical activities;
- For the first few weeks of kindergarten part of Reading IV period will be used for 30 minutes of nap for students who need it; after that, no nap time will be provided.¹

¹ While many may think that kindergarten students "need" nap time, both Elm City College Prep and Excellence Charter School of Bedford-Stuyvesant have found that their kindergarten students are able to perform well without any nap time. Both schools have found that by working with parents to promote an early bed time, they are able to use the entire school day for learning.

Leadership Prep expects to devote approximately the following numbers of minutes to each core subject each week:

	Grades K-3 Minutes per Week	Grade 4 Minutes per Week
English Language Arts	1025	650
Math	400	500
Science	100	250
Social Studies	100	250
Technology	-	100

13. Student Achievement Goals

Provide a description of the student achievement goals for the proposed school's educational program.

The mission of Leadership Prep Charter School is to ensure academic success for K through 8 children and prepare them to excel in demanding high schools and colleges. Accordingly, by fourth grade students must accomplish the following goals:

- Meet or exceed New York State Elementary Performance Standards in English Language Arts, Mathematics, Science and Technology, and Social Studies by scoring a "3" or higher on New York State assessments
- Score higher, based on cohort average, than the average scores of the public schools in Bedford-Stuyvesant and Brooklyn on the New York State tests
- Make steady progress in core academic subjects of English and Math as evidenced by advancing percentile rankings on a nationally-normed reading / English Language Arts and Math test (such as the TerraNova)
- Meet or exceed the school's performance standards for fourth grade as delineated in Exhibit C

In addition to these goals, we hold an overarching goal which can only be realized during the terms of our second and subsequent charters: that all of our students gain admission to and excel at highly demanding, college preparatory high schools be they public, private, or parochial. This is the goal that underlies all of our other goals, the end result that drives all of our actions and decisions. Despite the importance of this goal in guiding the development of our school, it will not be part of the Accountability Plan for this charter, as we cannot begin to effectively measure our progress towards until year eight of our operations, when our students begin to test themselves against the challenge of competitive high schools.

14. Learning Standards and Curriculum

Provide evidence that the proposed school's education program (described in the Executive Summary and other responses) would meet or exceed the student performance standards currently established by the Board of Regents. An adequate showing can be made in one of two ways.

Option 1: Submit a curriculum that contains the learning standards and the knowledge and skills that students would be expected to learn for: (a) each grade level that the proposed school would be authorized to provide, and (b) each content area for which the New York State Board of Regents has established a performance standard (State assessment). Such curriculum (and the knowledge and skills that students would be expected to learn) must be demonstrated to be aligned with all State performance standards. In addition, the applicant must provide a description of the curriculum in any other content area in which the school would provide instruction.

Option 2: Submit a curriculum that describes the learning standards and the knowledge and skills students would be expected to learn: (a) for each grade level that the proposed school would be authorized to provide, and (b) for each learning standard area established by the Board of Regents (all 28 learning standards). Such curriculum (and knowledge and skills that students would be expected to learn) must be demonstrated to be aligned with all State learning standards.

Request 14 is attached as Exhibit C.

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15(a). Schedule of State Assessments

Please provide an assurance that you will administer the complete battery of state tests. If the school you propose would only have two years of state test data after completion of the fourth year of operation, please indicate which nationally-normed reading and math standardized test you would likely administer in addition to the state tests. Also, indicate the grades in which it will be administered and a rationale for having chosen the particular test.

Leadership Prep will administer all assessments required by the New York State Regents of New York State public schools, including new tests required by NCLB and expected to come on-line in 2005-6.⁴⁹ This practice will enable us to effectively track our students' progress towards mastery of the New York State Performance Standards in English Language Arts, Mathematics, Science and Technology, and Social Studies. Such analysis will allow us to assess the overall efficacy of our academic plan. Under this system, by the end of our fourth year of operations, we will have only one year of criterion-referenced assessment data from the NYS assessments on the students who entered our first grade in 2006.

In addition, we will annually administer a nationally-normed standardized English / Language Arts and Mathematics test to all students, beginning in first grade. Because this assessment is scheduled for the beginning and end of first grade, at the end of our fourth year of operations we will have sufficient data for a value-added analysis of student progress over at least three years for the cohort of students who began first grade with us in 2006.

Because of the limited assessment data that will be available for review at the completion of the fourth year of our charter, Leadership Prep anticipates requesting a two-year "planning year renewal" after our fourth year of operations.

Leadership Prep plans to use the TerraNova series, which is closely aligned with the New York State Standards and the school's internal standards and has both multiple choice and open-ended questions. While the TerraNova will provide valuable information about our progress towards mastering New York State Performance Standards, it will also provide verifiable evidence that we are meeting our student-achievement goals of having each student make significant year-on-year improvements in level of mastery relative to grade level.

⁴⁹ If the new state tests are not available by '08-'09 when we have our first class of third graders, we will use the existing city tests in third grade (and fifth and seventh grade if necessary) until such time as the New York State tests are available.

15(b). School-Developed Assessments

Provide a description of the school-developed assessments that would be used by the charter school. As part of your response, please indicate how these assessments would reliably and verifiably measure student performance and achievement goals.

Leadership Prep strongly believes that instruction must be informed by ongoing assessments in order to ensure its efficacy. Teachers cannot teach effectively if they do not know what it is students already know and what it is they need to learn to reach mastery. We therefore employ three types of school-developed assessments:

- 1) Classroom Quizzes
- 2) Comprehensive Assessments
- 3) Interim Assessments

Classroom Quizzes:

These assessments, drawn from published textbooks or developed by teachers, will be administered by teachers on a weekly basis in order to gauge student mastery of material recently covered. The standards tested are to be explicitly aligned with both the New York State Performance Standards and the school's internal learning standards. Quizzes take only a small part of a class period and enable teachers to efficiently and promptly understand which students have mastered which aspects of material taught in the previous few classes. Because the standards are aligned with New York State and school learning standards, these quizzes are a reliable, ongoing way to ensure that students are making progress to overall mastery of the standards.

Because these assessments are designed and graded by individual teachers, their results will not be a sufficiently reliable and consistent means of comparing students within that classroom to students outside it. Results from these quizzes will therefore not be used to support the school's application for charter renewal.

Comprehensive Assessments:⁵²

During the curriculum-development period each summer, teachers at each grade level and in each subject area will collaborate to develop Comprehensive Assessments for each grade level in English / Language Arts, Math, Science, and Social Studies. Beginning in third grade, Comps will have two components: a written project (such as an essay or lab project); and a written in-class exam. For grades kindergarten through second, teachers will develop age-appropriate comprehensive assessments. For all students, Comps will be designed to measure mastery of both New York State Performance Standards and Leadership Prep internal learning standards.

⁵² Leadership Prep's Comps system is very closely based on the one developed by Excellence Charter School of Bedford-Stuyvesant. The founders of Leadership are deeply grateful to the staff at Excellence for their willingness to share information and practices on this topic and many others.

Comps will be administered at the following times each year, with the following purposes:

Time of Administration	Purpose
Beginning of Year	To establish a baseline
End of First and Second Trimesters	To track progress towards mastery
End of Third Trimester	To determine promotions (in conjunction with grades from coursework)

The reliability of Comps as a measure of student mastery of the standards will be confirmed by students' performance on external assessments such as the New York State tests and the TerraNova. Strong performance on Comps should parallel strong performance on these external assessments. In addition, the school will ask outside teachers and assessment experts to independently verify, on a pro bono basis, the accuracy, validity, and alignment of the Comps assessments.

As we expect the comparison of students' performance in September and June to reflect dramatic progress and significant mastery of standards, we anticipate using result from Comps to support the school's application for charter renewal.

Interim Assessments:⁵¹

Interim Assessments are written or oral assessments (depending on the age of the student) to be administered in all academic classes every four to six weeks. In grades kindergarten to second grade, these assessments will draw heavily on existing diagnostic reading tests such as the DIBELs or ECLAS. Beginning with third grade, assessments will be designed collaboratively by teachers at each grade level and subject area, during the curriculum-development period each summer. They will measure how fully the students have mastered the standards and objectives for the given interval. Designing the assessments during the summer curriculum-development period ensures alignment with the standards, frees teachers from having to develop ad hoc tests, and provides consistency for the school as a whole.

Because results from the Comps will allow for a more effective assessment of student progress towards mastery of the standards, and of the overall efficacy of the school's academic program, we do not anticipate using results from Interim Assessments to support our application for charter renewal.

⁵¹ This process of systematic, standards-aligned assessment is based on the practices of North Star Academy, Roxbury Prep, Amistad Academy, and Excellence Charter School of Bedford-Stuyvesant.

16. Use of Assessment Data

Provide a plan for how you will use assessment data.

The founders of Leadership Prep believe there will be no more important function than the careful review of assessment data by teachers, school leaders, and Board Members. Moving students to mastery requires knowing, at every point along the way, what students already know and what they need to learn. By the same token, knowing how well our students are performing relative to mastery is essential for assessing the efficacy of our curriculum, instruction, professional development programs, and overall academic program.

Baseline data on performance of incoming students from TerraNovas and Comps will be carefully reviewed by classroom teachers and the Principal as soon as it is available. This review will result in any necessary adjustments to the curriculum planned for that year and in the creation of any necessary interventions for particular students. All of this is planned with the aim of ensuring student mastery of the standards.

Results from Classroom Quizzes, Interim Assessments, and Comprehensive Assessments are to be used for several purposes:

- To track progress of individual students towards mastery throughout the year and allow for timely intervention where needed to ensure mastery (e.g., additional tutoring or disability evaluations)
- To track progress of the class as a whole in order to inform instruction (e.g., the need for re-teaching or speeding up the pacing of material)
- To provide insight into the individual teacher's effectiveness in moving students to mastery on particular topics, thereby allowing teachers and school leaders to design effective, efficient professional-development programs (e.g., advice or coaching from colleagues, integration of new instructional materials, or participation in outside conferences or trainings)
- To allow for evaluation of the overall efficacy of the school's curriculum and overall instructional program and suggest where changes may be needed (e.g., refinement of the curriculum, allocation of additional class time to a particular subject, adjustments to the school-wide professional development program)
- To form the basis of valuable communication with and accountability to families, sharing data with families through (at a minimum) report cards three times per year; progress reports three times per year; parent-teacher conferences three times per year
- To determine, in conjunction with coursework grades, which students are required to attend after-school and Saturday tutoring
- To determine, in conjunction with coursework grades, whether students earn course credit and are promoted

- To determine whether the school is making progress towards its student achievement goal of mastery of the New York State Performance Standards and internal Leadership Prep standards

Data from State Tests and standardized tests is also to be used in several ways:

- To assess the efficacy of the school's academic program as a whole
- To identify the need for interventions for individual students to support mastery
- To identify needed professional development interventions on a school-wide and individual teacher basis

Most importantly, data from State and standardized tests will allow us to accurately and objectively measure our progress towards our student achievement goals. Specifically, data from these assessments will allow for three types of analyses:

1. **Criterion-reference:** Are a high percentage of our students achieving mastery of the material as indicated by the percentage scoring proficient or advanced on the New York State assessments?
2. **Comparative:** How does the rate at which our students are scoring "proficient" or "advanced" on the New York State assessments compare to the rates at which students are doing so at other schools in New York City and State?
3. **Value-added:** How have our students improved from year to year relative to students at their grade level nationally, as indicated by the change in their percentile scores on our independently developed, standardized exams?

The Head of School and Principal will be responsible for ensuring that staff conduct the necessary reviews, discuss their conclusions, and implement any appropriate changes in practice in a timely way throughout the school year. Any required professional development in terms of data analysis methods will be provided by internal trainers or external experts as appropriate. Our school calendar and personnel policies support this process by providing for 15 day professional development before the school year, nine day during the school year, and three days following the school year, during which teachers can review and discuss results. In addition, our weekly schedule provides teachers one afternoon each week to work together interpreting results and implementing responses outside of their dedicated hour of prep time each day. We consider active, open, and ongoing participation in the discussion of assessment results and their implications central to our teachers' jobs.

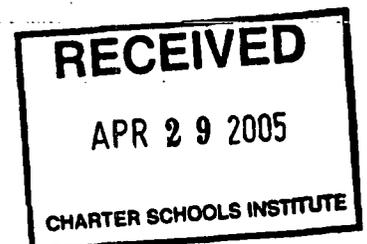
The Board of Trustees will review the results of Comps, New York State Tests, and standardized tests annually. This review will enable the Board to carefully monitor management's progress towards the agreed-upon student achievement goals. In addition, the Board's standing Committee on Academic Achievement will work closely with the Head of School to facilitate these formal reviews and stays up to date on Interim and other assessments as results become available.

We also provide the results of such data to the authorizer and to the public through the issuance of our Annual Report.

17. Diploma Requirements

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

Request 17 is not applicable to the application of Leadership Prep Charter School.



18(a). Students With Disabilities

Provide the proposed school's methods and strategies for serving students with disabilities in compliance with all federal laws and regulations. In answering please indicate the kinds and types of services and related services the school is likely to provide directly (or through third-party contracts) as well as the personnel that the school will devote to servicing students with disabilities (and the significant administrative responsibilities of the school).

In serving students who have been identified as having disabilities under the law or who we suspect may have such disabilities, Leadership Prep Charter School will comply with all applicable state and federal statutes, including Title II of the Americans With Disabilities Act of 1990 (ADA), the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act of 1974. Leadership Prep Charter School will educate students with disabilities in the least restrictive environment and with their non-disabled peers, to the extent appropriate and allowed by each student's individualized education plan (IEP), prepared by the Committee on Special Education (CSE) of the student's school district of residence. The School shall not discriminate in admission and enrollment practices against students having or suspected of having disabilities.

Within this framework of legal compliance, we will be guided by the following philosophy: minimize the impact of disabilities and maximize the opportunity for learning.¹ We believe this approach best furthers our mission of academic success and college attendance for all students.

While it is impossible to predict the specific needs of the students we will serve, we have built support for students with disabilities into our school plan. We will have a full-time, special-education certified Learning Support Coordinator beginning in our first year of operation. This staff member will be responsible for overseeing learning interventions and supports for all students, including those with identified disabilities. We plan to provide some services within our facility through these appropriately trained, certified, and licensed staff members; in situations where Leadership Prep does not have adequate or appropriate staff to provide services required by a student's IEP, we will request that the student's school district of residence provide them or the school may provide them through properly licensed consultants or contractors. In addition, several aspects of our school design which do not pertain specifically to students with disabilities have been demonstrated to aid all students, including those with disabilities, in achieving academic success. The practices include the strong basis in phonics of our reading program, dramatically increased instructional time, and a uniform and explicit behavioral and discipline code.²

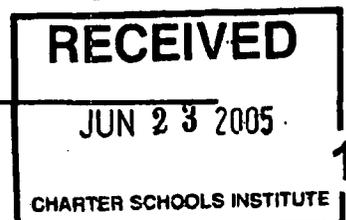
Identification of Students with Disabilities

Upon enrollment, we will ask families to identify students who have IEPs or have been receiving special education services at their previous school. We will then secure any existing IEPs and provide services as indicated.

As part of our overall focus on closely tracking student progress, our teachers will carefully monitor student performance and identify any students who are not meeting minimum levels of academic progress. For these students we will institute a Pre-Referral Process, in which teachers and administrators design interventions for a student and his or her classroom teacher to address underlying causes and get the student back on track academically or behaviorally. In situations in

¹ This is the approach advocated by Thomas Hehir, a nationally recognized expert on Special Education, professor at Harvard Graduate School of Education, and former director of the U.S. Department of Education's office of Special Education Programs from 1993-1999. *Talk Given by Mr. Hehir at Building Excellent Schools in Boston, MA 9/28/04.*

² *Ibid.*



which interventions do not succeed, we will recommend to the student's parents that the student be psychologically and academically evaluated for a possible disability.

Under federal law, initial evaluations, re-evaluations, and revisions or IEPs are conducted by the Committee on Special Education (CSE) for the student's district of residence (see 34 CFR §300.22, §300.312, and §300.340 et al). Accordingly, in situations in which we have determined that an evaluation is warranted, Leadership Prep will issue a request in writing to the chairperson of the student's school district of residence CSE. This request will:

- Provide the reasons for the referral, including any applicable test results, reports, or records;
- Outline interventions taken prior to the referral under the Pre-Referral Process; and
- Describe the content of any parental involvement in the Pre-Referral Process.

A copy of this request, along with the procedural safeguards notice described in 34 CFR 300.504, will be sent to the student's parents.

Implementation of IEPs

When need for an IEP has been indicated by the CSE for the student's district of residence, Leadership Prep's internal Learning Support Team Coordinator will oversee the implementation of required services by our trained and certified staff, staff provided by the student's school district of residence, or properly licensed consultants or contractors. Services will include but may not be limited to speech therapy, occupational therapy, physical therapy, and counseling. A copy of the IEP will be given to and reviewed by all of the student's teachers to ensure their understanding of the student's needs and the services being provided. Training will be provided by the school's Learning Support Coordinator as well as by outside providers, as needed to support implementation of the IEP and the academic success of the student.

Review, Re-Evaluation, and Revision of IEPs

In situations in which a student arrives at Leadership Prep with an existing IEP that we believe will not allow the student free and appropriate public education in the least restrictive environment, we will implement the IEP as written. Subsequently, we will seek parental consent to request that the CSE for the student's district of residence re-evaluate the student and consider revising his or her IEP. As students grow and develop, our staff will monitor progress and request that the CSE for the student's district of residence re-evaluate students and consider revising their IEPs as needed. Our staff, including the school nurse where appropriate, will review each student's IEP at least once in each school year to evaluate the need for requesting modifications from the CSE for the student's school district of residence. All students on IEPs will be re-evaluated by the CSE for their school district of residence at Leadership Prep's request at least once every three years.

Assessment of Students with Disabilities

As ongoing assessment of student progress is essential to our school design, staff from Leadership Prep will meet with and present to the CSE for the student's district of residence all aspects of our assessment practices. Students with IEPs will take all city, state, and internal assessments except in cases in which the student's IEP states that students cannot participate in such assessments. In these cases, alternative assessments will be administered as required by law. Working with the CSE of the student's district of residence, we will make every effort to ensure that any student with an IEP has a set of assessments as part of the IEP that will enable to us measure student academic progress.

Reporting of Information Related to Special Education

As required by 34 CFR §300.750, Leadership Prep will provide an annual report to the State Department of Education including:

- The number of students with disabilities we serve

- The nature of each student's disability
- Each student's placement and educational setting

In further compliance with this section, Leadership Prep will submit the following reports annually :

PD-1C	<i>Counts of Students with Disabilities</i>	Dec. 1
PD-4C	<i>Students in School-Based Program and Separate Settings</i>	Feb. 1
PD-5C	<i>Students Exiting Special Education</i>	mid-Jul
PD-6	<i>Special Education Personnel</i>	Feb. 1
PD-8	<i>Students with Disabilities Suspended for Disciplinary Reasons</i>	mid-Jul
SEDCAR-1	<i>ASEP Request for IDEA Sub-Allocation (if also required)</i>	n/a

We will also comply with 8 NYCRR 119.3, which outlines requirements for the "Charter School Report Card," including information pertaining to students with disabilities.

18(b). Special Education Assurances

In serving its students Leadership Prep will:

- Adhere to all provisions of federal and state law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.
- Consistent with applicable law, work with LEA school districts to ensure that all students with disabilities that qualify under the IDEA:
 - have available a free appropriate public education (FAPE);
 - are appropriately evaluated;
 - are provided with an IEP;
 - receive an appropriate education in the least restrictive environment;
 - are involved in the development of and decisions regarding the IEP, along with their parents; and
 - have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the school's or school district's provision of FAPE.
- Employ, at a minimum, a properly certified individual as the school's special education coordinator, whose responsibilities will include: coordinating with CSEs; providing information to and obtaining information from CSEs as needed throughout the year; determining if entering students have IEPs; and working with CSEs and school districts to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the charter school setting. The school may permit the special education coordinator to take on additional administrative duties to the extent that they do not interfere with the coordinator's responsibilities to ensure the school's compliance with the IDEA, section 504 of the Rehabilitation Act of 1974 and Title II of the Americans with Disabilities Act of 1990.
- Make available, as required by law, a student's regular and special education teachers (and other required school personnel) for meetings convened by such student's CSE.
- Ensure that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of regular education children.
- Abide by the applicable provisions of IDEA and the Family Educational Rights Privacy Act of 1974 as they relate to students with disabilities, including, but not limited to, having procedures for maintaining student files in a secure and locked location with limited access.
- Retain such data and prepare such reports as are needed by each disabled child's school district of residence or the State Education Department in order to permit such entities to comply with federal law and regulations.
- Comply with its obligations under the Child Find requirements of IDEA, including 34 CFR 300.125, and will provide appropriate notification to parents in connection therewith, including notifying them prior to providing a child's name to a CSE for potential evaluation.
- Not convene its own CSE, make evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs or conduct due process hearings. The charter school understands that these responsibilities are left solely to the CSE of the student's district of residence.
- Attend such training and technical assistance seminars regarding the education and servicing of special education students as is required by the State University of New York, including those sponsored by the State Education Department.

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19. English Language Learners

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

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

Leadership Prep's approach to ensuring success for ELL students will be a process of structured immersion. Through our extended school day and extended school year, ELL students will benefit from dramatically increased exposure to English speaking, reading, and writing. This will speed acquisition of English. All ELL students at Leadership Prep will be held to the same academic standards to which we hold all other students. ELL students will receive individualized support in their efforts to reach and surpass these standards. This approach is consistent with our mission of ensuring academic success for all students.

Identifying ELL Students

Leadership Prep will require the families of enrolled students to complete a *Home Language Questionnaire* issued by the State Education Department. This questionnaire will enable us to identify students who may have limited English proficiency. If a returned questionnaire indicates that the student is of foreign birth or comes from a home where a language other than English is spoken, we will arrange for an informal interview with the student, conducted both in English and the student's native language, with a member of our staff or qualified contractor. If the interviewer determines that the student speaks no English, the student will be classified as an ELL. If the interview indicates potentially limited proficiency in English, we will administer the Language Assessment Battery-Revised (LAB-R). If the student's score is below the cutoff point established by the State Department of Education, the student will be classified as ELL. This careful, structured screening process will ensure that Leadership Prep does not inappropriately place ELL students in special-education or remedial classes.

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Services for ELL Students

ELL students will receive the same academic content and be held to the same academic standards as native English speaking students. In order to ensure academic success, our teachers, who will receive professional development to enhance their skills in working with ELL students, will carefully monitor all ELL students and develop interventions designed to support these students where required. Interventions will include modifying the level of the English language that classroom teachers use in their instruction, pull out intensive tutoring in English during study hall and non-core academic subjects, push in services by a teacher or aide who is fluent in the student's native language, pairing with an other student who speaks the ELL student's native language, home visits by a staff member who speaks the student's native language, and other support services. Reading programs like ours, which focus on phonics, have been shown to be particularly effective for low income and ELL students.¹

All oral and written communication to families of students identified as ELL students will be translated into the family's native language to the extent possible to ensure clear and rich communication and coordination between home and school.

Students with limited proficiency in English will have access to all curricular and extra-curricular activities available to all students.

Assessment, Monitoring, and Exit Criteria for ELL Students

Students who have been identified as ELL will be assessed annually using the New York State English as a Second Language Achievement Test (NYSESLAT), as well as nationally normed standardized tests, teacher-created exams, and informal teacher observation in the classroom to determine improvement in English proficiency. Students who score above the State Department of Education established cutoff point on the NYSESLAT will be deemed no longer ELL, while those who score below the cutoff point will continue to be classified as ELL.

Educational Soundness of Proposed Program

Structured immersion has repeatedly been shown to be the most effective way of ensuring that ELL students master English and meet high academic skill and content standards:

- In Miami, FL, limited-English students learned as much subject matter when taught in English as when taught in Spanish – there was no discernable advantage to native language instruction (S. Rothfarb, M. Ariza, and R. Urrutia, *Evaluation of the Bilingual Curriculum Project: Final Report of a Three-Year Study*, Miami, FL, Dade County Public Schools, ii)
- In El Paso, TX, limited-English students in immersion classes consistently out-performed children in transitional bilingual classes in English language development and content matter acquisition over a ten year period (R. Gersten and J. Woodward, *Bilingual Immersion: A Longitudinal Study*, The Institute for Research in English Acquisition and Development, Washington, D.C.)
- John Hood, President of the John Locke Foundation, a North Carolina-based think tank, wrote in the *Business Journal of Raleigh/Durham* in an article entitled "Immersion v. Bilingual Education" (December 26, 1997), "A review of 300 studies of bilingual education by federal researchers found only 72 that were methodologically sound. Of those studies, 83 percent comparing bilingual education to immersion found that kids learned to read better through immersion. Not a single study found the reverse."
- Bill Honig, the former California State Superintendent of Public Instruction and Director of the Center for Systemic Social School Reform at San Francisco State University, advocates this systematic, explicit instruction in an organized comprehensive English reading program

¹ SRA McGraw-Hill, *Research Findings 2002*, (2002)

in his book, *Teaching Our Children to Read* (Corwin Press,, 2001): "For teachers, students and their families, the results of many past bilingual programs have been disappointing. Often in these programs, the English literacy component was weak, and many students failed even to become proficient readers in their primary language. All students need systematic, explicit instruction in an organized, comprehensive English reading program."

- Even former critics of California's actions have become converts to English immersion models: Ken Noonan of the California Association of Bilingual Educators said of the ban and the subsequent improvement in Spanish-speaking students' English and math test scores, "I thought it would hurt the kids. The exact reverse occurred" ("How New York Can Fix Bilingual Ed," *New York Daily News*, September 24, 2000).
- The Board of Education for New York City also recently documented success of its English immersion program versus traditional bilingual education classes. The Board's own research shows that immersion works best for young students: "...nearly 44% of Kindergarteners in immersion classes move into the mainstream after one year, nearly 61% do so within two years and a whopping 84% do so within three. In contrast, traditional bilingual programs have a far lower success rate..." (*New York Daily News*, September 24, 2000).
- Cara Morlan of the Independence Institute, a nonprofit, nonpartisan Colorado think-tank, wrote in her article "Structured Immersion, An Alternative to Traditional Bilingual Education" (*Independence Institute, Issues Backgrounders 2000-4*, July 26, 2000): "In California, children enter school speaking one of 140 different languages, yet only Spanish-speaking students are put into traditional bilingual education programs. These students are then the immigrant group that does the worst in school, has the highest dropout rate, the lowest test scores and the lowest college admissions." Ms. Morlan found that only 5% of these students were found to gain proficiency in English each year.

Evaluation of ELL Program Over Time

As in all aspects of our operations, Leadership Prep will collect data on student performance in order to monitor the efficacy of our ELL program. Specifically, we will look to assessments of our ELL students, including improvements in performance on the NYSESLAT, nationally normed tests and teacher-created assessments to determine whether our program is effective in improving our ELL students' English proficiency levels and ensuring that they are meeting or exceeding content and skill standards across the curriculum. In order to make these comparisons, we will disaggregate assessment results by ELL and non-ELL students at every possible opportunity and use that data to continuously improve our instructional strategies.

20. Students at Risk of Academic Failure

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

Leadership Prep has been designed specifically to meet the needs of students "at risk" of academic failure. By drawing on the practices and approaches of high-performing, urban schools serving low-income students, we have built a program that incorporates elements proven effective in ensuring academic success for student at risk of academic failure.

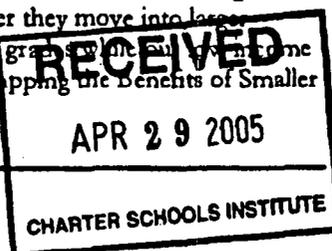
Focus on Literacy

Deficits in early literacy skills are one of the chief causes of later academic failure. In fact the correlation between development foundational literacy skills and future academic success is so strong that the National Research Council recently asserted that "Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of 3rd grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school."¹ Leadership Prep's academic program is therefore centered around ensuring early literacy success for all students by dedicating significant time to teaching reading and writing, explicitly teaching phonics and comprehension strategies, and fostering fluency through extensive practice reading and writing and inculcating a deep love of reading. These practices are reflected strongly in our school plan:

- We provide 200 minutes of Language Arts instruction every day in kindergarten through third grades and 100 minutes per day thereafter.
- We employ a research-proven, balanced-literacy program which includes a significant focus on phonics such as Open Court Reading or SRA Reading Mastery.
- In the key literacy-building years of kindergarten through third grade we staff our classrooms with two teachers in order to ensure a low student-to-teacher ratio that never exceeds 16:1, allowing for more one-on-one and small group instruction as well as a deeper understanding of each child's needs on the part of teachers²; we also make a significant investment in the Waterford Early Literacy program, a computer-based literacy tool which will provide valuable literacy practice and skills while enabling us to reduce the size of our reading groups to a maximum of 10 students.
- We impart the reading "habit" by requiring students to read 25 grade-level appropriate books on their own over the course of each school year, requiring independent reading as part of homework each night for all students, providing a well-stocked lending library, beginning each day with a 30 minute Drop Everything And Read period beginning in fourth

¹ National Research Council (1998) <http://www.ed.gov/inits/americanreads/ReadDiff/> accessed on 12/14/04. In addition, in his review of high-performing, high poverty schools, Samuel Casey Carter, concludes that a laser focus on basic literacy and math in the early years of schools was a central commonality among high-performing elementary schools. Casey, Ibid., p. 28.

² While overall research on the effects of class size are mixed, research does indicate that class-size reductions can be particularly effective in two contexts: helping poor and minority students to succeed and teaching literacy skills. These benefits have been shown to continue for these students after they move into larger classes. We therefore invest significant resources in limiting class size in the early grades where the students will be focusing on building a foundation of literacy. See Susie Boss, "Topping the Benefits of Smaller Classes," *The Northwestern Education Magazine*, (Winter, 2000).



grade,³ and encouraging students to read at every spare moment during their school day (for example, when they finish an in-class assignment before their peers⁴).

- We build familiarity with and increasing proficiency in writing by practicing writing in and using the same write / revise / edit / proofread process in every class.

Extra Learning Time

Our extended day and year, coupled with our required Saturday school for students who are struggling to reach mastery, provide students at risk of failure with 54% more learning time than they would receive in the typical New York City Public School. This time enables us to spend significantly more time on academics (particularly on literacy) while still providing a balanced and well-rounded academic experience. This additional time on task ensures that students who enter the school with knowledge or skill deficits or learning disabilities which reduce the pace at which they learn will reach or exceed mastery. In our survey of high-performing schools, this element was present in every school plan.

Individualized Attention

Ensuring two teachers per classroom in grades K to 3 and a student to teacher ratio of 16 to 1 allows us to provide individualized attention to each student's needs and learning style. This staffing model, coupled with the use of computerized instruction through the Waterford Early Literacy Program, allow us to have reading groups which have 10 or fewer homogeneous students which again allows for instruction closely tailored to students' learning needs. In addition, our schedule and budget reflect an additional 9 hours per week after school and on Saturdays for small group and one-on-one tutoring for struggling students.

Research-Proven Curricula

All of the curricula that we will select will have been shown to be effective helping students at risk of academic failure succeed. Likely curricula include SRA Direct Instruction or Open Court Reading, Saxon Math, and FOSS Science. See Exhibit C for more details.

Great Teaching

Great teaching will be a hallmark of our school. We will reach this goal by investing significant time and effort in recruiting strong teachers. We have budgeted for salaries that are in excess of the NYC DOE / UFT contract pay-scale in order to ensure our ability to attract and retain these highly sought after teachers. We will create a culture of constant improvement in the teaching craft. Teachers will meet in grade-level and whole-school meetings on a weekly basis to critique one another's lesson plans, assessments, and results. Our commitment to making time for this essential process is reflected in our choice to end school at 1:30PM each Wednesday for professional development and collaborative planning time. In addition, we provide teachers with 15 days of professional development before the school year, 9 days during the school year, and 3 days following the school year.

Use of Assessment to Inform Instruction

To know which students are at risk of failure and whether interventions to help them are effective, teachers and administrators must have objective data throughout the school year on what students know and what they do not. We therefore have regular assessments, including classroom quizzes, school-made comprehensive exams, standardized tests, and State tests, which ensure that we identify

³ Drop Everything And Read has been employed successfully at Academy of the Pacific Rim (Boston) and Earhart Elementary (Chicago). *Site Visit by Lead Founder (9/14/04)*; Casey, *Ibid.*, p. 32.

⁴ Roxbury Prep has a similar practice in which students have a "challenge sheet" of work to do if they finish an in-class assignment or exercise early. *Site Visit by Lead Founder (9/14/04)*.

students who are falling behind and allow us to determine whether the interventions we have created to bring them to mastery are succeeding.

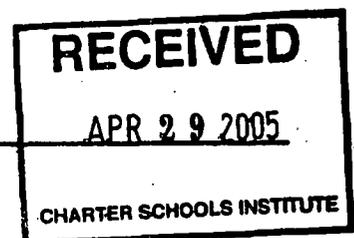
Strict Discipline

Learning cannot occur amidst chaos. Leadership Prep adheres to a strict and explicit code of conduct. Students know what is expected of them and know there will be consequences when they transgress. The code of conduct establishes an orderly, calm environment in which teachers can focus on teaching and students can focus on their studies.

21. Other Populations

If the proposed charter school would include any methods and strategies for dealing with other targeted student populations, attach a description of the targeted student population(s), how they would be identified (academic or other criteria) and describe such methods and strategies.

Request 21 does not apply to the application of Leadership Prep Charter School.



22(a). Parent Involvement

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

As indicated in our Executive Summary, we believe that drawing families¹ into an active role in their children's education is essential to fulfilling our mission of ensuring academic success for our students. We will draw families into the educational process through a number of steps outlined in the Executive Summary.

While the tenets of good governance and strong accountability require that the job of making and implementing school policy belongs to the Board and school administration, family input and involvement in decision-making is not only welcome but sought after at Leadership Prep.

Family Involvement Group

The Family Involvement Group (FIG), will be comprised of volunteers who are adult family members of our students. The Group will meet regularly with school leaders and trustees to offer input into school policy and practices. It will serve a vital role as a conduit of information from families to the school and vice-versa. It will also work with the school leaders to create opportunities for families to get involved in a variety of school activities including fundraising events, field trips, and the promotion of the school throughout the community.

Board Service and Interaction

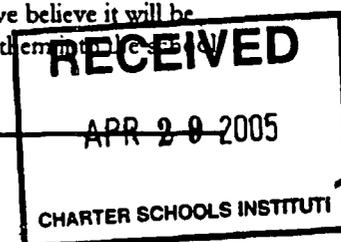
Leadership Prep does not reserve a specific seat or seats on its Board for parents or family members because we do not believe that it is in the interests of good governance to do so. We believe that *all* Trustees should consider parent and family perspective and input in formulating their judgments. By designating a particular Trustee as the "parent representative," we fear that we might create a dynamic in which consideration of parent perspective is implicitly delegated to that one Trustee instead of being the concern of all Trustees. Families nevertheless have a strong stake in the success of the school. When searching for new Board Members we intend to make special effort to locate and recruit highly qualified Trustees from the ranks of our students' parents and families.

Parents and family members who are not on the Board of Trustees will regularly interact with school leaders and Trustees. Board meetings will be well-publicized to families, and family members will have the opportunity to request time on the Board's agenda for matters which they feel should be addressed. From time to time, as the Board or school leaders request, family members will be asked to serve in an advisory capacity on sub-committees or task forces addressing issues of particular import to families.

Survey Input

Leadership Prep's administration will undertake a semi-annual written survey designed in part to collect parent input on important issues of school administration and governance. The results of this survey will be carefully reviewed by school administrators and Trustees. A synthesis of these results will be published in the school's annual report. In addition, this information will figure prominently in future consideration of these issues by school leaders and Trustees.

¹ Please note that we refer to "families" rather than to "parents" because of the reality that many of the guardians responsible for our students will not be parents. The reality of the community we intend to serve is that many of the adults raising our students will be grandparents, aunts, uncles, brothers, sisters, cousins, foster parents, and other relations. We therefore choose to refer to family involvement because we believe it will be essential to our success to welcome all of the adults who are raising our students and draw them into their children's education.

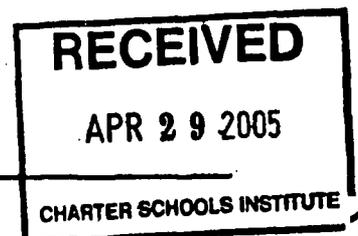


22(b). Staff Involvement

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

Because our staff will play a central role in our ability to fulfill on our academic mission, staff will be engaged actively by the Head of School and Principal in the administration of the school, particularly in shaping school curriculum, culture, and policy. In our startup phase and at the beginning of each new school year, instructional staff will report for work at least three weeks before students start school. This time is intended to provide teachers time to work with the Principal and Head of School in shaping the year to come. Our weekly schedule provides a full afternoon without students each week for staff to meet with school-leaders to discuss the school's progress and needs. Our annual schedule includes 27 professional development days to ensure that there is adequate time for staff to interact with school leaders and take an active role in setting the directions not just for their classroom but for the school as a whole.

As a small, collegial school, Leadership Prep's staff will be important stakeholders in the governance of the school. For governance purposes, the Head of School will serve as the liaison for staff to ensure that their views are represented in the Board's deliberations and decisions. Board Meetings will be publicized to teachers, who will be encouraged to attend on a voluntary basis. Staff will also interact with Board Members during regular visits by the Trustees to the school during school hours. As appropriate, staff members will serve on *ad-hoc* or standing committees. At times, individual staff members may be requested to meet with or make recommendations to the Board of Trustees or administration.



23. Community Support

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

The community support of and demand for Leadership Prep's rigorous education is evident in 305 signatures that we collected from community residents on a petition of support for our school. Of these signatories, some 294 stated that as parents of children currently three to five years old, they would send their children to Leadership Prep if it existed (please see petitions in Exhibit H). This is more than two times the 128 students we plan to enroll in our first year of operations when those children who are now three to five years old will be in kindergarten and first grade.

Our research into other charter schools in Brooklyn also indicates significant community interest. Excellence Charter School of Bedford-Stuyvesant, recruiting boys only, drew some 149 applicants for its 92 slots in its first year of operations. Assuming equal interest by families of female students, we can assume a similar co-ed school in Bedford-Stuyvesant might draw some 298 applicants—far more than the 66 Excellence plans to enroll each year or the 128 we plan to enroll in our first year. This conclusion is also borne out by data from Explore Charter School in Brooklyn which currently has 75 students on its waitlist for kindergarten and first grade (as well as an additional 126 waiting for slots in grades 2 through 5). Given the similar nature of the mission of these schools—providing a high quality education to children in central Brooklyn—it is likely that our program would appeal to many of the families on these wait lists. Qualitative data from numerous interviews that we have conducted with families in the community indicate that our program would be particularly attractive to families of elementary school-aged children in Brooklyn. Findings from these interviews reveal that several aspects of our program, most notably our safe, disciplined environment, small class size, provision of tutoring, and focus on high school and college prep, are highly appealing to parents.

Since August, we have met with literally hundreds of community residents and leaders to gather input for our school plan and develop support in the community. Community need and support for a school such as Leadership Prep in central Brooklyn is clearly denoted by the enthusiastic reception that our school proposal has received from local politicians, community leaders, and organizations. We have attached letters of support from:

- Emmanuel Baptist Church
- Concord Baptist Church
- The 79th Precinct Council
- The 81st Precinct Council
- The North Brooklyn Health Network
- The Brooklyn Plaza Medical Center
- The Brooklyn Children's Museum
- The Brooklyn Kindergarten Society
- The Brooklyn Botanic Gardens
- The Society for the Preservation of Weeksville and Bedford Stuyvesant History
- The Jackie Robinson Center for Physical Culture
- The North Brooklyn YMCA
- Bedford-Stuyvesant Restoration Corporation
- The Bridge Street Development Corporation
- The Brooklyn Chamber of Commerce
- United States Congressman Edolphus Towns

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APR 29 2005

- New York State Senator Martin Dilan
- New York State Assemblyman Roger Green
- City Council Member Letitia James
- City Council Member Eva Moscovitz
- City Council Member David Yassky

Each of these people or organizations has indicated that they stand ready to assist Leadership Prep in key areas including securing a site, recruiting students and teachers, and attracting resources to the school.

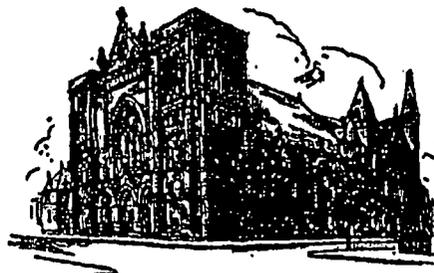
During our planning phase, we have developed relationships with numerous other community organizations that have indicated that they support the creation of our school. These organizations include:

- The Brownstoners of Bedford-Stuyvesant
- Delta Sigma Theta Sorority of Arts and Letters
- Alpha Kappa Alpha Sorority of Brooklyn
- The Caribbean-American Chamber of Commerce
- The Carter G. Woodson Cultural Literacy Project
- The Crown Heights Youth Collective
- The Pratt Area Community Council
- The Pratt Institute Center for Community Development
- Jack and Jill of Brooklyn
- LINKS of Bedford-Stuyvesant
- Moca Moms
- The United Way of New York
- The Junior League of New York
- The Caribbean-American Health Center
- The Brooklyn Economic Development Corporation
- The Brooklyn Historical Society
- The Community Resource Exchange
- The Cooke Center for Learning and Development
- The Atlantic Avenue Development Association
- The New York City Department of Health
- The Brooklyn Borough President's Office
- The Office of State Senator Velmanette Montgomery
- The Office of State Senator Kevin Parker
- The Office of State Senator Marty Connor
- The Office of State Assembly Member Clarence Norman
- The Office of State Assembly Member Annette Robinson
- The Office of City Council Member Albert Vann
- The Office of City Council Member Tracy Boland
- The Office of City Council Member Kendall Stewart

We have also created a Community Advisory Committee of leaders from the community who have agreed to provide community input to the school and to serve as advocates for the school. Current members of this Committee include:

- **Rhonda Lewis, CEO, Bridge Street Development Corporation**
- **Bahia Ramos, Director of Governmental and Public Affairs, Brooklyn Botanic Gardens**
- **Randolph Peers, Vice President, Brooklyn Chamber of Commerce**
- **Pamela Green, Executive Director, The Society for the Preservation of Weeksville & Bedford-Stuyvesant History**

Rev. Anthony L. Trufant
Senior Pastor



Organized in 1881

Luther C. Jones
Business Manager

January 23, 2005

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

Re: Letter of Support for Leadership Prep Charter School

Dear Mr. Merriman:

The Emmanuel Baptist Church is pleased to provide this letter of support for the application of the Leadership Prep Charter School. The Central Brooklyn community is characterized by a widening socioeconomic diversity. However, there are still many families with children for whom the public school system is their only option. The Leadership Prep Charter School will offer these families an invaluable alternative. The promise of high academic standards, rigorous discipline, small classes and an extended school day will position Leadership Prep's students to compete with children from the most privileged communities.

The Emmanuel Baptist Church has been providing spiritual leadership in this Brooklyn community for more than 100 years. It is consistent with our mission to be an active participant in civic as well as spiritual affairs and we are in support of any organization that will make a positive contribution to our children. We are confident that the Leadership Prep Charter School will be one such organization.

We are prepared to continue our support of Leadership Prep by assisting with parent recruitment and outreach and possible collaboration with youth programs.

Sincerely,

Christ Centered - Biblically Based - Mission Oriented - Culturally Relevant - Gift Based - Excellence In Ministry - Partnering Through Prayer

EMMANUEL BAPTIST CHURCH - 36 ST. JAMES PLACE - BROOKLYN, NEW YORK 11205 - 718-622-1107 - 718-622-3343/fax

Email: info@ebc-ny.org - Website: www.ebc-ny.org

23-4

The Concord Baptist Church of Christ

833 Gardner Taylor Boulevard
(Formerly Marcy Avenue)
Brooklyn, NY 11216
718.622.1818 718.857.1638 (fax)
"Concord Cares"

Dr. Gary V. Simpson, Senior Pastor

Associate Pastors
Rev. Podres E. Spencer, Pastor
Rev. Emma Jordan-Simpson, Pastor

Pastors In Residence
Rev. Jeffery S. Thompson
Rev. Morine A. Bowen
Rev. Bernadine Ladson
Minister Wendell H. Paris

February 1, 2005

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

Dear Mr. Merriman,

It is with great enthusiasm that I write this letter to you in favor of the creation of the *Leadership Prep Charter School*. We encourage the Charter School Institute's full support of this new endeavor. There is a tremendous need in Bedford Stuyvesant for a critical mass of quality educational alternatives for our children. While this school will focus its efforts on young people in grades K through 8, it will be of great benefit to the entire community. Its belief that *all* children *can* achieve high academic standards and flourish under rigorous discipline and small classes will go a long way to combat the very sad but widespread resignation to which many of our institutions have succumbed – resignation evident in their unequal investment in "gifted" children only. We believe that the Leadership Prep Charter School will be an asset to our community because it will be for all children – gifted, struggling, and average – who want to learn. And, we know that with the dearth of quality after school offerings, the added feature of the extended day and year program is exactly what our community needs.

The Concord Baptist Church of Christ was founded in 1847, sixteen years before the end of legal slavery in the United States. Our church has been involved every major social justice movement in the United States since the abolitionist movement. Of note is the celebration of the 45th anniversary of the founding of our own Christian Day school, The Concord Baptist Elementary School (1960). We look forward to sharing ideas and working together with the Leadership Prep Charter School to educate our community's children.

We firmly support the creation of Leadership Prep Charter School and will enthusiastically work with its leadership to promote its offerings to our community, to encourage the understanding that all children can achieve, and to encourage the creation of additional extended day/year options for our children.

Sincerely,



Emma Jordan-Simpson
Pastor

Deacon Richard Minott
Chair, Board of Deacons

Trustee Elaine Thompson
Chair, Board of Trustees

Deaconess Lula S. Tyler
Chair, Board of Deaconesses

23-5

**79TH PRECINCT COMMUNITY COUNCIL
79TH PRECINCT
263-265 TOMPKINS AVENUE
BROOKLYN, N.Y. 112160.**

*Edna M. Johnson, President
Kim Best-Stimms, Vice-president
Idris Abdullah, Treasurer
Marlon Little, Financial Treasurer
Gloria McInnis, Recording Secretary
Calvin Ratteray, Grievance Chair
Luis J. Lopez, Sergeant at Arms
Claude Sutton, Asst. Sergeant at Arms*

January 26, 2005

Mr. James D. Merriman
Executive Director
Charter School Institute
State University of New York
74 North Pearl Street, 4th Floor
Albany, N.Y. 12207

Dear Mr. Merriman:

I am writing to you to express my support for the proposed charter school leadership Prep. As President of the 79th Precinct Community Council and a longtime resident of Bedford-Stuyvesant, I am very familiar with the educational issues in our community. We urgently need academically rigorous public schools to serve our children and families.

The 79th Precinct Community Council is a partnership between the officers of the 79th Precinct and the community of Bedford-Stuyvesant. Our mission is to promote a strong and positive relations between the community and police and to serve the community as a whole. We deal with issues such as community outreach, civilian participation, crime prevention, and youth services. Education has been and continues to be primary concern of the Council and the community. The Council promotes education by sponsoring sports and other youth programming.

We strongly support the creation of Leadership Prep. Our community has a profound need for additional educational options. Too many students are not reaching their full potential in our local public schools. Like all communities, we need more education citizens who can serve the public good. We believe the Leadership Prep's focus on literacy, high academic standards structured and disciplined environment, and small school feel will make it a valuable and highly sought after educational option for families to our community.

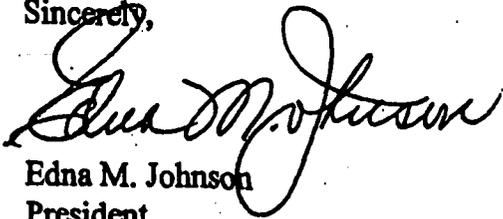
23-6

I look forward to the benefits Leadership Prep would bring to our community and to finding ways for the Community Council to work with its children, families, and staff.

If I may be of further assistance, please do not hesitate to contact me.

Thanks for your consideration.

Sincerely,

A handwritten signature in cursive script, appearing to read "Edna M. Johnson". The signature is written in black ink and is positioned above the printed name and title.

Edna M. Johnson
President

81st Precinct Community Council

30 RALPH AVENUE • BROOKLYN, N.Y. 11221

Telephones :

(718) 574-0411 • (718) 574-0433

Mr. Mat Koltuv, Lead Founder
Leadership Prep Charter School Founding Board
2 Fifth Avenue #2
New York, NY 10011

February 25, 2005

Dear Mr. Koltuv,

As President of the 81st Precinct Community Council and long-time resident of Bedford-Stuyvesant, I am writing to express heartfelt support for the proposed Leadership Prep Charter School. We urgently need good, small public schools to serve the young people of our community.

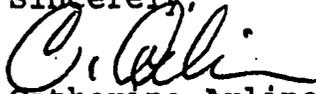
The 81st Precinct Community Council is a joint effort of the Police Officers of the 81st Precinct and the Community of Bedford-Stuyvesant to foster police and community relations. The Council deals with such issues as community outreach, civilian participation, youth and crime prevention. Education continues to be the primary concern of the Council and the community. With the assistance of the members of the 81st Precinct, we are able to provide after-school and summer programs, spelling bees and other education-based activities for the young people in our community.

We strongly support the key elements for schooling in your proposed program. It is our belief that the young people in our community would benefit considerably by your proposed educational program. We are painfully aware that our children are not reaching their potential and need stronger programs than are currently provided in our public schools. We welcome the opportunities offered by the proposed Leadership Prep Charter School.

The 81st Precinct Community Council, pledges its support to the proposed Leadership Prep Charter School. We look forward to working with its children, families and staff for a long-time to come.

If we may be of further assistance, please do not hesitate to contact us.

Sincerely,


Catherine Arline
Council President

United We Excel • Divided We Fail

73-8



**North
Brooklyn
Health
Network**

Lynda D. Curtis
Senior Vice President
Executive Director
Tel. (718) 963-8101 • Fax (718) 963-8931
curtisd@nychhc.org

January 14, 2005

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

Re: Letter of Support

Dear Mr. Merriman:

As a safety-net healthcare provider in the Brooklyn community, we are well aware of the challenges confronting many community residents as they attempt to raise their families under a multitude of environmental stressors. Chief among these concerns is the need to secure their children's future through the benefits of a good education. This is why we enthusiastically support this application for the Leadership Prep Charter School.

The North Brooklyn Health Network is a member-network of the NYC Health & Hospitals Corporation, the largest public hospital system in the nation. We provide essential healthcare services to several thousand families each year, many of which are immigrant and/or socio-economically disadvantaged. We are confident that the Leadership Prep Charter School will provide a much-needed educational resource to this community.

We hope that their application will be approved and will support their efforts in any way that we can.

Sincerely,

Woodhull Medical & Mental Health Center
Brooklyn Diagnostic and Treatment Center
Brooklyn Community Health Center
Brooklyn Community Health Center
Brooklyn-Hylan Health Center
Brooklyn-Roosevelt Houses Child Health Clinic
Brooklyn-Fort Greene Child Health Clinic
Brooklyn-Steinway Health Center
Brooklyn-Williams Houses Child Health Clinic
Brooklyn-Flatbush Houses Child Health Clinic
Brooklyn-Williamsburg Child Health Clinic
Brooklyn-Corcoran Houses Child Health Clinic
Brooklyn-Grand Street Campus

Woodhull Medical & Mental Health Center
760 Broadway
Brooklyn, New York
11206-5317

A Member of New York City Health and Hospitals Corporation

23-9



BROOKLYN PLAZA MEDICAL CENTER, INC.

January 21, 2005

FAMILY HEALTH SERVICES
 Medicine
 Dentistry
 Podiatry
 Pre-natal Care

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

RE: Leadership Prep Charter School

Dear Mr. Merriman:

On behalf of the Board of Directors of the Brooklyn Plaza Medical Center, Inc., I am pleased to support the efforts to establish the Leadership Prep Charter School. There is a need in the targeted community of Bedford-Stuyvesant and in communities throughout this country for a stronger and effective teaching and experiential education program that focuses on "being", "doing" and "having". Assisting students to develop the mind-set, skills, discipline and awareness of lifetime opportunities at an early age is essential for growth and development of any community, country or nation-state. A strong academic program with math, science and language, is in my opinion, preferable to develop young people to recognize choices and make decisions based on "rational thinking" as opposed to "emotional thinking".

The Brooklyn Plaza Medical Center, Inc. (BPMC) is a free-standing ambulatory health care center with a Mission to improve the physical and psychological well-being of the lower socio-economic population (uninsured and underinsured) through the provision of comprehensive family health services. BPMC, Inc. currently provides basic primary health care services at the Benjamin Banneker Academy for Community Development in the Fort Greene/Clinton Hills Community of Northwest Brooklyn.

Our organization has the desire and potential to assist in the provision of basic pediatric and health education services to the students and instructors of the proposed Leadership Prep Charter School.

Sincerely,

Theodis Thompson
 Theodis Thompson, Ph.D., MPA
 Executive Director/CEO

23-10

Carol Enseki
PRESIDENT

BOARD OF TRUSTEES

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VICE CHAIR

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John Minieri
John Newman

Cynthia Newton
David G. Offensend

Michael Schillig
Katherine Thomas-Inniss

Frederic Towns
Robert Walker

John Warren-Merrick
Lily Williams

February 2, 2005

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

Dear Mr. Merriman,

I am writing on behalf of the Brooklyn Children's Museum in support of the Leadership Prep Charter School. Carol Enseki, our President, Niobe Ngozi, our Director of Education, and I met recently with Max Koltuv. We are very excited about the prospect of working closely with Leadership Prep. The plan for Leadership Prep is anchored by solid research and best practices that will help ensure that the school meets the needs of students and parents in a neighborhood where public schools have often failed to provide even the most basic educational services. Leadership Prep proposes: manageable classrooms with team teaching and 16:1 student to teacher ratios; a challenging curriculum with clearly expressed learning standards, individualized student assessment, and high expectations for every student's success. The emphasis on leadership development resonates with our own award-winning Museum Team afterschool program with its core values of personal initiative, social responsibility, and building a lifelong commitment to teamwork and excellence. The proposed extended day for students of Leadership Prep demonstrates an acute awareness of the special needs of single parents and working families who have little discretion over their workday schedules, and are often not able to afford sitters or fee-based programs for out of school time. Through intelligent, reality-based planning that involves community partners and local parents, Mr. Koltuv is positioning Leadership Prep Charter School as a model for others to follow.

Brooklyn Children's Museum has a successful history of providing out of school services to neighboring schools. For the past five years, BCM has provided daily after school enrichment activities at three local after school programs in Brooklyn through collaboration with The After School Corporation (TASC) and the Board of Education. Through the Heart of Brooklyn Cultural Partnership, BCM participates in Brooklyn Cultural Adventure Program (BCAP), which links programs at central Brooklyn cultural institutions during a 6-week summer camp program that serves over 150 local youth each summer. BCM is a certified vendor for school services and reaches over 30,000 area children each year with innovative, standards-based school programs. In addition, BCM serves 220,000 family visitors through 26,000 square feet of dynamic interactive exhibits and interpretive gardens, weekend science and culture workshops, a children's library and research center, multicultural performances and community events.

During our meetings with Mr. Koltuv, we explored several initial ideas to foster educational and enrichment synergies between BCM and Leadership Prep:

Building awareness, front end evaluation: BCM can facilitate parent focus groups to help Leadership Prep planners prepare a detailed framework for understanding parent concerns, social conditions and special opportunities for enlisting them as committed partners for the education of their children. Over 55% of BCM's family visitors come from the neighboring Bedford Stuyvesant and Crown Heights communities.

377 12th Avenue
Brooklyn, New York 11213
www.brooklynkids.org
3735-4400
3771-0286 TTY
3604-7442 Fax

Curriculum Planning and Ancillary Program Development

School Programs: Our programs for early elementary grade levels (K-3) are among our most popular and receive high ratings from public and private school educators. Every program is participatory and designed around group involvement with hands-on content and activities that meet national and local learning standards. It is likely that Leadership Prep Charter School will be located within several blocks of BCM so that students can walk as a group to and from the Museum. Through a special sponsorship by Health Plus, we also offer free family passes to all children who participate in weekday school visits.

After School Enrichment Programs: We understand that Leadership Prep will focus on literacy and math during its school day. BCM can offer an array of content-based science, art and social studies enrichment programs. Our educators are adept at developing and implementing long-term, sequential project-based learning experiences that build on children's native curiosity and appeal to multiple learning styles. Working closely with Leadership Prep in developing an enrichment package that complements in-school learning provides a wonderful opportunity for in-depth programming.

School Holidays and Summer Programs: BCM will also work with Leadership Prep Charter School to structure programs and activities during school holiday and vacation periods, as well as during the summer break. These are difficult times for parents, but with pre-planning and teamwork between school teachers and educators, we can offer quality programs during these weeks based on our summer camp and afterschool models.

Special Saturday Family Programs: BCM is now in its third year of providing special Saturday cultural programs for parents and students at PS205 in Sunset Park, supported by a Parents As Partners grant. We are seeking additional school partners for family programming on this successful model that facilitates active intergenerational learning with performers-in-residence that is relevant to school classroom and community.

Professional Development Services: BCM offers training for teachers interested in supplementing their classroom activities with object-based inquiry and hands-on experiences that engage students with genuine experiences of authentic cultural and natural science materials. Our training helps teachers focus student attention on detail and observable phenomenon and motivates students efforts at documenting and sharing their experience with others in a team environment. We support our training with over 20 themed Portable Collections kits and suitcases available on loan throughout the year. Each kit comes with a bibliography of related children's literature, classroom guide and many are supported by special Websites.

Central Brooklyn neighborhoods are in desperate need of quality schools with dynamic educational approaches that leverage community resources to meet the growing needs of families who are struggling to build opportunity and create positive choices for their children. Mr. Koltuv and the Leadership Prep Charter School propose an alternative model that is a rational and innovative response to a long-term educational crisis. Brooklyn Children's Museum can forecast a sustaining and productive educational partnership with Leadership Prep that would benefit the students and families of Bedford Stuyvesant and attract support from local and national patrons interested in supporting community-based model programs. For all of these reasons, I urge you to approve the application of Leadership Prep.

Sincerely,



Paul Pearson
Vice President of Programs

Cc: C Enseki; N Ngozi

BROOKLYN KINDERGARTEN SOCIETY

1360 Fulton Street, #519, Brooklyn, New York 11216 • 718-623-9803 • Fax 718-623-8609

DEDICATED TO EARLY CHILDHOOD EDUCATION SINCE 1891

January 18, 2005

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

Dear Mr. Merriman:

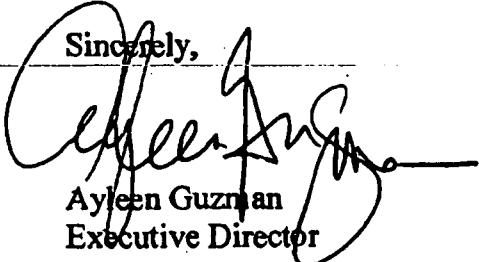
I am writing in support of the creation of Leadership Prep Charter School. This educational alternative in the Bedford-Stuyvesant community promises to seriously address the educational needs of elementary children in ways that ensure their success in later life. Its programmatic approach that includes small classes, a strong emphasis on literacy and math skills and leadership development can make the difference.

Brooklyn Kindergarten Society has sponsored five publicly funded early care and education centers over the last fifty years; three of which are located in Bedford-Stuyvesant. We serve up to 400 low-income families in our year round programs. The parents we serve are always looking to place their children in schools that are safe, educationally stimulating and able to meet the objectives promoted by high standards of excellence. Unfortunately, the choices they have to pick from are slim yet the Leadership Prep Charter School can help change that. It will build upon the process of education that we begin in our programs and help children attain the skills, knowledge and competency to become our future professionals and leaders.

We are able to support Leadership Prep Charter School by assisting with parent recruitment and outreach, teacher training and development, and other creative projects that help students understand the power of a solid education and the way it can change community for the better starting with the youngest members in the neighborhood. Staff from Leadership Prep are welcome to meet with our families annually or as needed to inform parents of the school. Our teaching staff and centers can partner with the school to share ideas and to build mutually beneficial relationships. Older children can serve as volunteers in our classrooms reading to children or just being a special older friend.

We are excited over the creation of this special school and look forward to seeing it flourish in Bedford-Stuyvesant.

Sincerely,



Ayleen Guzman
Executive Director

Board of Directors

Michele Newman, *President*, Genevieve Christy, *Treasurer*, Mary Stanton, *Secretary*
Maud Andrew, Beth Bacon, Lynn Bunis, Mary Crowley, Cynthia Y. Cummings, William Fulbrecht,
Sheila Kennedy, Gloria Lanza-Bajo, Janet Offensend, Chinita Pointer

Ayleen Guzman, *Executive Director*



February 26, 2005

BAHIA L. RAMOS
Director of Government
and Community Affairs

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

Dear Mr. Merriman:

I write to express support for the creation of Leadership Prep Charter School in the Central Brooklyn region of New York City. Working with youth over the last 10 years, I have seen the terrible consequences of under education over and over again. We need to do better by our children –we need to provide them with an education that will serve them and give them options in life. I believe that Leadership Prep Charter School will achieve this through a positive and structured learning environment for our children.

I am confident that Leadership Prep Charter School can serve as a strong resource in this community and have the capacity to educate children above and beyond the level of expectation. As a longtime Brooklyn resident and Director of Government and Community Affairs for Brooklyn Botanic Garden, I believe firmly in its initiative and potential impact on the Central Brooklyn community. Leadership Prep Charter School will provide a unique opportunity for students to develop and excel in literacy and math skills. Its reliance on the practices of successful urban charter schools makes me very confident of its triumph over the existing substandard educational environments in which our children are placed. I believe that its high academic and behavioral standards, low student to teacher ratio, individualized attention, strong parent involvement, and demonstrated commitment to community is the foundation our children need to excel.

100 Washington Avenue
Brooklyn, NY 11225-1099
Phone: 718-623-7373
Fax: 718-857-2430
Email: bahiaramos@bbg.org
www.bbg.org

The mission of Brooklyn Botanic Garden includes **TEACHING** children and adults about plants at a popular level, as well as making available instruction

in the exacting skills required to grow plants and make beautiful gardens and REACHING OUT to help people of all of our diverse urban neighborhoods to enhance the quality of their surroundings and their daily lives. We have been committed to children and education since the opening of our Children's Garden in 1914. In 2004, 12,244 students participated in 646 on-site workshops representing more than 1292 hours of learning for schoolchildren. In all, 120 schools were served. We deepened our commitment to children's education in 2003, in partnership with Prospect Park Alliance, by founding Brooklyn Academy of Science and the Environment High School, through the New Century High School Initiative.

My colleagues and I are eager to find ways for us to work closely with the teachers, students, and parents at Leadership Prep Charter School. We encourage you to approve the application for Leadership Prep Charter School.

If you have any questions, please do not hesitate to contact me. I will gladly offer any assistance that I can in order to speed the approval of Leadership Prep and make it a viable, high-performing educational option for the children and families of central Brooklyn.

Thank you for your consideration.

Sincerely,



Bahia L. Ramos
Director of Government and
Community Affairs
Brooklyn Botanic Garden



**Society for the Preservation of
WEEKSVILLE and Bedford-Stuyvesant History**

P.O. BOX 130120, ST. JOHN'S STATION, BROOKLYN, NEW YORK 11213-0002
TEL 718 623-0600 FAX 718 623-0044 www.weeksvillesociety.org

Save the Memories of Self

March 10, 2005

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

Dear Mr. Merriman:

I am writing to support the application of Leadership Prep Charter School. As a former Vice President at Sesame Workshop (formerly Children's Television Workshop), the Executive Director of an organization which conducts extensive programming with school-aged children, and a long-time community resident, I know all too well the academic challenges children in central Brooklyn face. I believe we need more schools which will ensure academic success for our children. Leadership Prep, with its low student to teacher ratio, high standards, assessment-driven instruction, and strict discipline, is just this kind of school. We need schools, like Leadership Prep, which will ensure that its graduates are ready to go on to higher education and become positive citizens in our community.

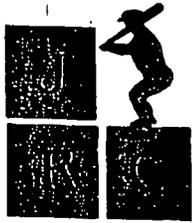
Historic Weeksville was a nineteenth century community located in the Ninth Ward of Brooklyn, New York. It was named for James Weeks, an African American who purchased land there in 1838 from Henry C. Thompson (another free African-American). Weeksville was home to ministers, teachers and other professionals, including the first female African-American physician in New York State, and the first African-American police officer in New York City. Weeksville had its own schools and churches, and orphanage, an old age home, and one of the first African-American newspapers, the *Freedman's Torchlight*. Weeksville was "rediscovered" in 1968 when its four remaining historic dwellings were spotted from the air. A historic settlement of great national significance, Weeksville has become a testament to the perseverance of Post-Civil War African Americans and a powerful symbol of the endurance of a community. The mission of the Society is to promote an appreciation of the African American legacy in Brooklyn and beyond, and to foster community empowerment and lifelong learning through research, interpretation and presentation of Weeksville history.

I am very excited by the prospect of bringing a new high-performing public school to central Brooklyn – so much so in fact, that I have agreed to sit on Leadership Prep's Community Advisory Committee. I look forward to the opportunity to help the school develop over the coming years.

Please do not hesitate to contact me if I can provide any further assistance.

Sincerely,

Pamela E. Green
Executive Director



JACKIE ROBINSON CENTER for physical culture

March 24, 2005

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

Dear Mr. Merriman:

As the Director of the Jackie Robinson Center for Physical Culture and a resident of central Brooklyn for over sixty years, I am writing to express my support for the creation of Leadership Prep Charter School. Working with youth over the last 40 years, I have seen terrible consequences of under education over and over again. We need to do better by our children - we need to provide them with an education that will serve them and provide them with options in life. I believe that Leadership Prep will provide just such an education. Its reliance on the practices of successful urban charter schools makes me very confident of its success. I believe that its high academic and behavioral standards, low student to teacher ratio; individualized attention, strong parent involvement, and stop at nothing attitude is exactly what many children in our community need in order to achieve academically at the highest levels. Moreover, the school's focus on character and leadership development will inculcate the personal traits and world-view that our young people need to help lead our community to better times.

The Jackie Robinson Center for Physical Culture serves young people ages 8 to 18 from Bedford-Stuyvesant, Bushwick, Crown Heights, Fort Greene and Oceanhill-Brownsville. In total, we reach more than 5,000 students, who are able to take advantage of JRC's academic instruction, sports and cultural activities as well as counseling and workshops. Sports and cultural activities are used as a magnet to attract youth to the JRC program and to keep them involved in the program. Students participate in one and one-half hours of their chosen activity, one and one-half hours of math instruction and one hour of counseling on one of the days. To enroll, youth and parents must sign a contract that the participant will be drug free, will stay in school and will participate fully in the program. The Jackie Robinson Center has even been cited by the International Youth Foundation as one of the 30 best youth development programs in the world.

My colleagues and I are eager to lend our support and work with the children, families and staff of the proposed charter school. We encourage you to approve the application for Leadership Prep.

5 East 93rd Street, Brooklyn, NY 11212 718•773•3456
A Division of Brooklyn U.S.A. at Medger Evers College

23-17

If you have any questions, please do not hesitate to contact me at (718) 773-3456. I will gladly offer any assistance that I can in order to speed the approval of Leadership Prep and make it a viable, high-performing educational option for the children and families of central Brooklyn.

Thanks for your consideration.

Yours for youth first,

A handwritten signature in black ink, appearing to read "P. F. Chandler", with a long horizontal flourish extending to the right.

Paul F. Chandler
Interim Acting Executive Director

North Brooklyn YMCA
We build strong kids, strong families,
strong communities.



570 Jamaica Avenue • Brooklyn, NY 11208
Tel 718-277-1600 • Fax 718-277-2081
www.ymcanyc.org

January 27, 2005

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

Re: Letter of Support for Leadership Prep Charter School

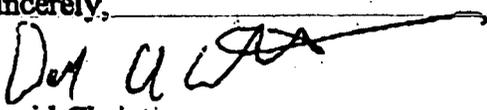
Dear Mr. Merriman:

On behalf of the staff and Board of Managers for the North Brooklyn YMCA, I am pleased to submit this letter of support for the Leadership Prep Charter School. The North Brooklyn YMCA serves more than 7000 children annually, in and around North and Central Brooklyn through a variety of youth enrichment programs. Based upon our experience both with the community and with the needs of its children, we believe that the Leadership Prep Charter School will provide an invaluable educational resource to families who seek an alternative learning environment for their children but are unable to afford private school.

We would be happy to support the school's efforts by assisting with parent recruitment and outreach. In addition, we can also collaborate with the school by providing after-school programs through our "Virtual Y" program, which provides after-school activities in several Brooklyn Public Schools.

We hope that the application of the Leadership Prep Charter School will be approved and we look forward to supporting them in their mission.

Sincerely,


David Christmas
Executive Director

Our Mission
The YMCA of Greater New York is
a community service organization
which promotes positive values
through programs that build spirit,
mind and body, uniting all
people, with a focus on youth.



23-19

194



Bedford Stuyvesant Restoration Corporation

1368 Fulton Street • Brooklyn, NY 11216-2630 • TEL: (718) 636-6930 • FAX: (718) 636-0511

February 17, 2005

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

Dear Mr. Merriman:

On behalf of Bedford Stuyvesant Restoration Corporation I would like to offer this letter in support of Leadership Prep Charter School's charter application.

Restoration holds a special place in our nation's history as *the* pioneering model for not-for-profit community development corporations across the country, established in 1967 with the bipartisan support of Senators Robert F. Kennedy and Jacob K. Javits and local community participation. Restoration serves Central Brooklyn encompassing the predominantly minority neighborhoods of Bedford Stuyvesant, Clinton Hill, Ocean Hill/Brownsville and Crown Heights. BSRC has been a leader in community development for more than 35 years, including housing and economic development and commercial revitalization of the Central Brooklyn community, as well as cultural, social and educational enrichment.

Restoration's mission was and is to improve the quality of life for all residents of Central Brooklyn. As such, we are very much concerned about the overall quality of education being provided to our children and the failure of the system to produce students that meet or exceed the grade standards established for the city, state and federal authorities. Bedford Stuyvesant Restoration Corporation is committed to improving the plight of its children and their respective families as well.

Restoration supports the process by which the board of the school sought to engage the community and gain the support of key institutions and community leaders. The boards proactive outreach efforts recognize the historical, cultural and educational value of our many Bedford Stuyvesant institutions and the potential they represent for enriching the schools curriculum.

As someone who has been working in development in Bedford-Stuyvesant for over 10 years, I am very familiar with the educational needs of our community. I believe that Leadership Prep, with its high standards and expectations, longer school day and year, laser focus on developing literacy skills, and leadership development program, is consistent with our own agenda for creating excellence in education.

Mr. James Merriman
February 17, 2005
Page Two

Restoration and the network of Bed Stuyvesant institutions look forward to helping Leadership Prep develop its student base, faculty, and a location. Given our life long emphasis on Youth Arts we hope to actively collaborate on a myriad of arts and cultural programs.

Please feel free to contact me if I or anyone else at Restoration can do anything which would aid you in your evaluations or further the effort to make Leadership Prep a reality in any way.

Thanks for your consideration.

Sincerely,

A handwritten signature in cursive script, appearing to read "Colvin W. Grannum".

Colvin Grannum
President



Bridge Street Development Corporation

266 STUYVESANT AVENUE ♦ BROOKLYN, NEW YORK 11221

PHONE: 718-573-6893 ♦ FAX: 718-573-6874

March 4, 2005

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

Dear Mr. Merriman:

As the President and Chief Executive Officer of Bridge Street Development Corporation and a long-time community resident, I am writing to you to support the application of Leadership Prep Charter School. Working community development over the last 20 years, I have seen the terrible consequences of under education over and over again. We need to do better by our children –we need to provide them with an education that will serve them and provide them with options in life. I believe that Leadership Prep will provide just such an education. Its reliance on the practices of successful urban charter schools makes me very confident of its success. I believe that its high academic and behavioral standards, low student to teacher ratio, individualized attention, strong parent involvement, and stop at nothing attitude is exactly what many children in our community need in order to achieve academically at the highest levels. Moreover, the school's focus on character and leadership development will inculcate the personal traits and world-view that our young people need to help lead our community to better times.

The mission of Bridge Street Development Corporation (BSDC) is to help residents of Bedford-Stuyvesant and Central Brooklyn acquire appreciating assets including real estate, businesses, and education. Over the last 10 years we have developed more than 350 units of affordable housing, established a technology center that has educated more than 1,200 residents, and created the first comprehensive financial literacy program in Bedford-Stuyvesant for high school students and adults. BSDC is also a leader in civic activities, organizing block and tenant associations and sponsors an annual community festival.

My colleagues and I are eager to lend our support and work with the children, families, and staff of the proposed charter school. We encourage you to approve the application for Leadership Prep.

If you have any questions, please do not hesitate to contact me. I will gladly offer any assistance that I can in order to speed the approval of Leadership Prep and make it a viable, high-performing educational option for the children and families of central Brooklyn.

Thank you for your consideration.

Sincerely,

Rhonda A. Lewis

Rhonda A. Lewis

President and CEO



Brooklyn Chamber of Commerce

February 14, 2005

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

Dear Mr. Merriman:

As the Vice President for Economic Development at the Brooklyn Chamber of Commerce, I am writing to support the application of Leadership Prep Charter School. Founded in 1918, the Brooklyn Chamber of Commerce is a business assistance and economic development organization dedicated to helping Brooklyn businesses grow, and to promote the overall economic development of the borough. With more than 1,200 members from neighborhoods all across the Brooklyn, our Chamber is the largest chamber of commerce in New York City, and one of the fastest-growing business associations in the region.

Personally, having spent over fourteen years in the fields of education, employment and training, and now economic development, I know all too well that too many students in central Brooklyn are not being prepared adequately to succeed in the working world. Because of my first-hand experiences as both an employer and as an educator, I strongly support the creation of Leadership Prep. I believe the school's low student to teacher ratio, high standards, assessment-driven instruction, and emphasis on developing personal leadership skills, will ensure that its graduates attain a solid foundation that will enable them to succeed in college and in their careers.

I am very excited by the prospect of bringing a new high-performing public school to central Brooklyn, and I have agreed to sit on Leadership Prep's Community Advisory Committee. I look forward to the opportunity to directly participate in the school's development over the coming years.

Please do not hesitate to contact me if I can provide any further assistance. I can be reached at (718) 875-1000 ext. 122.

Sincerely,

Randolph Peers
Vice President, Economic Development

EDOLPHUS "ED" TOWNS
MEMBER OF CONGRESS
10TH DISTRICT, NEW YORK

ENERGY AND COMMERCE
HEALTH

**TELECOMMUNICATIONS AND
THE INTERNET**

**COMMERCE, TRADE, AND
CONSUMER PROTECTION**

**GOVERNMENT REFORM
GOVERNMENT EFFICIENCY AND
FINANCIAL MANAGEMENT**
RANKING MEMBER

Congress of the United States
House of Representatives
Washington, DC 20515-3210

WASHINGTON OFFICE:

**SUITE 2282
RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-5936**

BROOKLYN OFFICES:

**28 COURT ST., SUITE 1510
BROOKLYN, NY 11248
(718) 855-8018**

**1110 PENNSYLVANIA AVENUE
STORE 5**

**BROOKLYN, NY 11207
(718) 272-1175**

**1870 FULTON STREET
BROOKLYN, NY 11218
(718) 774-5682**

**2294 NOSTRAND AVENUE
BROOKLYN, NY 11203
(718) 434-7831**

February 7, 2005

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

Dear Mr. Merriman:

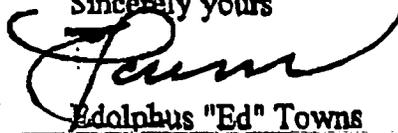
In my over twenty-year experience in the Congress, I have been privileged to represent the Tenth Congressional District of New York. One of the most important issues facing my district is providing solid education opportunities for our children. So it is with great enthusiasm that I write this letter of support for the Leadership Prep Charter School.

The Bedford-Stuyvesant community will greatly be enhanced with the development of the Leadership Prep Charter School. The smaller classes and high academic standards of the Leadership Prep Charter School will be crucial to the building of Brooklyn's future leaders. I am confident that with the continued devotion of the Leadership Prep Charter School Administration they will be enormously successful in educating youths in my Congressional district.

I am proud to lend my strong support for this project and I look forward to supporting the selfless activities of the Leadership Prep Charter School. If you have any questions regarding my support for the Leadership Prep Charter School please do not hesitate to contact me or my Chief of Staff, Karen Johnson at (718) 855-8018 or via-email at karen.johnson@mail.house.gov.

With warmest wishes, I remain

Sincerely yours



Edolphus "Ed" Towns
Member of Congress

23-25

200

MARTIN MALAVE DILAN
SENATOR, 17TH DISTRICT
ASSISTANT MINORITY LEADER
FOR CONFERENCE OPERATIONS

COMMITTEES
SOCIAL SERVICES
(RANKING MEMBER)
BANKS
CONSUMER PROTECTION
EDUCATION
ENERGY & TELECOMMUNICATIONS
JUDICIARY
TOURISM, RECREATION
& SPORTS DEVELOPMENT
TRANSPORTATION



THE SENATE
STATE OF NEW YORK
ALBANY 12247

ALBANY
ROOM 606
LEGISLATIVE OFFICE BUILDING
ALBANY, NEW YORK 12247
(518) 455-2177
FAX: (518) 426-6947

BROOKLYN
786 KNICKERBOCKER AVENUE
BROOKLYN, NEW YORK 11207
(718) 573-1726
FAX: (718) 573-2407

E-MAIL:
DILAN@SENATE.STATE.NY.US

WEBSITE:
MMDILAN.COM

February 22, 2005

Mr. James Merriman
Executive Director
Charter School Institute
State University of New York
74 North Pearl Street, 4th Fl.
Albany, NY 12207

Dear Mr. James Merriman:

I write this letter in support of the creation of Leadership Prep Charter School. This school is to serve the children and families of the Bedford-Stuyvesant area of Brooklyn, part of which is located in my senate district. Many schools in that area and the surrounding communities are failing to educate the children in their care. This is reflected in the high rate of failure by students. The children of that area are too often attending schools that do not equip them with the skills and knowledge necessary to transform their lives. These children deserve an outstanding public school that demands academic excellence and prepares them to be leaders in their communities.

The program created by the Leadership Prep Charter School will give these children such opportunities. Consequently, the creation of this school will create educational alternatives greatly needed by this community. Such alternatives will aid us in achieving high academic standard in New York City through rigorous discipline, small classes and extended school day and year.

As the State Senator of the 17th District, I strongly support the creation of the Leadership Prep Charter School. May you have any further questions, please feel free to contact me at my district office.

Sincerely,


Martin Malave Dilan
State Senator

MMD/az



THE ASSEMBLY
STATE OF NEW YORK
ALBANY

ROGER L. GREEN
Assemblyman 57th District
Kings County

CHAIRMAN
Children and Families Committee

COMMITTEE MEMBERSHIP
Budget
Codes
Labor
Ways and Means

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

March 21, 2005

Dear Mr. Merriman:

As a representative from the 57th District in the New York State Assembly, I am writing to you in support of the proposed Leadership Prep Charter School to be located in Bedford-Stuyvesant, Brooklyn. Education has been and is one of my highest priorities. Since taking office in 1981, I have authored and co-sponsored laws and created budget initiatives to establish numerous educational programs. For example, I was the originator and budget sponsor of the Jackie Robinson Center for Physical Culture, a youth organization located in 18 public schools which provides educational enrichment, athletics, recreation, performing arts, and violence prevention programs to over 4,000 students in central Brooklyn each year. I also fought hard for budgets that increase funding for New York City public schools, Teacher Centers and Teacher Mentor programs, and other such programs as the Assembly's LADDER program which has helped reduce class size and expand pre-kindergarten.

For a long while, there has been demand by parents in my constituency for schools that are responsive to the educational and social needs of the children of our community. In response to this demand, I proposed and designed a high school, The Benjamin Banneker Academy for Community Development, which was opened by the New York City Board of Education in 1994. It is critical that we respond to the need for small, high quality elementary schools. Parents, educators, and community leaders have been working with the Founding Group of Leadership Prep Charter School to create a new, high-performing elementary school option for the children and families of Bedford-Stuyvesant and I wholeheartedly support them in their efforts.

23-27

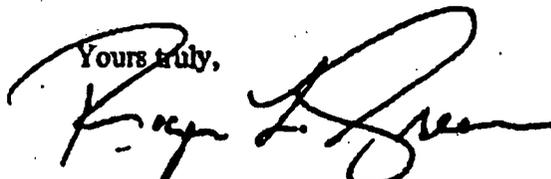
PLEASE REPLY TO:

DISTRICT OFFICE: 55 Hanson Place, 3rd Floor, Brooklyn, New York 11217-1501, (718) 596-0100
 ALBANY OFFICE: Room 622, Legislative Office Building, Albany, New York 12248, (518) 455-6325

I believe that children in our community will greatly benefit from the educational plan of Leadership Prep Charter School. The school's high academic and behavioral standards, college prep mission, assessment informed instruction, high level of parent involvement, and small intimate nature is exactly what parents in my district have been clamoring for. This type of school is greatly needed to improve the educational outcomes for children in Bedford-Stuyvesant. For this reason, I strongly urge you to approve the application of Leadership Prep Charter School.

I look forward to working with the administrators, teachers, students, and families of Leadership Prep for years to come and to serving as an advisor and advocate on such issues as securing a facility, attracting funding, and developing their professional development programming.

Yours truly,

A handwritten signature in black ink, appearing to read "Roger L. Green". The signature is fluid and cursive, with a large initial "R" and "G".

Assemblyman Roger L. Green



LETTITIA JAMES
 COUNCIL MEMBER, 35TH DISTRICT
 BROOKLYN

o DISTRICT OFFICE
 67 HANSON PLACE
 BROOKLYN, NY 11217
 (718) 260-9191
 Fax: (718) 260-9399

o CITY HALL OFFICE
 250 BROADWAY, ROOM 1815
 (212) 788-7081
 FAX (212) 788-7712

lettia.james@nyc.gov

**THE COUNCIL
 OF
 THE CITY OF NEW YORK**

COMMITTEES
 ECONOMIC DEVELOPMENT
 HOUSING
 SMALL BUSINESS
 GOVERNMENT IN TECHNOLOGY
 VETERANS

January 25, 2005

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

Dear Mr. Merriman:

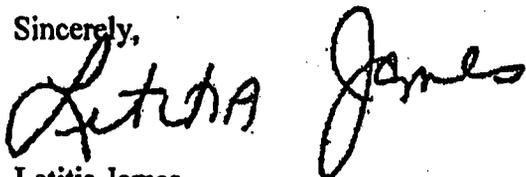
I am writing to express my strong and enthusiastic support for the creation of the Leadership Prep Charter School. There is significant demand among my constituents for schools that are responsive to the educational and social needs of the children in our community. Leadership Prep, with its college prep focus, rigorous academics, extended day, and strict code of conduct would be such a school. For this reason, I urge you to approve the school's application

Since joining the Council in 2003, education has been one of my highest priorities. I have worked to create an educational system that extends knowledge, increases power, enriches literature, and elevates thought. I have championed the family day care registration bill in the City Council, a bill that expanded day care for working families across the city. In addition, I am a founder of the Urban Network, a coalition of African-American professional organizations aimed at providing scholarships for young people. And, as a graduate of Howard University School of Law and a student of Columbia University School of International and Public Affairs, I truly believe in the value and power of a strong education. Over the years, working with parents, teachers, administrators, and community leaders throughout the community, I have heard again and again for the profound desire in our community for new educational options.

I believe the young people in our community will benefit greatly from Leadership Prep's educational and character development programs. This type of schools is sorely needed in our community. I look forward to welcoming the school to the area and to working with its staff, parents, and students for many years to come.

Thanking you in advance for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Letitia James". The signature is written in a cursive, flowing style.

Letitia James
Member of the City Council

LJ/gde

EVA MOSKOWITZ

COUNCIL MEMBER, 4TH DISTRICT

□ **DISTRICT OFFICE**

LEXINGTON AVENUE, SUITE 356

NEW YORK, NY 10017

212.818.0580 (PHONE)

212.818.0706 (FAX)

□ **CITY HALL OFFICE**

250 BROADWAY, SUITE 1545

NEW YORK, NY 10007

212.788.7393 (PHONE)

212.442.1457 (FAX)



**THE COUNCIL
OF THE
CITY OF NEW YORK**

CHAIR

EDUCATION

COMMITTEES:

FINANCE

GOVERNMENTAL OPERATIONS

TRANSPORTATION

March 16, 2005

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

Dear Mr. Merriman:

I am writing to support the proposal of Leadership Prep Charter School. As the Chair of the New York City Council Education Committee, a former middle school teacher and college professor, and a parent myself, I am all too familiar with the challenges New York City parents face in securing a high quality education for their children. It is for this reason that I am writing to support the creation of Leadership Prep Charter School.

Leadership Prep's small school environment, emphasis on literacy skills, strict discipline, and commitment to preparing students to succeed in high school and college make it exactly the kind of educational option that our City needs to bring educational opportunity to more of its citizenry. Moreover, on a personal level, as someone who works passionately for the common good in our City, I strongly support the idea of a school that will promote social responsibility and leadership.

Sincerely,

A handwritten signature in cursive script, appearing to read "Eva Moskowitz".

**Eva Moskowitz
Chair, Education Committee**

New York City Council Member David Yassky
33rd District, Brooklyn

DISTRICT OFFICE
114 COURT STREET, 2ND FLOOR
BROOKLYN, NY 11201
(718) 676 5200
FAX (718) 643 6620



CITY HALL OFFICE
250 BROADWAY, 16TH FLOOR
NEW YORK, NY 10007
(212) 788 7348

March 25, 2005

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

Dear Mr. Merriman:

As a Member of New York's City Council and an active advocated for improved public education, I am writing to support the application for a charter for the Leadership Prep Charter School. Our borough and our community need schools which prepare children for the rigors of the future. The schools we need are schools like Leadership Prep which focus on academic preparation for higher education, utilize proven practices, have extended learning time, and strict discipline. The next generation of Brooklynites will need a superior education to keep up in the increasingly competitive world economy. Schools like Leadership Prep will ensure that Brooklyn stays ahead of the pack.

I was elected to City Council in November 2001. I have served on the Council Education Committee for all that time and education is a great priority for me.

I enthusiastically support the creation of Leadership Prep Charter School and look forward to working with its teachers, students, and parents to make Brooklyn an even better place to live.

Thanks for your consideration.

Sincerely,

A handwritten signature in black ink that reads "David Yassky".

David Yassky, Council Member
33rd District

24. Fiscal and Programmatic Impact

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

Fiscal Impact

The anticipated fiscal impact that Leadership Prep Charter School would have on the New York City school district is minimal. In Fiscal Year 2003 (the most recent year available on the DOE's website), the New York City School District budget was \$13.8 billion.¹ Assuming an increase of 3% per year, by 2006-2007, our first year of operations if awarded a charter, the New York City School District budget would be \$15,551,159,730. The totality of Leadership Prep's public funding (except for PSCP funding) in the same year is projected to be \$1,312,627.² The fiscal impact on the district in 2006-2007 would therefore be an insignificant reduction in revenue of approximately 0.008%. Despite increases in our student population and funding through the five years of our charter, by our fourth year of operation our public funding would still represent only 0.017% of the New York City Department of Education budget.³

Leadership Prep Projected Public Funding By Source

	2006-07	2007-08	2008-09	2009-10
Per Pupil Tuition	\$1,030,320	\$1,554,701	\$2,074,039	\$2,589,056
State Special Ed. Aid	\$18,186	\$27,442	\$36,609	\$45,700
NYS Textbook Aid	\$6,876	\$10,376	\$13,841	\$17,278
NYS Software Aid	\$1,798	\$2,712	\$3,619	\$4,517
NYS Library Aid	\$720	\$1,086	\$1,449	\$1,809
Federal Title I	\$96,186	\$145,140	\$193,623	\$241,703
Federal IDEA	\$16,032	\$24,191	\$32,272	\$40,286
School Lunch	\$78,464	\$118,397	\$157,947	\$197,168
NYC DOE Special Ed	\$17,126	\$25,842	\$34,474	\$43,035
NYC DOE OPTS Grants	\$46,920	\$24,164	\$24,889	\$25,635
Total	\$1,312,627	\$1,934,053	\$2,572,763	\$3,206,188

¹ <http://www.nycenet.edu/dfo/pdf/publications/2003financialstatements.pdf> accessed on 12/14/04.

² PCSP funding is excluded from this calculation as it is granted only to charter schools and would not be available to the District regardless of whether Leadership Prep exists or not.

³ Assumes DOE budget grows at 3% annually.

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Leadership Prep Projected Funding vs. NYC District Total Budget

	Leadership Prep Projected Public Funding	NYC District Budget	Percentage of District Budget
FY '05-'06		Planning Year	
FY '06-'07	\$1,312,627	\$15,551,159,730	0.008%
FY '07-'08	\$1,943,410	\$16,017,694,522	0.012%
FY '08-'09	\$2,572,763	\$16,498,225,357	0.016%
FY '08-'09	\$2,940,350	\$16,993,172,118	0.017%

We anticipate little or no financial impact on private schools, as these are selected by families who have the means to pay private school tuition, and we will be doing outreach predominantly in communities with students from economically disadvantaged families.

Programmatic Impact

The founders of Leadership Prep have been blessed with the opportunity of multiple site visits and extensive conversations with the leaders of several high-performing urban schools. We believe that such interactions are essential to building new high-performing schools. Leadership Prep, in turn, has an open-door policy for visitors from other schools wishing to observe our practices. We intend to serve as an example of the high level of achievement that low-income students can reach. Just as the leaders of existing schools have been kind enough to share their insights with us, we are committed to sharing our successful methods with any and all educators who wish to implement them in their schools. Through this process, we hope to have a significant, positive programmatic impact on public and non-public schools in New York City and beyond.

25. Qualifications for Trustees

Attach the charter school's qualifications for service on the school's board of trustees.

Although the Leadership Prep Board of Trustees delegates management of the school to the Head of School, the Board is ultimately responsible for ensuring that the school meets its mission of preparing students to excel in high school and college and serve their communities as leaders. Therefore, the primary qualifications for serving on the Board are:

1. An unwavering commitment to seeing our students superbly prepared for high school, college, and leadership;
2. A set of personal and professional skills which will further this effort, including but not limited to:
 - A commitment to improving access to quality education for all children regardless of race or economic status;
 - An understanding of the Board's obligation to act as effective and vigilant stewards of public funds;
 - The ability to be a good judge of information regarding the Head of School's educational and fiscal management of the school and a willingness to replace the Head of School if results are less than satisfactory;
 - A willingness to focus on the academic achievement of children in the school, and not to divert the board's attention to matters that are peripheral to this mission;
 - An ability to fairly and accurately assess the needs of the community, and to represent the school to the community and others;
 - Attainment of at least 21 years of age; and,
 - Financial and/or legal, business, fundraising, management, governance, real estate development, and educational experience;
3. A willingness to accept and support decisions made in accordance with our by-laws;
4. An ability and willingness to give time and energy to the school; and,
5. A willingness and ability to provide access to resources, both financial and other, in order to support and strengthen the school.

26. Proposed Board Members

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

Board Members:

Carrie Abramson ✓

[REDACTED]

Candis Best ✓

[REDACTED]

Gail Brousal ✓

[REDACTED]

Caroline R. Curry ✓

[REDACTED]

Ben Esner ✓

[REDACTED]

Max Koltuv (Ex Officio) ✓

[REDACTED]

Steve Meacham ✓

[REDACTED]

Renee Muir ✓

[REDACTED]

Ruth Meyler ✓

[REDACTED]

Tokumbo Shobowale ✓

[REDACTED]

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CHARTER SCHOOLS INSTITUTE

Dymest Sinckler ✓



Jeff Wetzler ✓



Leadership Prep will make every effort to seek out candidates who meet our qualifications for Board Members and have first-hand knowledge of the Bedford-Stuyvesant community and its needs, including family members of current and former students.

**REQUEST FOR INFORMATION FROM
PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS**

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent. In providing the information requested, prospective board members will assist the Charter Schools Institute in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

1. Please provide your educational and employment history. A resume is preferred, but not required.

My resume is attached.

2. Please indicate whether you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open (include your DOB).

Yes. My date of birth is December 15, 1969.

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.

During a leave of absence from work at the Robin Hood Foundation, I chose to join a charter school board. While at Robin Hood, I had worked with several charter schools in the New York area. I spoke to colleagues at Robin Hood and the charter schools I had worked with there about potential opportunities. One of these colleagues introduced me to Max Koltuv, the lead founder of Leadership Prep Charter School. After meeting to discuss our views on education, charter schools, non-profit management and my background and interest, Mr. Koltuv invited me to join the board.

4. Please explain why you wish to serve on the board.

As a graduate of the public school system, I am a strong believer in the importance of strong public schools for all members of the community. After working and living in New York for 10 years, including three years serving as a management consultant to charter schools and other non-profits in New York, I am convinced charter schools such as Leadership Prep, are important both as an alternative educational option for many New York City school children and as a model to prove that low income kids can achieve at the highest levels. I want to serve on the Board of Leadership Prep Charter School in order to more directly support the development of this charter school in the Brooklyn community and improve the educational offerings and opportunities for the children attending the school.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

I have not served as a Board member for any not-for-profit corporation. I have volunteered as a mentor for students in education oriented not-for-profits, including I Have A Dream in East Palo Alto, CA and Student Sponsor Partnership in New York. In addition, I worked as a consultant to the not-for-profit grant recipients of the Robin Hood Foundation from 1997-2000, see the attached resume for details.

6. Please describe your understanding of the appropriate role of a public charter school board member.

As a public charter school board member, I believe my role will be to work with other board members to oversee the development and implementation of the school as outlined in the application and to provide support, guidance, and oversight to the staff of the organization. This includes ensuring the adherence to the charter regulations and laws governing the school operation, and general observance of sound fiscal, management and educational practices by the Head of School and staff of the school.

7. Please indicate specifically the knowledge and experience that you would bring to the board.

As a management consultant, I have worked with many for-profit and not-for-profit organizations to improve their operations, board function, and general management practices. Working as a consultant at the Robin Hood Foundation, I had the opportunity to work with a wide variety of not-for-profit corporations and understand many of the fiscal, management and developmental challenges faced by those organizations. My hope is that my experiences and involvement on the board will improve the ability of Leadership Prep Charter School to offer an outstanding education and overcome or even avoid many of the more difficult challenges facing start-up not-for profits.

8. Please provide a forecast of where you see the school in one year and then again in four years.

In one year, I expect Leadership Prep Charter School to be poised for launch in the Fall of 2006 with a space under development and a dedicated staff and Board in place to ensure the execution of the educational mission.

In four years, I see Leadership Prep with a developing, thriving and learning student body, well on its way to full capacity. Financially, the school should be operating on the budgeted allocations, with some supplemental fundraising for additional educational programming and for the staffing necessary for the projected growth of the school to full capacity by 2013. Educationally, I expect the students to be showing strong educational motivation upon entering the Leadership Prep environment and educational improvement over their peers at other public schools in the area during their progress through the school.

9. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

If I had concern that members of the Board were self-dealing I would first discuss it with the members involved. If my concerns were not resolved, I would raise the question with the Board Chair and recommend that it be raised with the legal counsel to the organization. If no counsel existed, I would work with the Board Chair and Executive Director to obtain legal counsel for the Board and the staff to advise us on what "self-dealing" means for the organization and the Board of Directors, and define options for handling the problem within the organization and within the Board.

Conflict of Interest

10. If you, your spouse or other immediate family members knew any of the other prospective board members prior to being invited to sit on the board, please so indicate and describe the relationship with each such other prospective board member.

No. Neither my spouse, my family, or I knew any of the other prospective board members prior to being invited to sit on the board.

11. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.

I met Max Koltuv, our prospective Head of School, in December 2004. Other than him, neither my husband nor I know any prospective employees of the school.

12. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

No. Neither my spouse, my family, or I know of anyone planning to do business with the school.

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

No. Neither my spouse, my family, or I know any employees, owners, or agents of any educational service providers.

14. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

No. Neither my spouse, my family, or have any ownership relationship with any educational service providers.

15. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

No. Neither my spouse, my family, or I anticipate conducting business with the school.

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.

No, I do not foresee any ethical or legal conflicts of interest should I serve on the school's board.

Educational Philosophy

17. Please describe your understanding of the school's mission and/or philosophy.

Leadership Prep will serve the children of Bedford Stuyvesant and the surrounding communities in order to provide with them with a high quality, academically challenging, and exciting educational environment. Leadership Prep will combine the best ideas that

have been proven to work with low income children living in similar urban environments to provide an A+ school environment that meets children where they are in their families and communities and provides them with the academic support necessary to excel academically and attend college. The Founding Board believes that with a highly structured school, involved parents, a longer day and school year, and excellent teaching and academic programming, Leadership Prep will have a challenging academic environment where all children can learn and achieve a high level of academic success. We have visited others schools with similar missions and seen the successes that they are having. We are committed to providing that same opportunity for the children of Bedford Stuyvesant in Brooklyn, NY.

18. Please indicate your level of familiarity with the educational program that the school proposes to utilize.

I believe that I have an adequate level of familiarity with the educational program in order to assist in hiring outstanding educational faculty and measuring their progress against the stated academic standards we expect to achieve. I have discussed our educational program with several educators and feel comfortable that the plan can be executed by the type of educational leader we are planning to hire.

19. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

Characteristics of a successful school:

1. Strong academic programming as represented by achievement on standardized tests and high levels of attendance by students and high rates of completion of work: In order to ensure Leadership Prep's success on this, the board will need to hire excellent staff and monitor their performance and the students' performance on the above measures.
2. High quality staff including both an outstanding academic leader and strong management leader to oversee the functioning of the school and the hiring and development of the rest of the staff. This is an area that I think is particularly difficult for traditional schools because the Principal traditionally has to play both the academic and the management roles which are both very demanding. In order to ensure this happens, the board will have to make sure that it hires and retains the best people available in all of the skills set areas we will need. And the board will need to ensure that it has the financial resources to attract and retain these people.
3. Motivated students who want to learn and are given the tools, skills and opportunities to do so: After hiring talented academic and management leaders, it will be the Board's responsibility to make sure that the academic and enrichment programming, the motivational culture, and the other needed services are in place to ensure that students can focus on their school work.
4. Adequate Facilities to house the school, enrichment activities, and other services students will need to achieve their academic and intellectual potential. Traditionally in New York City, this has been an important area for the board to play a role. The lack of capital funding available to charter schools from the Board of Education has made it difficult for schools to afford space. Although that environment will hopefully change, it is the board's responsibility to ensure that Leadership Prep has the financial resources to ensure the ongoing operation of the school and operation of its facility. This will include the creation of a reserve fund and building maintenance funds as appropriate.
5. Sound financial management is a critical quality in any successful organization. The Board will play an important role in working with the Head of School to ensure that there are adequate financial resources to run the school. In addition, the board must act as fiscal stewards for all funds coming into the school. The board will monitor the financial

management to guarantee that those resources are being used effectively, efficiently and as they are intended to be used.

Carrie Abramson

Name (please print)

Carrie Abramson

2/10/05

Signature Date

Carrie Culp Abramson



EXPERIENCE

2000-2003 THE ROBINHOOD FOUNDATION New York, NY

Manager of Strategy, Management Assistance

Senior member of the team which provides strategic, organizational and board development assistance to Robin Hood grant recipients and Robin Hood senior management. Significant accomplishments included:

- Assessed needs for strategic planning projects of over 40 Robin Hood grant recipient organizations and matched projects with appropriate internal and external resources. Led several projects myself.
- Created SP101, a volunteer program for McKinsey & Co. consultants to provide strategic planning assistance to 4-6 Robin Hood grant recipients annually. Pro bono consulting time valued at over \$250,000 annually. Managed projects for first 2 years; Program is now in its fifth year.
- Led Robin Hood strategic planning efforts and recruited over \$1,000,000 in pro bono consulting resources for Robin Hood
 - Initiated and developed materials for the first Robin Hood Board Planning Retreat in October 2000
 - Recruited and managed a pro bono team from McKinsey & Co. to conduct the first ever Customer Satisfaction Survey in 2001
 - Managed a pro bono team from McKinsey and Co. which executed the first Robin Hood-wide strategic planning effort in 2002

1997-2000 MCKINSEY AND COMPANY New York, NY

Engagement Manager

Managed teams of clients and consultants to solve strategic and operational issues related to marketing and the Internet in Consumer Products and Financial Services industries.

Projects included:

- Developed Internet strategy for a consumer finance company to adapt traditional business to the online world. Managed twelve-member, cross-functional senior client team.
- Advised Board of Directors of Wesleyan University on strategic investments in campus infrastructure, educational resources, and campus life to improve its competitive standing.
- Selected for a four month role leading full-time Associate recruiting with responsibility for extensive interviewing, cultivation and campus visits.

1992-1995 MORGAN STANLEY & CO. INC. New York, NY

Analyst in Investment Banking and Government and Regulatory Affairs

EDUCATION

1995-1997 STANFORD UNIVERSITY GRADUATE SCHOOL OF BUSINESS

Palo Alto, CA

MBA and Public Management Certificate, June 1997

Awarded the Ernest C. Arbuckle Award for Outstanding Service by the MBA class of 1997; Co-Chair, Stanford Management Internship Fund; Tutor in GSB sponsored "I Have A Dream Program"; Marketing Manager, 1997 Student Show; Public Management Program; Co-Chair, Alumni Committee

1988-1992 UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

Chapel Hill, NC

BA in Political Science and Russian and Eastern European Studies, May 1992

Awarded John Motley Morehead four-year, fully funded, merit scholarship; Honors program; Semester abroad in Rostov-on-Don, Russia; Volunteer experiences with many campus organizations and local youth soccer league.

OTHER VOLUNTEER EXPERIENCE

Mentor and Sponsor, Student-Sponsor Partnership 1998-2002

Co-chair, The Valerie Fund Recreation Day 1995: managed 35 volunteers to raise \$35,000 and staff the event

Co-director, Morgan Stanley Mentoring Program with Chelsea High School: Recruited and managed 20 volunteers

**REQUEST FOR INFORMATION FROM
PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS**

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent. In providing the information requested, prospective board members will assist the Charter Schools Institute in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

1. Please provide your educational and employment history. A resume is preferred, but not required.

My resume is attached.

2. Please indicate whether you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open (include your DOB).

Date of Birth – 11/4/1968

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.

I WAS INVITED BY MAX KOLTUV WHO MET WITH ME AND PROVIDED ME WITH AN OVERVIEW OF THE MISSION AND VISION FOR THE CHARTER SCHOOL.

4. Please explain why you wish to serve on the board.

I BELIEVE IN THE POWER AND IMPORTANCE OF EDUCATION AND AM PARTICULARLY PASSIONATE ABOUT THE NEED FOR BETTER EDUCATIONAL OPPORTUNITIES FOR CHILDREN FROM DISADVANTAGED BACKGROUNDS.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

I AM CURRENTLY THE BOARD CHAIR FOR THE NORTH BROOKLYN BRANCH OF THE YMCA OF GREATER NEW YORK. I ALSO SERVE ON THE BOARD OF TRUSTEES FOR EMMANUEL BAPTIST CHURCH IN BROOKLYN.

6. Please describe your understanding of the appropriate role of a public charter school board member.

TO PROVIDE GUIDANCE AND SUPPORT TO THE SCHOOL'S MANAGEMENT STAFF AND TO ENSURE THROUGH RESPONSIBLE OVERSIGHT, THAT THE SCHOOL REMAINS FISCALLY SOUND AND TRUE TO ITS MISSION.

7. Please indicate specifically the knowledge and experience that you would bring to the board.

AS REFLECTED IN MY RESUME, I HAVE LEGAL AND EXECUTIVE LEVEL MANAGERIAL EXPERIENCE IN ADDITION TO INTIMATE KNOWLEDGE OF THE EFFICACY AND REWARDS OF ACADEMIC ENRICHMENT WHEN PROVIDED IN A SUPPORTIVE ENVIRONMENT.

8. Please provide a forecast of where you see the school in one year and then again in four years.

GIVEN THE CAREFUL AND THOUGHTFUL PLANNING THAT HAS GONE INTO THE DEVELOPMENT OF THIS PROJECT TO DATE, I FULLY EXPECT THE SCHOOL TO BE AT OR NEAR ITS TARGETS AS STATED IN THE APPLICATION, IN YEAR ONE AND TO BE A WHOLLY SUBSCRIBED AND FULLY FUNCTIONING SCHOOL IN YEAR FOUR.

9. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

I WOULD RAISE THE MATTER WITH THE BOARD CHAIR FIRST TO DETERMINE HIS POSITION ON THE MATTER AND PROVIDE HIM WITH AN OPPORTUNITY TO INITIATE APPROPRIATE ACTION. IF THIS ACTION DID NOT RESOLVE THE ISSUE, I WOULD TAKE MY CONCERNS AND EVIDENCE TO THE APPLICABLE LEGAL AUTHORITY.

Conflict of Interest

10. If you, your spouse or other immediate family members knew any of the other prospective board members prior to being invited to sit on the board, please so indicate and describe the relationship with each such other prospective board member.

N/A

11. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.

I HAVE KNOWN MAX KOLTUV, OUR INTENDED HEAD OF SCHOOL, SINCE HE APPROACHED ME REGARDING GETTING INVOLVED WITH THE SCHOOL IN DECEMBER.

12. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

N/A

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes,

please indicate the individuals you know and the nature of the relationship.

N/A

14. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

N/A

15. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

N/A

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.

I DO NOT FORESEE ANY POTENTIAL ETHICAL OR LEGAL CONFLICTS OF INTERESTS ARISING OUT OF MY SERVICE ON THE SCHOOL'S BOARD.

Educational Philosophy

17. Please describe your understanding of the school's mission and/or philosophy.

MY UNDERSTANDING OF THE MISSION AND PHILOSOPHY OF THE LEADERSHIP PREP CHARTER SCHOOL (LPCS) IS THAT IT INTENDS TO PROVIDE AN EDUCATIONAL ALTERNATIVE TO FAMILIES WHOSE CHILDREN ARE AT RISK FOR ACADEMIC UNDERACHIEVEMENT. LPCS INTENDS TO SUCCEED WHERE OTHERS HAVE HAD LESS SUCCESS IN THE PAST BY FOCUSING ON LITERACY AND DISCIPLINE WITH THE INTENTION OF PROVIDING CHILDREN WITH A SOUND SCHOLASTIC FOUNDATION UPON WHICH TO BUILD.

18. Please indicate your level of familiarity with the educational program that the school proposes to utilize.

I CONSIDER MYSELF TO BE FAIRLY FAMILIAR WITH THE EDUCATIONAL PROGRAM TO BE UTILIZED AS A RESULT OF INDEPENDENT READING THAT I HAVE DONE IN THE PAST ON THE SUBJECT IN ADDITION TO CONVERSATIONS CONDUCTED WITH FAMILY MEMBERS WHO ARE EDUCATORS.

19. Please describe what you believe to be the key characteristics of a successful school.
What specific steps do you think the board of the school will need to take to ensure that this school is successful?

I BELIEVE THE MOST ESSENTIAL CHARACTERISTIC OF A SUCCESSFUL SCHOOL IS A WELL-DESIGNED MANAGEMENT PLAN THAT PROVIDES FOR TEACHER RECRUITMENT AND TRAINING, A SOUND CURRICULUM, AND SOUND FISCAL MANAGEMENT. TO ENSURE THE SCHOOL'S SUCCESS IN THIS REGARD THE BOARD WILL NEED TO BE ACTIVE AND ENGAGED IN ITS GOVERNANCE RESPONSIBILITIES, WHICH INCLUDES ATTENDANCE AND FULL PARTICIPATION AT BOARD AND COMMITTEE MEETINGS.

K. Candis Best

Name (please print)

Signature Date

K Candis Best 4/2005

EDUCATION

STATE UNIVERSITY OF NEW YORK AT STONY BROOK

*Doctor of Philosophy,
Social Welfare Research & Policy Development* December, 2003

ADELPHI UNIVERSITY

Masters of Business Administration August, 1996

VILLANOVA UNIVERSITY SCHOOL OF LAW

Juris Doctorate May, 1991

ST. JOHN'S UNIVERSITY

Bachelors of Science, Marketing January, 1988

EXPERIENCE

NYC HEALTH & HOSPITALS CORPORATION JUNE, 1998 – PRESENT

NORTH BROOKLYN HEALTH NETWORK
Brooklyn, New York

Network Chief Operating Officer/ Chief Information Officer July, 2003 - Present

Responsible for the day-to-day operations of the Network, which includes one (1) 401-bed acute care facility, one (1) diagnostic and treatment center and 13 satellite clinics. Also responsible for Network-wide Information Systems both clinical and financial. Serves as second in command to and designee for the Network Sr. Vice-President.

Major Accomplishments: Executive staff sponsor of the Network's Ambulatory Care Redesign Initiative, which has reduced patient cycle time in network clinics by an average of 55%.

Deputy Executive Director, Clinical Operations January, 2001 – June, 2003

Was responsible for the day-to-day management of all clinical services within the Network including clinical support. This included Medicine, Surgery, Anesthesiology, Obstetrics & Gynecology, Rehabilitation Medicine, Pediatrics, Specialty Services, Dentistry, Emergency Medicine, NYS designated AIDS Center Program, Radiology, Pharmacy, Pathology, Respiratory Therapy, Food & Nutritional Services, The Centralized Appointment Center, the Employee Health Service, Patient Escort, Patient Relations, The Interpreter Service, Managed-Care and Community Health Site Services at six (6) locations. Was also responsible for the management of the Administrator-on-Duty Program that monitors Hospital operations on a 24-hour basis. Participated in hospital wide committees and ensures compliance with regulatory standards (including JCAHO) for all supervised areas.

Major accomplishments: Project manager for 12 million dollar hospital modernization project, created Interpreter Service program; served as Network's Incident Commander during September 11th terrorist attack and all subsequent internal/external disasters and disaster drills.

GENERATIONS+/NORTHERN MANHATTAN NETWORK

New York, New York

Sr. Associate Executive Director

Clinical Support Services

July, 1999 – January, 2001

Was responsible for the departments of Pharmacy, Radiology, Pathology, Respiratory Care and Food & Nutritional Services for a Network comprised of three (3) acute care facilities (1000+ beds combined and includes two Level I Trauma Centers), three (3) diagnostic and treatment centers and 32 satellite clinics. Managed a staffing compliment of approximately 1000 employees and a combined budget in excess of 60 million dollars. Participated in hospital wide committees and ensured compliance with regulatory standards (including JCAHO) for all supervised areas.

Major accomplishments: The successful implementation of an electronic ordering and result retrieval system for the Network's Clinical Support Services; the consolidation of the Network's routine laboratory tests generating nearly \$4 million dollars in cost-savings; implementation of a Cook/Chill re-thermalized meal system and continental breakfast service at all acute care facilities generating nearly \$3 million dollars in cost-savings and the implementation of a \$15 million dollar state-of-the-art Digital Picture Archival Communication System (PACS) for the Network's Radiology Services.

NORTH BROOKLYN HEALTH NETWORK

Brooklyn, New York

Associate Executive Director

Office of Business Affairs

June, 1998 – July, 1999

Was responsible for the coordination, review and monitoring of all Network contracts, contractual negotiations, agreements, leases & memoranda of understanding. Supervised Marketing, Strategic Planning, Business Development, Intergovernmental Affairs and Grants Management. Served as the Network Corporate Compliance Officer, Media spokesperson and Legal Liaison to in-house and outside counsel. **Major accomplishment:** Created the Office of Business Affairs.

BROOKLYN PLAZA MEDICAL CENTER, INC.

JUNE, 1995 – APRIL, 1998

Brooklyn, New York

Chief Operating Officer

August, 1996 – April, 1998

Director, Planning and Human Resources

January, 1996 – August, 1996

Director, Human Resources

June, 1995 – January, 1996

Was responsible for running the day-to-day operations of the Center. Provided counsel and served as advisor and Deputy to the Chief Executive Officer in a variety of management decisions. Provided direct supervision to non-clinical departments and programs both on and off-site and provided operational guidance and support to clinical departments. Directly involved in the development, direction and implementation of policy in all areas including finance, marketing, strategic planning and development, human resources and risk management. Also regularly participated in meetings and briefings with the Board of Directors and its committees.

Major accomplishments: Reorganized Human Resources department to bring it into compliance with Federal and State Regulatory requirements; wrote grant applications generating approximately \$400,000 in awards.

ST. JOSEPH'S COLLEGE

Brooklyn, New York

Preceptor/Instructor

January, 1992 – July, 1998

Instructor of undergraduate level law and business courses including Legal Aspects of Healthcare, Human Resources Law, Human Resources Management, Business Law I & II, Labor Relations, Public Relations and Organizational Behavior.

LAW OFFICES OF K. CANDIS BEST

Westbury/Jamaica, New York

Solo Practitioner

January, 1992 – January, 1996

Maintained solo practice. Areas of concentration included Domestic Relations, Wills and Trusts, Bankruptcy, Real Estate and Employment Law.

PUBLICATIONS

K.C. Best (1998) *Innovative Service Delivery Programs for Mothers at Risk, The Safety Net* (Winter, Vol. 12, No.3)

T. Thompson and K.C. Best (1997) *Community Health Centers as Small Businesses, Urban Health Report* (Spring)

PRESENTATIONS

K.C. Best (2004) Lake George, New York. *Service Excellence through Employee-Focused Initiatives*, Annual Conference, Healthcare Association of New York State (HANYS)

K.C. Best (1999) Orlando, Florida. *Medicaid Managed Care and Prenatal Care in New York: A Case Study in Model and Policy Development*, Annual Educational Conference, National Association of Health Service Executives

K.C. Best (1999) Brooklyn, New York. *Operationalizing Cultural Diversity*, Presented to a delegation of nursing administrators from the National Health Service, U.K.

T. Thompson and K.C. Best (1997) Rennselaerville, NY. *Cultural Diversity in Public Health Settings*, Annual Retreat, New York State Association of County Health Officials

Fellowships

W. BURGDHART TURNER FELLOW

State University of New York at Stony Brook,

1998-2002

Licenses and Affiliations

New York State Bar (1992)

New Jersey State Bar (1992)

U.S. District Court, Eastern District (1992) National Black MBA Association

National Association of Health Service Executives

Certifications

Board Certified, Health Care Management

Fellow, American College of Health Care Executives

November, 2003

Volunteer Activities

Arbitrator, Civil Court of the City of New York, Small Claims Part

1998 – Present

Board of Managers, North Brooklyn YMCA

2001 – Present

Board Chair, 2004 - Present

Member, 2001 – 2003

Board of Trustees, Emmanuel Baptist Church

2004 – Present

REQUEST FOR INFORMATION FROM
PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent. In providing the information requested, prospective board members will assist the Charter Schools Institute in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

1. Please provide your educational and employment history. A resume is preferred, but not required.

Please see attached CV

2. Please indicate whether you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open (include your DOB).

I was born on September 30, 1943.

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.

Max Koltuv, who is a former student of mine, first told me of the Leadership Prep. After several conversation regarding the project and our respective educational philosophies, he invited me to sit on the board.

4. Please explain why you wish to serve on the board.

Even before I became involved in the world of education, I was involved in various political campaigns in Brooklyn. There have over the years been many changes, but the paucity of fine educational opportunities for students in poor neighborhoods has not improved. While I have known and I admire men who have sponsored classes through programs like "I Have a Dream", I do not feel that such programs can promote systemic change, and I feel that successful charter schools can. The opportunity to help create an environment wherein children are safe to learn is exhilarating.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

I have not served on the board of a school district or a not-for-profit corporation. I do sit on a committee of the Rotunda Gallery, a not-for-profit arts organization run by BRIC/Brooklyn Information and Culture.

6. Please describe your understanding of the appropriate role of a public charter school board member.

I understand that as a charter school board member, first and foremost, I will have a fiduciary relationship with the State of New York which is supplying public funds for the school, as well as a fiduciary responsibility to the children that the charter school will educate. My commitment to the school will be evinced in my ongoing financial

contributions to Leadership Prep, along with my assistance in raising funds from people and organizations with whom I am in contact; similarly, I will act as an ambassador for Leadership Prep whenever the opportunity arises. I will attend all Board meetings and any community meetings at which I can represent Leadership Prep. I will be accessible to fellow Board members and the Head of School between Board meetings and will work on appropriate committees. I will, of course, volunteer at Leadership Prep whenever that help is required.

7. Please indicate specifically the knowledge and experience that you would bring to the board.

I have tutored and taught different aged people in various communities over the past thirty-five years, and acted as a supervisor to hundreds of teachers. I believe I will be able to offer guidance on questions of classroom and school management when appropriate. For the past thirty years, I have served as the Head of the High School at Saint Ann's School. During my tenure, our program has expanded greatly (e.g., we now offer six foreign languages whereas we began with only French) and our student population has doubled. As an advisor to adolescent learners, I have learned the important of flexibility in creating programs that nurture and challenge students. I have also learned the critical importance of supporting and valuing teachers while also evaluating them, and encouraging them to assess their own performance in the classroom. In addition to my administrative duties, I have taught language arts to fifth grade students, and lead unconventional seminars in bread baking and quilting to high school students. In addition, my tutoring and teaching at Borough of Manhattan Community College offered me an opportunity to work with students ranging in age from 18 years to 60+ years. Some were native English speakers, indeed, native New Yorkers, who had not learned basic English skills during schooling in New York City. Others were emigrés from Russia, Mexico, the Caribbean islands, etc. who were attending BMCC at night to learn English. I believe that my different experiences as a teacher and administrator enable me to bring a personal and particular perspective to the Board.

8. Please provide a forecast of where you see the school in one year and then again in four years.

One year from I see Leadership Prep having a strong principal on board, having a facility, starting to hire staff and recruit kids, and being in the midst of finalizing our educational program. After four years, I see Leadership Prep having expanded to kindergarten, first, second, and third grades, with a vibrant after-school program augmenting the school day. Our expectation of academic excellence coupled with ongoing assessment of students will guarantee the academic outcomes we are committed to. The lifelong habit of reading will be inculcated through daily all-school reading, homework assignments and required at-home reading. The concentration on literacy will empower students when they enter content-based classes in the second grade. We will administer nationally normed standardized tests at the beginning and end of each year beginning with first grade; we will develop and administer in-school assessment tools three times every year. Our ability to deliver on expectations of academic excellence cannot endure without sound fiscal strength. Therefore, our financial projections are conservative and designed to maintain our program in the face of "worst case scenarios."

9. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

As soon as I ascertained that there was credible evidence for my belief, I would bring the issue to the Chair of the Board for further investigation and full Board action. In the event that such actions did not lead to a proper resolution, I would take the applicable evidence to the appropriate legal authorities.

Conflict of Interest

10. If you, your spouse or other immediate family members knew any of the other prospective board members prior to being invited to sit on the board, please so indicate and describe the relationship with each such other prospective board member.

I have known Ben Esner for more than twenty years. He is a former student of mine.

11. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.

My family has known Max Koltuv for more than twenty years. He is a former student of mine.

12. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

I do not know of anyone who plans to do business with the school.

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

The school does not propose to partner with an educational service provider.

14. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

Please see #13 above.

15. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

Neither I nor any member of my family anticipates conducting business with the school.

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.

I foresee no ethical or legal conflicts of interest.

Educational Philosophy

17. Please describe your understanding of the school's mission and/or philosophy.

I understand that Leadership Prep will ensure academic success for children in grades Kindergarten through 4. We will prepare students to excel in demanding high schools and colleges, and to contribute to their communities as leaders. Through their educational success, our students will earn opportunities for their communities, and themselves.

18. Please indicate your level of familiarity with the educational program that the school proposes to utilize.

I am very familiar with the Leadership Prep's educational program and committed to the school's design for small classes, high standards, effective and exciting teaching, a respectful and safe school environment, the development of strong leadership skills and the strong emphasis on literacy and numeracy.

19. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

I believe that Leadership Prep will be successful because of the consonance of and commitment to the vision for the school shared by the Founding Board and the Head of School. The clearly articulated program design (see #18 above) and the conservative and flexible financial planning will enable us to guarantee academic excellence to the children of Bedford-Stuyvesant, the surrounding neighborhoods, and the City as a whole.

GAIL BROUSAL

Name (please print)

Signature

2/1/05
Date

Gail Brousal



Professional Experience

Head of High School, Saint Ann's School, Brooklyn, New York, 1978-present.
Oversee high school of 310 ninth-twelfth graders. Serve as main contact person for children, parents, and teachers. Involved in all aspects of scheduling, curriculum, admissions, advisement and college advisement: Involved in program assessment and teachers' evaluations. Member of school's policy-making core administration.

Teacher, Borough of Manhattan Community College, Continuing Education
Taught basic English classes to pre-GED students, 1999-2001.

Teacher, Saint Ann's School, Brooklyn, New York
Taught fifth grade language arts class, 1989-99, 1999-2001.
Teach bread making and quilting seminars, 1995-present

Affiliations

Member of Friends' Committee, Rotunda Gallery, 2000-present.
Member of Youth Services Planning Committee of Community Board #2, 1980-1982.

Education

Saint Francis College, BA, 1978.
New York University, MPA, 1983.
New School University, Certificate in Teaching Adult Literacy, 2000.

**REQUEST FOR INFORMATION FROM
PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS**

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent. In providing the information requested, prospective board members will assist the Charter Schools Institute in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

1. Please provide your educational and employment history. A resume is preferred, but not required.

See attached resume.

2. Please indicate whether you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open (include your DOB).

Yes, my date of birth is April 16th, 1968.

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.

I was interested in charter schools and attended a session that my brother, Boykin Curry (a Trustee at Girl's Prep), hosted to introduce school founders to potential, interested board members. A friend Jim Sailer attended a subsequent session, met Max Koltuv, and put us in touch with each other. Max and I met and talked several times, and I was impressed and excited by his vision and approach. Max invited me to join the Board.

4. Please explain why you wish to serve on the board.

Education is one of the most important causes to me, and I think it is critical that we do what we can to help more young children, particularly in inner cities with weak school systems, have an opportunity to learn. By founding an excellent charter school I intend to provide more children with a strong education foundation so that they will succeed and go to college.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

None.

6. Please describe your understanding of the appropriate role of a public charter school board member.

I understand that charter schools are public schools and that as a board member, I am a public agent. It is our responsibility to see that the school achieves its mission and that it is managed in an open, financially responsible way.

7. Please indicate specifically the knowledge and experience that you would bring to the board.

I am a New Yorker and parent of a young child. I have been interested in education for a number of ways, including as a student teacher in inner-city Chester, PA and as a mentor in the Newark, NJ "I Have a Dream" program. My business experiences in investment management, consulting and socially responsible investments provide me with skills such as financial management, strategic planning, and general management and governance which will help the school meet its mission of educating children.

8. Please provide a forecast of where you see the school in one year and then again in four years.

In year one I hope that Leadership Prep will have (1) hired the key people to help run the school and teach, (2) secured real estate, and (3) established a strong relationship in the community so families will be eagerly awaiting the school's opening.

In year four, I expect that the students will be showing solid improvement each year in their academic achievement, and that the school will be considered one of small group of very successful charter schools and have become a model for other schools.

9. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

I will work in advance to see that there are tight controls and full transparency to prevent self-dealing from occurring. If I discover that there is a problem, I would recommend a thorough investigation and removal of anyone involved.

Conflict of Interest

10. If you, your spouse or other immediate family members knew any of the other prospective board members prior to being invited to sit on the board, please so indicate and describe the relationship with each such other prospective board member.

None.

11. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.

I have known Max Koltuv since early December when we first began discussing the school.

12. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

None.

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

None.

14. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a

direct or indirect ownership, employment, contractual or management interest in the educational service provider.

None.

15. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

None.

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.

None.

Educational Philosophy

17. Please describe your understanding of the school's mission and/or philosophy.

The school's mission is to provide young children in the Bedford Stuyvesant community with a strong educational foundation that ensures long-term academic success, so they will be well prepared for ongoing school and college.

18. Please indicate your level of familiarity with the educational program that the school proposes to utilize.

I am familiar with the educational program through our Board discussions and the charter application process. I strongly support the emphasis on literacy, starting in kindergarten.

19. Please describe what you believe to be the key characteristics of a successful school.

What specific steps do you think the board of the school will need to take to ensure that this school is successful?

Accountability and a focus on literacy are cornerstones of the school's educational philosophy. We believe hiring and retaining a strong principal and good teachers are critical to the school's success. It is also important that the families of the students at the school share our philosophy and that expectations are clear for students, parents, teachers and the administration. The long school day, extended school year, and rigorous curriculum will be challenging, but we need to maintain high standards for everyone involved in the school. for it to work.

Caroline R. Curry

Name (please print)

Caroline R. Curry

Signature

2/14/05

Date

CAROLINE CURRY

EXPERIENCE

EAGLE CAPITAL MANAGEMENT, LLC Managing Director

New York, NY
2004 - Current

- Help manage a \$3.5 billion portfolio of equities for pension plans, foundations and wealthy individuals.
- Initiate investment ideas by identifying companies with underappreciated growth opportunities, strong management teams and solid financial business models at an attractive price. Seek out businesses undergoing change or trends that seem to be misunderstood. Focus on healthcare industry.
- Evaluate credibility and sustainability of financials by assessing competitive environment, leveraging insights from industry contacts, scrutinizing SEC filings, and incorporating results of such analyses into detailed financial models.

ELM RIDGE CAPITAL Equity Analyst

New York, NY
2002 - 2004

- Analyzed equities for a \$1 billion long/short hedge fund with focus on healthcare companies.
- Initiated investment ideas by assessing normalized earnings power, growth opportunities, and free cash flow generation capacity.
- Evaluated credibility and sustainability of financials through scrutinizing SEC filings, assessing competitive environment, leveraging insights from industry contacts, and incorporating results of such analyses into detailed financial models.
- Combined rigorous fundamental approach with resourceful information gathering to generate successful near- and long-term stock calls ahead of Street.

GOLDMAN, SACHS & Co. Equity Research Analyst

New York, NY
1999 - 2002

- Covered pharmaceutical services sector as part of the Healthcare Technology & Distribution research team. Primary lead coverage included ADVP, CMX, ESRX, CVD, QTRN, ICLR, PRXL, VTI.
- Formulated and published industry investment theses and company-specific investment recommendations.
- Conducted fundamental company analysis incorporating extensive review of corporate strategy, industry trends, customer relationships, potential legislation, and other competitive factors.
- Developed broad network of buy side contacts, as well as close relationships with covered companies' management teams.

BOOZ • ALLEN & HAMILTON Associate, Financial Services & Healthcare Group

New York, NY
Summer 1995, 1996 - 1999

- Led team to develop provider network strategy for managed care organization (MCO). Redesigned physician compensation structure to align incentives with company profitability. Assessed internal capabilities and competitors' market positioning to prioritize investments.
- Other engagements included advising a life insurer on its distribution channels; helping a life sciences firm evaluate nutraceutical market opportunities, and assisting a student loan company on its growth strategy.

PRUDENTIAL INSURANCE COMPANY OF AMERICA

Washington, DC and Newark, NJ

Advanced Managerial Training Program

1990-1994

- **Healthcare Lobbyist:** Analyzed healthcare reform legislation, lobbied Congress, and wrote managed care briefing reports for Capitol Hill and national grassroots campaign during early Clinton administration.
- **Portfolio Management Investment Analyst:** Helped lower risk and improve competitiveness of insurance products by working closely with actuaries; developed model to measure the performance of an \$8bn portfolio.
- **Socially Responsible Investments Analyst:** Performed financial analysis of company's first low-income tax credit housing deal. Structured and negotiated transaction. Helped monitor current investments in portfolio.

EDUCATION

THE WHARTON SCHOOL, University of Pennsylvania

Philadelphia, PA

Master of Business Administration

1996

Healthcare management program

Marketing TA: 1 of 12 MBAs selected to teach Marketing 101

SWARTHMORE COLLEGE

Swarthmore, PA.

Bachelor of Arts in Economics

1990

Chairman of Student Judicial Committee; Varsity field hockey (4 years); Class fundraising agent

ADDITIONAL INFORMATION

Enjoy theater, SCUBA, and reading modern fiction. Passionate about travel. Volunteered on orangutan preserve in Borneo, Indonesia. Wrote and published "New York Theater Digest". NASD Registered Representative (Series 7 & 63).

REQUEST FOR INFORMATION FROM BEN ESNER
PROSPECTIVE CHARTER SCHOOL BOARD MEMBER

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent. In providing the information requested, prospective board members will assist the Charter Schools Institute in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

1. Please provide your educational and employment history. A resume is preferred, but not required.

My resume is attached.

2. Please indicate whether you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open (include your DOB).

Yes. My date of birth is September 23, 1966.

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.

I became aware of the proposed charter school through a colleague that runs a nonprofit organization in Brooklyn. Max Koltuv had contacted this colleague in his effort to reach a broad array of people in the Brooklyn community to discuss his proposal for a charter school. After meeting with Mr. Koltuv and sharing our perspectives on education and educational achievement, and after getting to know one another subsequently, Mr. Koltuv invited me to join the board.

4. Please explain why you wish to serve on the board.

There are several reasons I wish to serve on the proposed charter school's board. I believe strongly in education—not only as a means to employment and economic security, but also as a path to personal enrichment, self-discovery, tolerance and knowledge of one's community and the world. Through my work in a Brooklyn-based foundation that seeks to assist low-income communities in a variety of ways, I know that the available educational opportunities in central Brooklyn are of varying quality and I believe the proposed charter school can provide families with an additional, high-quality option for their children. Finally, I think that I have useful skills, knowledge, and contacts that will help the school succeed.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

I have never served on a school district board, but do have extensive experience in the not-for-profit sector. I currently serve on two not-for-profit boards, including as Vice-President of the Bedford Stuyvesant Restoration Corporation (committee assignments include Audit & Finance, Oversight, and Strategic Planning). As the Deputy Director of a foundation (a not-for-profit corporation itself), I am continually in contact with these types of organizations and the people that lead them, and possess a thorough understanding of the managerial, fiscal and operational needs of the sector. I have also served in local government, working both for an elected official and at an agency charged with direct service delivery; both of these experiences earlier in my career were excellent in understanding, appreciating and embracing the notion of the public trust.

6. Please describe your understanding of the appropriate role of a public charter school board member.

There are many roles: to exercise with the utmost care and consideration responsibility for the fiscal affairs of the school, including the expenditure of publicly given and privately raised funds; to conduct oneself in a highly ethical manner, avoid even the appearance of a conflict of interest and to hold other board members and school executives to the same standard; to formulate and adopt policies, procedures and governance practices that affect all aspects of the school; provide overall direction, guidance and support to the school and its executives; to hold the school's executives accountable for their performance as measured against goals and standards set by the board; to hold the board itself accountable—to the chartering agency, parents, students and the community-at-large—for the school's performance and outcomes; to assist in raising private funds that will support the school's mission; to attend regular meetings and serve on committees.

7. Please indicate specifically the knowledge and experience that you would bring to the board.

I would bring specific knowledge and experience regarding the management and operations of a not-for-profit corporation, with particular strength in accounting, finance and governance. Additionally, I am very familiar with central Brooklyn and its institutions and civic infrastructure, as well as the larger community of Brooklyn. I also bring a great deal of experience with private fundraising and foundations; government relations; and community outreach. (Please see also question 5 above and my resume).

8. Please provide a forecast of where you see the school in one year and then again in four years.

Within one year, the school will have completed two thirds of its planning year. At that time, Leadership Prep will have hired a dynamic, focused individual, whose educational approach aligns with the one expressed in this application, as its principal. In addition, the school will have secured classroom and office space; be actively engaged in recruiting students and teachers; and, working to refine its curriculum and operating plan. Within four years, the school will have established itself firmly as an outstanding educational institution, a financially viable not-for-profit, an integral part of the central Brooklyn community and a welcoming place that inspires students, parents, teachers and administrators.

9. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

Self-dealing is a totally unacceptable practice. If the circumstance arises and I believe a board member is engaged in self-dealing, I would immediately seek an investigation by a committee of the board or, as appropriate, an independent entity or agency, to determine the veracity of my belief. During the investigation, I would seek to suspend, by action of the board, the contract or transaction that is in question. If at the conclusion of the investigation the allegation of self-dealing is substantiated, I would seek to terminate, by action of the board, the contract or transaction that constituted the self-dealing act. In addition, I would seek the removal of the offending party from the board.

Conflict of Interest

10. If you, your spouse or other immediate family members knew any of the other prospective board members prior to being invited to sit on the board, please so indicate and describe the relationship with each such other prospective board member.

Gail Brousal: As her resume indicates, Ms. Brousal is the Head of High School at Saint Ann's School. I attended Saint Ann's, beginning in 1974. During my time there, Ms. Brousal was a teacher and administrator, and was the Head of High School during my high school years.

Dyrnest Sinckler: As his resume indicates, Mr. Sinckler is the Chief Operating Officer of the Bedford Stuyvesant Restoration Corporation. As noted above, I serve on the Corporation's Board of Directors; Mr. Sinckler and I work together on various aspects of Restoration's management and community programs.

11. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.

~~At this time, the Leadership Prep board intends to engage Max Koltuv as Head of School. Mr. Koltuv is the school's lead founder, and recruited me to serve on the board in the fall of 2004. Since that time, we have worked together on the preparation of this application and the planning for Leadership Prep.~~

12. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

N/A

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

N/A

14. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

N/A

15. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

N/A

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.

I do not foresee any potential ethical or legal conflicts of interest with respect to my service on the school's board.

Educational Philosophy

17. Please describe your understanding of the school's mission and/or philosophy.

Leadership Prep's mission is to provide an excellent kindergarten through 4th grade education to its students. This education will prepare them to gain admission and succeed at academically rigorous, college preparatory high schools and, subsequently, attend college and succeed at institutions of higher education. Philosophically, the school is committed to educational and teaching excellence and a strong, unbendable dedication to the academic success of each of its students. Leadership Prep is purposeful in its promotion of a school culture that values learning, discipline and integrity—both the individual integrity of students, faculty, staff, and board members, as well as the integrity of the institution itself.

18. Please indicate your level of familiarity with the educational program that the school proposes to utilize.

I am familiar with Leadership Prep's educational program, having participated extensively in the preparation of this charter application. The school's program will emphasize early literacy, student acquisition and mastery of core knowledge in all grades in each subject, and the overriding importance of reading to academic and personal success. The program also exposes students to experiences both within the school and in other, appropriate settings that reinforce classroom learning and nurture students' desire for knowledge, and that create opportunities for students to further explore ethics, leadership and value systems as these concepts relate to their understanding of their communities and the world.

19. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

The elements of a successful school include outstanding, committed teachers that are open to continuously improving their craft; high expectations for all students in the areas of academic achievement, behavior and personal growth; a rigorous but not rigid approach to curriculum; and, administrative leaders that are meticulous, creative and adept.

Leadership Prep's board will ensure the success of the school by initiating and supporting actions that create and sustain an institution that meets these standards. Specifically, the board must put in place a governance structure that reflects these priorities and nurtures the culture of excellence that is at the center of the plan articulated in this application. The board must diligently exercise all aspects of its fiduciary responsibility, and work hard in the school's early years to secure and deploy strategic philanthropic resources in service of the school's educational program. It must carefully consider those personnel decisions within its remit, and both hold the school leader accountable to well-defined outcomes related to student achievement and school management as well support the school leader in exercising his management prerogatives.

Ben Esner

Printed Name

Ben Esner

Signature

2/17/05

Date

Ben Esner



Deputy Director

**Independence Community Foundation
Brooklyn, NY**

January 1999 to present

- Responsibilities include grant review in the areas of community and economic development, workforce training, education, early childhood and after school programming. Oversee Foundation administration, including financial management, accounting procedures, general operations and human resource policies.
- Review and recommend disposition of grant requests from a wide array of non-profit organizations in New York City. Grant reviews assess program or project merits, proposal's consistency with Foundation mission and goals, budget, organizational financial stability and staff capacity. Reviews generally include extensive contact with prospective grantees and site visits, and may include technical assistance with respect to a proposal's objectives, leveraging additional grants from corporations or foundations and connecting organizations with other resources related to the proposed program or project.
- Financial management duties consist of producing grant making, operational and cash-flow budgets as well as supervising the disbursement of grant and vendor payments. Also responsible for Foundation accounting, ensuring the accuracy and upkeep of the Foundation's books, and for preparing related reporting to the Executive Director and Board of Directors. Responsibilities extend to tracking and ensuring compliance with Internal Revenue Code rules and regulations concerning the operations of private foundations. High degree of interaction with the Foundation's outside investment manager and independent auditor.
- Design and implement operational procedures in the areas of grant processing, use of vendors and other administrative practices, often involving the deployment of technology. Act as human resource administrator, securing and managing benefit programs for Foundation employees.

Vice President

**Renee Sacks Associates, Inc.
New York, NY**

April 1998 to December 1998

- Supervised staff of business-to-business communications and marketing firm. Produced print materials and related collaterals for clients in the real estate, development and construction industries.
- Responsible for new business development, including writing and presenting proposals to prospective clients and negotiating contractual terms for new accounts.

Deputy Director, Government Relations

**General Contractors Association of New York, Inc.
New York, NY**

December 1996 to March 1998

- Represented members of the Association in all aspects of government and civic affairs that affected the public works construction industry.
- Worked with civic organizations, business groups, and elected and government officials to organize coalitions in support of public and private investment in infrastructure development.
- Researched and prepared reports on government public works policy and developed programs for the Association's member companies.

Chief of Staff

**New York City Department of Environmental Protection
Corona, New York**

February 1994 to September 1996

- Principal role in the day-to-day management of major public works agency responsible for water and wastewater services in New York City, with 6,000 employees and expense and capital expenditures of over \$1 billion annually. Coordinated Department policy on core operations and objectives, and facilitated information exchange between the Commissioner and senior managers.
- Advised Commissioner in strategic decision making, executive staffing, program design and execution, and environmental planning and review.
- Instituted Environmental Economic Development Assistance Unit, which provides compliance advice to local businesses and revises Department's regulatory policies and procedures.
- Managed Commissioner's correspondence, including writing and reviewing memoranda and letters on all aspects of Department business to senior administration officials, elected officials and the general public.

Assistant to the Borough President for Environmental Affairs

**Office of the Brooklyn Borough President
Brooklyn, NY**

September 1989 to February 1994

- Formulated and promoted economic development policies to encourage recycling-related public and private investment in New York City. Assisted in designing initiatives to foster environmentally and economically beneficial practices in industrial and other businesses.
- Wrote and presented testimony to rule-making and legislative bodies dealing with environmental law and regulation. Borough President's primary liaison with New York City's environmental community.
- Organized and directed a borough-based citizens' advisory committee on solid waste. Organized public hearings, policy debates and public events highlighting environmental problems.

Affiliations: Bedford Stuyvesant Restoration Corporation, Vice-President, Board of Directors
New York League of Conservation Voters Education Fund, Member of the Board of Directors

Education: The University of Michigan
Ann Arbor, MI
Bachelor of Arts: April 1989

REQUEST FOR INFORMATION FROM MAX KOLTUY
PROSPECTIVE CHARTER SCHOOL BOARD MEMBER

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent. In providing the information requested, prospective board members will assist the Charter Schools Institute in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

1. Please provide your educational and employment history. A resume is preferred, but not required.

My resume is attached.

2. Please indicate whether you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open (include your DOB).

I will be 18 year of age by January 1, 2006. My DOB is 12/17/73.

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.

I am the originator of the idea for the school. I came up with the concept and then invited the other Board Members to join in the effort.

4. Please explain why you wish to serve on the board.

I am the prospective Head of School (Executive Director) for Leadership Prep. As such, it would be part of the responsibilities of my position to serve on the Board in an *ex officio* capacity. I look forward to providing the Board with management, staff, student, and parent perspectives to shape the policies which the Board will set.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

I have never served on the Board of a non-profit or school. I did have significant interaction with the Board of Outward Bound when I was a staff person there.

6. Please describe your understanding of the appropriate role of a public charter school board member.

My understanding of the proper role of charter school Board Member is to govern the school. I believe that good governance consists of the following components:

- **Setting clear goals and policies to guide management of the school**
- **Reviewing academic operations and results to be sure that the school is being true to the terms of its charter, is on track to meet the terms of its Accountability Plan, and is serving its students and families in the best way it possibly can**
- **Overseeing financial operations and results to ensure that proper financial controls and policies are in place and that public and private funds are being well-spent**
- **Acting as an advocate for the school including securing resources to ensure that the school can meet its mission**

7. Please indicate specifically the knowledge and experience that you would bring to the board.

As a former Strategy Consultant to Fortune 500 firms, I bring a sense of how organizations outside of the educational world handle many of the challenges that we will face in building our school.

As a former teacher at a successful urban charter school, I have first hand experience of what it takes ensure that students who are "at-risk" of academic failure succeed at the highest levels (two of my former students are currently seniors at Exeter).

As a former Outward Bound Instructor, I have significant experience in how to structure successful collaborative processes for groups of adults. I have also led groups of adults extensively in adverse circumstances.

As a part of the Founding Team for a New Visions high school in New York, I have been through the process of creating a school plan, bringing it into reality, hiring a staff, recruiting teachers, and building a positive school culture.

8. Please provide a forecast of where you see the school in one year and then again in four years.

One year from now, we will have an excellent Principal on board and will be well into the process of interviewing teaching staff. We will have finalized most aspects of our curricular, instructional, and assessment plans. We will have secured a facility. We will have completed the publicity phase of our student recruitment process and will be preparing to hold our first lottery. We will have raised all of the money necessary for our start up period and be well on the way to securing the funds we need for our first year of operations. Our Board will have worked closely together for 16 months and will be both involved and effective.

Four years from now, the school will be educating students in grades k to 3. Our students will have consistently demonstrated significant growth relative to grade level on our nationally-normed standardized test. They will be proficient and joyous readers. Our professional development practices will be exemplary; other schools will seek us out to gain insights and practice to employ in their own professional development programs. The school will be on firm financial footing with significant reserves to put towards a permanent facility. After considering various options, we will have clear plan as to how to get from where we are to our permanent home. The Board will have weathered some turn over from the Founding Members and will have successfully perpetuated its practices and culture to new members.

9. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

I collect whatever evidence of my concerns is readily available and take it to the Board Chair for resolution. If those steps did not adequately address my concerns, I would contact the applicable legal authority.

Conflict of Interest

10. If you, your spouse or other immediate family members knew any of the other prospective board members prior to being invited to sit on the board, please so indicate and describe the relationship with each such other prospective board member.

Gail Brousal: Gail was an administrator at the school I attended from 4th to 12th grades. I have known her for approximately 20 years.

Jeff Wetzler: Jeff was a colleague of mine at Monitor Co. We have stayed in touch since I left the firm five years ago.

Renee Muir: Renee is an employee of the New Visions school I helped to found. I met her about a year ago when she was hired for her current position. I currently have no formal involvement in that school.

All others are people that I had not met until I recruited to serve in this Board.

11. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.

Not Applicable. I am the only person who is a perspective employee of the school at this point.

12. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

I am not aware of anyone who plans to do business with the school at this point.

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

Not Applicable.

14. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

Not Applicable.

15. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

Not Applicable.

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.

I do not foresee any ethical or legal conflicts of interest.

Educational Philosophy

17. Please describe your understanding of the school's mission and/or philosophy.

I have a deep understanding of the school's educational philosophy. The school's educational approach is the product of nearly a year of intensive research on my part to develop the optimal school plan.

Simply, put the central tenets of our philosophy are as follows:

- **Kids need all adults around them to have high expectations of them if they are to rise to the occasion**

- Teachers and administrators must be responsible for what students are learning and what they are not; at all times, we must strive to improve outcomes .
- Learning cannot occur amidst chaos so strict discipline and structure are essential to academic success
- Assessment must drive instruction; to be effective teachers need to know what students have mastered and what they have not

18. Please indicate your level of familiarity with the educational program that the school proposes to utilize.

Again, I am highly familiar and was the main author of the school's educational program.

19. Please describe what you believe to be the key characteristics of a successful school.

What specific steps do you think the board of the school will need to take to ensure that this school is successful?

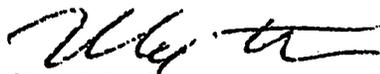
To me, a successful school is one that brings about extraordinary academic results and one which leaves students, parents, and community members highly satisfied.

To ensure that we reach this level of success, the Board will have to:

- Monitor our academic and financial results carefully and hold management to high standard of accountability
- Learn to maintain an effective balance between close oversight and effective delegation of management decisions to the school leadership
- Work hard to help the school secure resource necessary to support our academic program

Max Koltov

Name (please print)



Signature

2/17/05

Date

Max Koltuv

Education

Yale University, New Haven, CT (1992 – 1996)
BA in History; GPA 3.8; elected to Phi Beta Kappa, Fall 1995

Work
Experience

Building Excellent Schools, Boston, MA (2004 – present)
Fellow / Lead Founder of Leadership Prep Charter School

- Recruited and developed 11 member Founding Board of Trustees
- Designed school plan and crafted application to the SUNY Charter School Institute for elementary school in Bedford-Stuyvesant

WATCH High School, Brooklyn, NY (2003 – 2004)
Planning Team Coordinator

- Led team of educators, parents, and community partners designing new, small public high school

Voyageur Outward Bound School, Ely, MN (2001 – 2003)
Intern, Assistant Instructor, Lead Instructor

- Led expedition-based courses involving rock climbing, skiing, and dog sledding for adults and teens

Community Day Charter School, Lawrence, MA (1999 – 2000)
Sixth Grade Teacher

- Planned and delivered lessons in Language Arts, Social Studies, and Math and initiated winter camping expedition for sixth graders to enhance perseverance and problem-solving skills

Monitor Company, Cambridge, MA (1996 – 1999; 2000)
Strategy Consultant – New York, Cambridge, and Johannesburg Offices

- Helped senior managers at Fortune 500 companies, national not-for profits, and government agencies to create and implement long-term strategies

The White House, Washington, D.C. (Summer 1994)
Office of Presidential Scheduling and Advance, Intern

Democratic National Convention, New York, NY (Summer 1992)
Office of VIP Operations, Staff Assistant

U.S. House of Representatives, Washington, D.C.
Office of House Majority Leader Richard A. Gephardt, Intern (Summer 1991)
Democratic Cloakroom, Page (Fall and Winter 1990-91)

Activities

Teach for America, New York, NY (2004)
Volunteer Consultant

- Worked with NY Executive Director to develop five year plan for corps member placement

TeachersCount, New York, NY (2004 – Present)
Volunteer

- Proposed and am implementing a web-based system for recognizing excellent teachers

Inspire!, Cambridge, MA (1999 – 2000)

Project Team Leader

- Led team of volunteer management consultants advising a charter school start-up on site acquisition

Improvisational Comedy Performance , New Haven, CT, Cambridge, MA

The Viola Question (1993 – 1995), The Court Jesters (1996 – 2000)

Independent Travel (1990 – Present)

- Western Europe, Poland, The Ukraine, Russia, Cuba, Mexico, Guatemala, Honduras, Peru, Bolivia, South Africa, Zimbabwe, Namibia, Botswana, Mozambique, Kenya, Tanzania, India, and New Zealand

REQUEST FOR INFORMATION FROM STEVEN MEACHAM
PROSPECTIVE CHARTER SCHOOL BOARD MEMBER

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent. In providing the information requested, prospective board members will assist the Charter Schools Institute in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

1. Please provide your educational and employment history. A resume is preferred, but not required.
See attached.

2. Please indicate whether you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open (include your DOB).
Yes. Date of birth 03/02/53

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.

I met Max through an outreach effort he did on the internet. We then had several long meetings over coffee to discuss our educational visions. Later, we carried on an extensive email dialogue and exchanged ideas for follow-up readings and investigation. Max and I share similar experiences because both of us were involved in the start-up of New York City Department of Education high schools. From those experiences, we have drawn very similar conclusions about what kinds of schools will help New York City children succeed.

4. Please explain why you wish to serve on the board.

I have long felt that access to quality education is the key social and civil rights issue of our time. More specifically, I believe that the poor education many New York City children receive from a dysfunctional school system is an ongoing scandal. Failing schools are destroying the life opportunities of many thousands of deserving children. My wife, who is a New York City public school teacher, and I have had many long discussions about problems in the educational system. About five years ago, I decided to do something rather than just complain.

After considering my options for making a contribution, I settled on SAT prep as a an area in which I could have some impact. Scores on the SAT significantly affect students' access to quality education and future professional opportunities. At "selective colleges," the top 20% of four year colleges in the United States, SAT scores act as a minimum threshold: good scores may not guarantee a student admission, but poor scores will almost certainly keep a student out. Bright and academically motivated minority and immigrant students may have skills gaps, particularly in vocabulary development, which hold down their SAT scores. These students, encouraged by their parents, are often willing to work hard to achieve academic success. Over the last five years, I developed and taught a year long College Prep/SAT Course for students from four Brooklyn high schools (two public and two parochial). The goal of the SAT Prep Program has been to help these students increase their SAT scores by *at least 150 points*, thereby passing the minimum SAT admissions threshold for a larger group of selective four year colleges. I approached SAT

prep as a year long education and skills building process – not as a 6-8 week review of test taking techniques. Students in the Program attend classes on Saturdays for 10 months(3 hours per class), including a summer session. They learn/review a 2500 word vocabulary list and study more than 200 different types of SAT math problems. With a lot of hard work, my students (who are mostly African- American and Hispanic) regularly achieve score increases in the 150 - 250 point range and have been admitted to Harvard, Cornell, Wesleyan, Wellesley, University of Pennsylvania, Colgate, Fordham, SUNY Binghamton, Middlebury, Tufts, and other highly selective colleges.

Although the results of my Saturday SAT Prep program have been gratifying, I have always wanted to play a role in directly building better schools. Three years ago I joined a Department of Education sponsored Planning Team to create a new high school in the Bronx. Discovery High School, which opened in September 2003 with 75 students, is part of the New Century High Schools Initiative created by New Visions for Public Schools and supported by the Bill and Melinda Gates Foundation. This initiative is designed to improve public education in the Bronx by opening a number of new, small high schools. After serving as a member of the Discovery Planning Team, I moved into a role as Director of the Saturday Peer Tutoring Program. I employed my SAT students as tutors and role models for the younger Discovery students. The Saturday Program is now in its second year. Discovery High School is evolving as a significant improvement over the huge, traditional, and impersonal high schools which have dominated New York City's system. Compared to the big schools, Discovery is safer, attendance is higher, and drop-out rates are lower.

On the negative side, students arrive at Discovery with such large skills deficiencies that it would be difficult, even under the best of circumstances, to remediate these huge skills gaps. Moreover, Discovery's school culture is negatively influenced by Discovery's location within the much larger, dysfunctional Walton High School. Administrators at Discovery also have their hands tied by Byzantine Department of Education rules and regulations and a huge, unresponsive bureaucracy. Overall, Discovery is operating in a very difficult and restrictive environment to produce very limited and modest improvements.

My interest in Leadership Prep is the opportunity to support a school which has been freed from many of the restrictions which have hobbled Discovery. By creating a radically different and results driven school culture, and by starting Leadership Prep with kindergarteners, we have the opportunity to go far beyond the modest and limited improvements we have achieved at Discovery.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

I have not served on a Board.

6. Please describe your understanding of the appropriate role of a public charter school board member.

Responsibilities:

1. Be an advocate for the Leadership Prep; know the school's values and mission; promote the school at every opportunity; represent the school when required.

2. Fulfill a board member's administrative responsibilities: attend monthly board meetings; serve on committees; read and evaluate financial and other reports; select the Head of School;
 3. Be alert for conflicts of interests and other types of financial impropriety; take appropriate action to resolve conflicts.
 4. Work to ensure adequate resources to meet school's mission by helping to raise funds from public and private sources; making an annual gift; helping to plan and carry out fundraising events; using my contacts to support the school.
7. Please indicate specifically the knowledge and experience that you would bring to the board.

- Experience in creation/management/functioning of after-school programs. Experience in preparing students to pass standardized tests – especially the SAT I and SAT II tests.
- Experience in creating a new public high school in the Bronx.

Please see question #4 above for more detail.

- Experience in handling the managerial, legal, and ethical questions which arise in management of a large, public funded law office.

Please see question #9 below for more detail.

8. Please provide a forecast of where you see the school in one year and then again in four years.

One year: (November 2005) – The school should have a cohesive planning team working towards a September 2006 opening. This team should be united around (1) pedagogical principles and a school vision; (2) a clear implementation plan.

Four years: (November 2008) – Students will be meeting clearly defined and measurable academic goals; A high achieving school culture will be firmly implanted, allowing for changes in school staff and for school expansion without the loss of academic focus.

9. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

As the Director of Operations for a New York City legal office with over 200 attorneys, paralegals and clerical support staff, I have long operated in an environment of "zero tolerance" for any type of corruption, self-dealing, theft of City services or supplies, or even the appearance of impropriety. For example, attorneys and paralegals in our office are not allowed to accept even a \$5.00 calendar as a gift from a person or entity doing business with the City. At first I saw the City's anti-corruption rules as unnecessarily rigid. But over time I have seen how a "bright line" which is rigorously enforced is actually helpful to employees who do not need to make fine judgments about

when a gift becomes a bribe, or if a "little bit" of self-dealing is OK, or if a limited personal use of office supplies is permitted. My experience has also shown me the importance of depersonalizing legal and ethical problems: friendship can never be a license to violate ethical or legal requirements.

In the hypothetical situation outlined above -- one or more board members involved in self-dealing - I would first bring the matter to the attention of the Head of School and the Chairman of the Board. If they could not or would not resolve the matter, I would then be obliged to bring the matter to the attention of the proper legal authorities.

Conflict of Interest

10. If you, your spouse or other immediate family members knew any of the other prospective board members prior to being invited to sit on the board, please so indicate and describe the relationship with each such other prospective board member.

I had no previous contact with other board members.

11. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.

I have known Max Koltuv since we began discussing his plans for the school in October.

12. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

I have had no contact with or knowledge of persons that plan to do business with the school.

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

Not applicable. The school will not partner with an educational services provider.

14. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

Not applicable. The school will not partner with an educational services provider.

15. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

Not applicable. The school will not partner with an educational services provider.

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.

I do not foresee any ethical or legal conflicts.

Educational Philosophy

17. Please describe your understanding of the school's mission and/or philosophy.

The school's mission is to provide a rigorous educational option for the children of central Brooklyn.

18. Please indicate your level of familiarity with the educational program that the school proposes to utilize.

I am very familiar with the proposed educational program. I have attended numerous meeting and participated in hours of discussion in which the philosophy and mission of the school have been discussed.

19. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

I think the following are the key characteristics of a school which will meet the needs of the children of central Brooklyn.

- **A school culture based on high expectations and a belief that all children can learn and succeed; A school culture which reinforces the belief that perseverance and compassion are essential to academic and personal success.**
- **A structured and orderly school environment.**
- **A laser focus on developing literacy in the early years with a comprehensive, phonics based reading program; A content rich curriculum similar to the Core Knowledge series**
- **Constant testing and assessment to measure the progress of both individual students and the school.**
- **Outstanding teachers who are passionate about the school's mission and the children; a mix of experienced and new teachers.**
- **An extended school day to provide extra academic help and enrichment programs**

Specific Steps to make this school successful:

1. First, the Board needs to fulfill its responsibilities in supporting the Head of School and the Principal in executing the academic and business plan for the school. These responsibilities are outlined in Question #6 above.

2. The Board also need to play a monitoring role in two areas: (1) avoidance of conflicts of interest; (2) periodic review and performance assessments; In this second area, the Board needs to constantly compare the actual performance of the school against the school's stated academic goals. However, the Board's role is not to micromanage the school.

Steven G. Meacham

Name (please print)

Steven G. Meacham

Signature

2/17/05

Date

STEVEN G. MEACHAM



EDUCATIONAL PROGRAM DEVELOPMENT/TEACHING

2002 - Saturday SAT Prep and Honors Program Director,
present Discovery High School, Bronx New York

1998 - Bishop Loughlin High School
2002 357 Clermont Ave., Brooklyn, NY 11238

Educational Enrichment/ SAT Prep Program Development

Developed and taught an innovative, year long Educational Enrichment/SAT Prep Program for students from four Brooklyn high schools. Students from my Program have been admitted to Harvard, Cornell, Wesleyan, Colgate, Tufts, Brandeis, Middlebury, and other selective colleges.

MANAGEMENT/LEGAL EXPERIENCE

1995 - New York City Department of Housing Preservation
present 100 Gold Street, NY, NY 10038
Reference: Matthew Shafit, General Counsel

Director of Operations, Office of Legal Affairs

Direct the administration of a legal office with over 200 attorneys, paralegals and clerical support staff.

Director, Housing Litigation Bureau (OHIR)

Supervised Bureau of 120 attorneys, paralegals, and clericals bringing cases in the New York City Housing Court to enforce the New York City Housing Maintenance Code and the New York State Multiple Dwelling Law.

EDUCATION

Harvard Law School, J.D. Degree Cum Laude
University of Mass., B.A. Economics, Summa Cum Laude

REQUEST FOR INFORMATION FROM RUTH MEYLER
PROSPECTIVE CHARTER SCHOOL BOARD MEMBER

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent. In providing the information requested, prospective board members will assist the Charter Schools Institute in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

1. Please provide your educational and employment history. A resume is preferred, but not required.

My resume is attached.

2. Please indicate whether you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open (include your DOB).

My date of birth was March 23 1946.

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.

I was introduced to the Lead Founder, Max Koltuv by a friend of his who was until this year a teacher at Gateway High School, the charter high school in San Francisco with which I have worked in various capacities since 1999. Mr. Koltuv invited me to sit on the board.

4. Please explain why you wish to serve on the board.

I have been interested in improving public education for many years. After I retired from Levi Strauss at the end of 1998 I worked as a volunteer tutor at Gateway High School, a charter high school in San Francisco, and then joined the board in 1999. My experience at Gateway convinced me that charter schools, for all their faults, offer one of the best hopes for real change in public education.

My experience at Gateway also lead me to two other conclusions. I came to believe that high school comes too late to make a real difference in the lives of many low income adolescents who arrive with enormous deficits in basic skills and also with a profound mistrust of the schools and teachers who have failed them for so long. I also came to believe that consistency and academic rigor are the twin keys to overcoming the disadvantages with which so many low income children arrive in school.

Leadership Prep Charter School ("LPCS") promises to address both these issues. It will be a small K-8 school where consistency will be a high priority and will be ensured by its policy against admitting students after the first grade. It will demand high standards and focus on academic skills, particularly the critical skill of literacy. I am excited by the challenge of helping to create such a school.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

As appears from my resume, I was a member of the board of Gateway High School from

1999 – 2002 and in 2003 – 2004. Gateway is a 501c3 corporation. In my capacity as a board member I chaired the Strategic Planning Committee and the Learning Center Task Force. I also acted as the Chief of Staff during a transition to a new administrative structure, and as Accreditation Coordinator during the school's re-accreditation by the Western Association of Schools and Colleges. I became familiar with many aspects of the school's operations, including strategic planning, financing, budgeting, fund-raising and personnel management. I took a particular interest in special education issues, which are of great importance to Gateway, and have a working knowledge of the federal law involved.

6. Please describe your understanding of the appropriate role of a public charter school board member.

I believe that the primary responsibility of public charter school board member is to act a responsible steward of public funds. A board member must also ensure that the school complies with all of its obligations as a public entity, implements the purposes of the Charter Schools Act and stays faithful to the terms of its charter.

7. Please indicate specifically the knowledge and experience that you would bring to the board.

As indicated in answer to question 5 above I have significant experience as a board member of a California charter school which is now 6 years old as well as experience as an administrator of the school. In addition, my experience at Summerbridge National taught me about the educational difficulties experienced by low income middle school children in preparing to enter competitive high schools. I believe that this experience will be useful in planning for the Leadership Prep middle school.

8. Please provide a forecast of where you see the school in one year and then again in four years.

In one year LPCS will be well into its planning process, will have hired an inspiring Principal and other staff and will be preparing to hire its first teachers. It will be in the process of recruiting its first two classes and I believe that it will already have generated interest and excitement among parents in Bedford Stuyvesant.

In four years LPCS will have joined the ranks of charter schools to which newer members of the charter school community look for ideas and inspiration. Its students will be making steady academic progress and feel part of an orderly community of learners.

9. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

Self-dealing should not be possible if proper financial controls are in place. If I suspected such dealing I would recommend that the board immediately appoint an independent person to investigate the situation. If self dealing was confirmed, I would recommend that the board member involved be immediately removed and that the self-dealing should be reported to the appropriate authority.

Conflict of Interest

10. If you, your spouse or other immediate family members knew any of the other prospective board members prior to being invited to sit on the board, please so indicate and describe the relationship with each such other prospective board member.

Not applicable

11. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.

I know Max Koltuv, the prospective Head of School.

12. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

Not applicable

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

Not applicable

14. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

Not applicable

15. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

Not applicable

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.

None

Educational Philosophy

17. Please describe your understanding of the school's mission and/or philosophy.

The school's mission is to ensure academic success for its students, to prepare them to excel in demanding high schools and colleges and to contribute to their communities as leaders. It will achieve this mission through an educational program which demands high standards, emphasizes consistency, focuses on literacy and teaches character.

18. Please indicate your level of familiarity with the educational program that the school proposes to utilize.

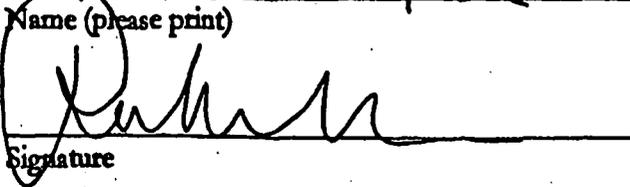
I am not an educator by profession but I am generally familiar with the kind of program that the school will utilize and have some knowledge of the research on which it is based and of some of the schools (such as the KIPP schools, Roxbury Prep and Amistad Academy) which utilize similar programs.

19. Please describe what you believe to be the key characteristics of a successful school.
What specific steps do you think the board of the school will need to take to ensure that this school is successful?

Excellent leadership is critical to a successful school. The Board must therefore hire, support and evaluate regularly a strong Head of School, must work with the Head of School to hire a strong Principal and must ensure that the Principal is also evaluated regularly. In addition a successful school needs to be focused on a clear mission. The board must itself be focused on the mission and must hold the Head of School accountable for fulfilling it. The board must assist the Head of School in securing the financial and other resources that are needed to fulfill the mission.

RUTH P. MEYLER

Name (please print)



Signature

2/17/05

Date

Ruth P. Meyler



PROFESSIONAL EXPERIENCE IN EDUCATION

Gateway Charter High School - San Francisco, CA. 2002 -2004

ACCREDITATION COORDINATOR (2003 – 2004)

- Responsible for all aspects of Gateway's successful re-accreditation by the Western Association of Schools and Colleges.

CHIEF OF STAFF (2002 – 2003)

- Successfully managed the transition to a new administrative structure.
- Created and began implementation of a new mentoring and support system for teachers.
- Oversaw the development of a new student database.
- Supervised the deans of faculty, curriculum and student life.

Summerbridge National - San Francisco, CA 2000 -2001

DIRECTOR OF PROGRAMS

- Created measures for evaluating affiliated programs.
- Re-organized a failing program in Hong Kong.
- Developed new professional development resources for affiliated program directors, including annual conferences.
- Supervised three program officers.

VOLUNTEER EXPERIENCE IN EDUCATION

Francisco Middle School - San Francisco, CA 1996 -1998

- Tutor and classroom assistant

Gateway Charter High School - San Francisco, CA 1999 -2004

- Tutor (1999)
- Member, Board of Trustees (1999 – 2002 and 2003 – 2004)

CHAIR, LEARNING CENTER TASK FORCE (2002 – 2003)

- Chaired a group of faculty, parents and students studying services for students with learning disabilities. Drafted recommendations for the reorganization of the Learning Center.

CHAIR, STRATEGIC PLANNING COMMITTEE (2000 – 2001)

- Chaired a committee consisting of Board members, faculty, parents, students and community members that reviewed all aspects of the operation of the school and recommended a strategic plan that included administrative and other changes.

WORKSHOPS IN EDUCATION

Annual meeting of the California Network of Educational Charters
National Institute on Legal Issues of Educating Individuals with Disabilities
Legal Workshop for Charter School Success

OTHER PROFESSIONAL EXPERIENCE

Levi Strauss & Co - San Francisco, CA

1980 - 1998

CHIEF INTELLECTUAL PROPERTY COUNSEL (1994 – 1998)

- Advocated for, planned, created and lead a new team within the Legal Department dedicated to improving the protection of the company's trademarks, valued at \$13 billion.
- Created a new strategic framework for civil litigation, resulting in numerous favorable rulings in Europe and Asia.
- Developed a successful global strategy for reducing counterfeiting including cooperation with other trademark owners, working with law enforcement officials and pressing for improved trademark protection at the governmental level.
- Oversaw the development and implementation of a new trademark infringement database, making it possible to track infringement and counterfeiting internationally and take action in favorable jurisdictions.
- Managed in-house teams of lawyers and paraprofessionals in San Francisco, Brussels and Singapore and worked with outside counsel in more than 40 countries.

CHIEF INTERNATIONAL COUNSEL (1987 – 1994)

- Responsible for the legal work for all of the company's international affiliates.
- Implemented new antitrust compliance programs in Australia and Japan.
- Worked with outside counsel to set up new affiliates or licensees in Hungary, South Korea, Indonesia and Argentina.
- Worked as part of a multi-disciplinary team planning joint ventures in India and China.

ASSISTANT GENERAL COUNSEL (1981 – 1987) (half-time position)

- Responsible for a variety of US based legal work including all of the legal work associated with the company's sponsorship of the 1984 Olympic Games.

CHIEF EUROPEAN COUNSEL (1980 – 1981)

- Worked with outside counsel to design and implement a new program to ensure that the company was in compliance with the developing antitrust law of the European Community.

**Itel Corporation - San Francisco, CA
SENIOR COUNSEL**

1977 – 1980

**Baker & McKenzie - London, England
ASSOCIATE LITIGATION COUNSEL**

1974 – 1977

EDUCATION AND PROFESSIONAL AFFILIATIONS

B.A. (Honors) Modern History, University of Oxford
Solicitors' Qualifying Examination (with Distinction) College of Law, London
Solicitor of the Supreme Court of England and Wales (inactive status)
Member of the California Bar (inactive status)

REQUEST FOR INFORMATION FROM RENEE MUIR
PROSPECTIVE CHARTER SCHOOL BOARD MEMBER

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent. In providing the information requested, prospective board members will assist the Charter Schools Institute in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

1. Please provide your educational and employment history. A resume is preferred, but not required.

Please see resume, attached.

2. Please indicate whether you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open (include your DOB).

I will be at least eighteen years old by January 1 of the year in which the Leadership Prep would open. My DOB is 2/12/1970.

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.

I became aware of Leadership Prep through Max Koltuv, the proposed School Director who provided an overview of the school and its goals, and extended an invitation to interview for the opportunity to serve as a board member.

4. Please explain why you wish to serve on the board.

The opportunity to serve on the Board of Leadership Prep facilitates a long standing interest in youth development and youth education as well as my personal commitment to serving the public interest in these areas. Further, the goals of Leadership Prep and the philosophical approach to education are sound and I have confidence in the school director's abilities, knowledge base and commitment to bringing these to fruition. Finally, I am strongly interested in being instrumental in the development of increased opportunities for youth in Bedford Stuyvesant and environs to access to quality educational settings.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

I have not previously served on a board of a school district or a not-for-profit corporation

6. Please describe your understanding of the appropriate role of a public charter school board member.

I understand that the role of a public charter school board member is to serve as a public representative undertaking moral, legal, financial and academic oversight and accountability including articulation of school policy in furtherance of the school's purpose and mission.

7. Please indicate specifically the knowledge and experience that you would bring to the board.

Specific knowledge and experience I shall bring includes understanding and training in youth development and education practices; health and human services provision; community development; fund development and law.

8. Please provide a forecast of where you see the school in one year and then again in four years.

One year from now, Leadership Prep will have located a facility that meets its physical needs, will be gathering staff who can meet the educational goals we have set, will be well on its way to meeting our enrollment target, will have a fully functioning and engaged Board, and will be developing effective management and financial operations.

In four years, Leadership Prep will have demonstrated effectiveness of its educational approach as evidenced by student retention and academic performance on standardized assessments, will have continued to meet its enrollment targets, will evince sound administrative and fiscal management, solid community support and have in place a well developed plan for financial sustainability.

9. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

I would report any inappropriate behavior; any and all necessary measures would be taken as per board procedural by laws as well as in accordance with state laws.

Conflict of Interest

10. If you, your spouse or other immediate family members knew any of the other prospective board members prior to being invited to sit on the board, please so indicate and describe the relationship with each such other prospective board member.

Not Applicable.

11. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.

The proposed School Director Max Koltuy was previously known by me through a professional relationship with my current employer. Max worked for Brownsville Multi-Service Family Health Centers from Nov. 2003 until Mar. 2004. Though I joined BMS after he left, we had regular contact as I took over several projects on which he had worked.

12. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

Not Applicable.

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

Not Applicable.

14. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

Not Applicable.

15. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

Not Applicable.

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.

I do not foresee any potential ethical or legal conflicts of interests should I serve on the school's board.

Educational Philosophy

17. Please describe your understanding of the school's mission and/or philosophy.

The mission of Leadership Prep is to ensure academic success for K-8 children from Bedford Stuyvesant and environs, prepare them to excel in demanding high school and colleges and contribute to their communities as leaders.

18. Please indicate your level of familiarity with the educational program that the school proposes to utilize.

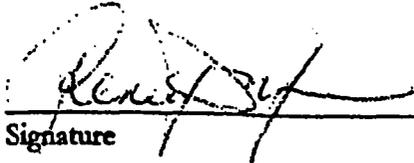
The core of the educational program is founded upon the premise that development of academic proficiency in reading, writing and arithmetic is the foundation of learning. I am familiar with this approach through both personal experiences being the product of a system that adopted this method and through professional experience as part of my youth education knowledge base.

19. Please describe what you believe to be the key characteristics of a successful school.
What specific steps do you think the board of the school will need to take to ensure that this school is successful?

Key characteristics of a successful school includes an effectively executed mission of high quality teaching and learning; clearly articulated delineation between the Board as policy creator and the school administrator and solid fiscal accountability and practices. Specific steps needed to ensure this happens includes clearly defined, transparent, governance procedures with formalized roles for all parties; development of Board capacity for fiscal and supervisory oversight; emphasis on accountability through frequent progress reporting and planning and, commitment as evinced by regular well attended board meetings.

RENEE J. MUIR

Name (please print)



Signature

2/17/05

Date

Renee D. Muir



EXPERIENCE

2004 to Present Director Health Programming/World Academy for Total Community Health Brownsville Mult Service Family Health Center, Brooklyn, NY

General oversight and administration of responsibilities related to the creation and growth of a health model high school based on the New Century High School Initiative small school design. Tasks include overseeing adherence to the goals and outcomes of the original proposed design, acquisition and organization of relevant human and capital resources needed to implement and expand the range of school offerings. Resource development includes but is not limited to staff development, curriculum development, out of school program development and fund development. Further responsible for developing and implementing marketing strategies to increase public awareness, student interest and to leverage community organizations' support. Finally, responsible for management of grant funding and related reporting.

1998 - 2004 East New York Urban Youth Corps, Brooklyn, NY

Five years of progressive professional growth and increasing responsibility with a comprehensive not-for-profit community development organization. Served in key management positions in several areas and am was responsible for carrying out an array of duties related to supporting the President & CEO responsibilities. Equipped with an array of transferable skills - creativity, an analytical approach to project management and problem solving, solid writing and verbal communication skills, strong organizational skills and an ability to work well individually or, motivate a team of individuals.

2001 - 2004 Director, Development & Communications

- Formulated fund development strategies to diversify funds for a \$2.9M organization;
- Devised marketing and communications plans to raise organizational profile and expand relationships;
- Coordinated 5 management staff to implement marketing, communications, and fundraising strategies;
- Cultivated relationships with prospective funders and maintained contact databases;
- Developed program models and proposals for funding to foundation and government entities;
- Monitored contract performance including financial tracking;
- Coordinated and produced performance reports;
- Designed agency marketing materials including annual overviews and local communication materials such as newsletters, holiday greetings and event materials;
- Represented the agency at public forums and fostered relationships with community-based agencies for program linkages.

2001- 2003 Director, North Core Studios Supportive Housing Residence

- Managed daily operations of a 56 unit supportive housing studio residence for homeless adults with histories of substance abuse;
- Monitored contract compliance including expenditure tracking and progress reporting
- Supervised a team of 4 caseworkers providing a comprehensive array of personalized Health and Human Services;
- Performed direct client services including interviewing and screening clients for residency, mediating tenant conflicts and implementing effective client-relationship building measures.

1999 - 2000 Director, Human Resources

- Managed all Human Resources tasks for a staff of 80 personnel including recruitment, hiring and terminations and Benefits Management;
- Created a computerized database for personnel management;

1998 - 2000 Director, Youth Development

- Managed comprehensive, multi-sited, after-school Youth Programs serving over 200 youth annually
- Designed and implemented educational programs for grades 1 to 12 and supervised a team of 6 youth staff in implementing academic and recreation programs;
- Responsible for program fundraising, progress reporting, and compliance monitoring,
- Coordinated design and program development for 3 community garden sites

**1995-1998 Dewey Ballentine, New York, NY
Contracted Attorney**

- Responsible for trial preparation tasks including research, analysis, discovery, document production, and management;
- Assisted in a major SEC investigation of securities fraud.
- Designed and implement a document organized procedure for processing 100,000+ documents.
- Supervised a team of 10 legal assistants carrying out discovery-related tasks.

**1994-1995 Office of the District Attorney of Kings County, Brooklyn, NY
Student Assistant District Attorney**

- Performed all functions of an Assistant District Attorney in the prosecution of misdemeanor cases;
- Interviewed complaining witnesses and police officers;
- Conducted plea negotiations;
- Drafted complaints and pre-trial motions;
- Made numerous Criminal Court appearances in motion practice.

**Summer 1994 Brooklyn Law School, Brooklyn, NY
Teaching Assistant**

- Assisted in teaching and evaluating first-year law students in Legal Process;
- Conducted Classes in legal writing and case briefing;
- Aided students to develop and implement effective class preparation techniques and study skills.

**Summer 1993 Morrison and Foerster, New York, NY
Summer Associate**

- Researched and analyzed case law.
 - Drafted legal memoranda.
 - Assisted at depositions.
 - Developed a comprehensive tax portfolio detailing states regulations on a given corporate form.
- Participated in various legal training seminars included pre-trials motions, discovery, and legal research.

Brooklyn Law School, Brooklyn, NY June 1995
Juris Doctorate,

HONORS: Moot Court Honor Society

AWARDS: New York State Bar Association- Achievement in Trial Advocacy; Texas Young Lawyers Association Award of Merit for Outstanding Trial Advocacy; Brooklyn Law School Award for Excellence in Trial Advocacy

Hunter College, New York, New York, NY June 1991
Bachelor of Arts - Psychology/Sociology

REQUEST FOR INFORMATION FROM TOKUMBO SHOBOWALE
PROSPECTIVE CHARTER SCHOOL BOARD MEMBER

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent. In providing the information requested, prospective board members will assist the Charter Schools Institute in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

1. Please provide your educational and employment history. A resume is preferred, but not required.

Please see attached.

2. Please indicate whether you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open (include your DOB).

Yes. I will be 35 on January 1 of 2006. My DOB is April 10, 1970.

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.

I became aware of the Leadership Prep via Cynthia Remec, a professional recruiter with whom I had been working for several months to identify the right opportunity for me to serve on a board of an organization educating NYC's children. Cynthia put me in touch with Max Koltuv, the Project Leader, Leadership Prep Charter School Design Team. After interviewing me via phone and in person, Max invited me to sit on the board.

4. Please explain why you wish to serve on the board.

I wish to serve on the board of Leadership Prep Charter School because I want to help the school in its mission of providing a real education and thus lifelong opportunity to children in central Brooklyn who would otherwise not have access to this education or opportunity. Serving in my capacity as public servant in economic development for the City, and also as a member of class XV of the public service leadership program, Coro Leadership New York, I have come to appreciate several things: (a) how critical education and proper preparation are to gaining access to economic opportunity within the City, (b) how the public school system faces enormous challenges, is failing huge numbers of students, and—even under the best of circumstances—will take years to fix, and (c) how children in certain communities—most notably the Bronx and central Brooklyn—are disproportionately hurt by lack of access to education. Thus I feel that one of the most meaningful contributions I can make is to help provide some of these children with the education and opportunity they so richly deserve, but will otherwise not obtain.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

I have not served on the board of a school district or not-for-profit corporation. However, in my previous capacity as a management consultant for McKinsey & Company I spent 6 months advising board members and other leaders within the United Way system on the mission and vision of their board and organization.

6. Please describe your understanding of the appropriate role of a public charter school board member.

A public charter school board member is charged with ensuring that the students in this school receive an education allowing them to exceed the state and other public education standards, with fulfilling a fiduciary responsibility to the tax payers of the state that all public funds are appropriate and judiciously used to provide this education, and with ensuring that all other applicable laws are followed. The board member should not directly manage the school, but rather should ensure that an appropriate management structure and safeguards are in place, that the right educational and management metrics are employed, that the school's mission and charter are appropriate, and that all funds are adequately managed.

7. Please indicate specifically the knowledge and experience that you would bring to the board.

Most importantly, I bring 5 years of experience as a professional management consultant and strategic planner. In this capacity I have advised a wide array of organizations, executives and other clients in the strategic management of their for-profit, not-for-profit and public enterprises. I thus have broad exposure to the types of issues and opportunities available to organizations, to factors influencing successful management in a variety of situations, and to the working styles of a range of individuals. In my current capacity as Vice President, Strategic Planning, Policy and Program Development for the NYC Economic Development Corporation, I have developed knowledge and experience working with a variety of public agencies and officials, as well as specific knowledge of the Bed Stuy and Bushwick communities and some of the problems these communities face. I have also developed knowledge about NYC land use and real estate development.

8. Please provide a forecast of where you see the school in one year and then again in four years.

One year from now, we will have hired a strong, dynamic Principal. We will be in the midst of recruiting students and teachers. We will have located a facility that will suit us for our first several years of operations. The Board will have solidified its cultures and practices along the lines of the best-practices of Board governance.

Four years from now, we will have a committed group of teachers, staff, parents board members and other community leaders who have created a supportive, safe, structured, respectful environment dedicated to helping kids to learn to read, first and foremost, as well as to master other important skills appropriate to their age. We will have built a strong culture of performance, responsibility, caring and community such that kids not only expect the highest performance of themselves, but also cultivate it in their peers. We will have found our permanent home in a dedicated facility. We will also have demonstrated the effectiveness of our program of greater instructional time and our focus on literacy via performance on standardized tests, creating a pervasive sense of accomplishment and of opportunity among our students.

9. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

In this situation I would draw the activities in question to the attention of other board members in order to ascertain whether self-dealing were actually occurring. If it were occurring, we would then most likely ask for the resignation of the board members involved and seek legal counsel to determine whether legal action were appropriate to recover any lost resources and redress any other grievances.

Conflict of Interest

10. If you, your spouse or other immediate family members knew any of the other prospective board members prior to being invited to sit on the board, please so indicate and describe the relationship with each such other prospective board member.

Approximately one year ago, I had briefly met Renee Muir at a social function. I did not know any of the other board members prior to being invited to sit on the board.

11. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.

Via my involvement with the board, I know Max Koltuv, a likely candidate for Head of School.

12. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

I do not know anyone who plans to do business with the school.

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

At this point we do not plan to partner with a management company.

14. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

N/A. (Neither I nor any immediate family members have relationships with educational service providers.)

15. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

Neither I nor any immediate family members anticipated conducting business with the school, or with educational service providers if the school ultimately does engage an educational service provider.

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.

I do not foresee any potential ethical or legal conflicts of interests should I serve on the school's board.

Educational Philosophy

17. Please describe your understanding of the school's mission and/or philosophy.

Leadership Prep's mission is to make sure that kids in central Brooklyn learn to read and achieve mastery of math and other critical skill. Through this mastery, kids will develop the self-confidence and will have the tools that will enable them to become leaders in their community and avail themselves of college and other important opportunities in life. Our philosophy is that mastery of reading and other important skills is the key to all else, and that—given the right focus on these skills and sufficient time and attention—socio-economically disadvantaged kids can achieve this mastery, just as their peers elsewhere do. Our philosophy is also that only by setting and holding to high standards, via continuous evaluation and improvement, can we achieve our desired mission and provide kids with the skills and opportunities that they deserve.

18. Please indicate your level of familiarity with the educational program that the school proposes to utilize.

I am not an educator, but I understand the fundamental tenants of the educational program that the school proposes to utilize.

19. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

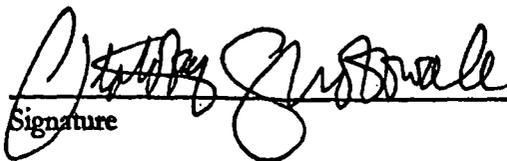
The key characteristics of a successful school include the following: a) focus on mastery of reading, math and other fundamental skills, b) allocation of sufficient resources and instructional time to maintain this focus and provide all children with the time and attention they need to master skills, c) creation and maintenance of a strong culture/expectation of performance, d) committed staff and school leaders, e) use of standardized testing and other evaluation techniques to continuously monitor student progress and staff instruction, in order to identify potential problems and opportunities early and iteratively improve performance, f) careful stewardship of school resources.

Our board will need to take several specific steps to ensure success of the school, including: a) selecting strong, dedicated school leaders who are committed to a focus on master of reading, math and fundamental skills, b) properly securing and allocating resources to provide for sufficient instructional capacity and time, c) rigorously monitoring performance on standardized tests, holding

school leaders accountable for this performance and demanding rapid improvements if performance is lacking, d) to the greatest extent possible, freeing instructional staff from issues not relevant to instruction, e) carefully managing school resources, f) maintaining strong ties with the broader community to ensure appropriate support for the school.

Olatokumbo Shobowale

Name (please print)


Signature

17 Feb, 2005
Date

Tokumbo E. O. Shobowale

PROFESSIONAL EXPERIENCE

NYC Economic Development Corporation

New York, NY, 2003-present

Vice President, Strategic Planning, Policy and Program Development

Facilitate alignment of NYCEDC's priorities and resources, and develop policy analysis and recommendations on existing and emerging economic development issues

- Manage external consulting team and coordinate interagency effort to develop a comprehensive City industrial policy
- Facilitate collaborative development of NYCEDC strategic priorities, and identify high-potential areas of opportunity for greater economic development and revenue generation to support it

Dalberg Development *Project Manager*

New York, NY, 2002-2003

Led client teams in various organizational strategy, organizational change, and business process improvement exercises.

- Managed business process re-engineering and organizational change accompanying international agency's enterprise resource planning (ERP) implementation
- Led preliminary re-engineering of business processes in international agency's comptroller's, treasury, and corporate services divisions

McKinsey & Company *Junior Engagement Manager*

Washington, DC, 1999-2002

Worked within and coordinated combined McKinsey and client teams to serve a variety of organizations, including European utilities and *Fortune 100* industrials; on issues such as strategic planning, marketing, and business development. Joined as an Associate and advanced to the role of project manager. Specific projects included:

- Evaluating and recommending energy sector business models and strategies, and assessing multi-billion dollar acquisition targets
- Identifying and selecting new business investment opportunities
- Designing and leading successful launch of an e-commerce business unit to sell energy and services to business customers
- Identifying efficiency measures and developing a strategy to reduce costs by 30% with minimal revenue loss
- Assisting in redefining the organizational mission and vision, and in developing new operational strategies appropriate in a changing business environment
- Developing a strategic overview of the evolving U.S. electric power industry
- Designing and driving a post-merger reorganization plan resulting in a combined business unit with \$3+ billion in sales

Goldman Sachs *Summer Associate*

New York, NY, 1998

Assisted traders and marketers at fixed income and commodities trading desks, including power and gas origination and trading, and foreign exchange sales and trading; offered permanent position

Booz*Allen & Hamilton *Summer Associate*

New York, NY, 1997

Assisted a major Midwestern utility in developing a business customer retention strategy; offered permanent position

Enersol Associates

**Tegucigalpa, Honduras
1995-1996**

Program Coordinator

- Coordinated implementation of solar-energy-based rural electrification program
- Managed relationships with and credit guarantees provided to Honduran organizations financing purchases of small energy systems by rural households
- Conducted micro-enterprise technician training seminars with small multi-national team
- Supervised staff of three and managed payroll account

Staff Member, Intern

1994-1995

- Designed and coordinated implementation of technical assistance program to facilitate use of solar energy systems for preservation of national parks and multiple-use wilderness areas

World Resources Institute Researcher

Washington, DC, 1992-1993

- Coauthored *Rethinking Development Assistance for Renewable Electricity* (1994)
- Researched renewable energy development in developing countries, through interviews of businessmen, public officials, and multilateral donors; review of project outcomes and academic literature; and analysis of economic data

EDUCATION

MIT Sloan School of Management

Cambridge, MA, 1997-1999

M.B.A. GPA: 5.0/5.0 (top 3% of class)

Distinctions: *Teaching Assistant, Microeconomics for Business Decisions (MBA core course)*
Citicorp Fellow (half-tuition fellowship); Elected Co-President, Minority Business Club

Columbia University School of International and Public Affairs

New York, NY, 1996-1997

M.A. GPA: 4.0/4.0; Dean's Fellow (full-tuition fellowship). Study included impact of policy interventions on developing economies, including a detailed analysis of the Three Gorges Dam Project

Instituto Central America

Quetzaltenango, Guatemala, 1993

Completed seven weeks of Spanish instruction and immersion; awarded certificate of completion, advanced level Spanish

U.S. Department of Agriculture Graduate School

Washington, DC, 1993

Completed courses in Econometrics, Calculus II, and Conversational Spanish IV. GPA: 4.0/4.0

Stanford University

Stanford, CA, 1988-1992

A.B. Political Science. Public Policy/Economics Concentration GPA: 3.7/4.0

Distinctions: *Graduation with Distinction; Stanford Scholar Athlete (wrestling); Josephine de Karman Scholar (awarded for environmental ethics research); National Merit Scholar, NSPE-Cray Research Foundation Scholar (awarded by National Society of Professional Engineers Education Foundation)*

ADDITIONAL INFORMATION

Languages fluent in English and Spanish

Standardized test scores: GMAT: 730, GRE: 800/800/800

Countries and territories visited Argentina, Austria, Brazil, Colombia, Costa Rica, Czech Republic, Dominican Republic, Ecuador, El Salvador, England, France, Guatemala (6 months of work and study), Honduras (18 months of work residence), Hong Kong, India, Indonesia, Italy, Jamaica, Mexico, The Netherlands (6 months of work residence), Nigeria, Panama, Puerto Rico, Singapore, South Korea, Spain, Thailand, Turkey

REQUEST FOR INFORMATION FROM DYRNEST SINCKLER
PROSPECTIVE CHARTER SCHOOL BOARD MEMBER

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent. In providing the information requested, prospective board members will assist the Charter Schools Institute in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

1. Please provide your educational and employment history. A resume is preferred, but not required.

My resume is attached.

2. Please indicate whether you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open (include your DOB).

I am well past the age of 18 even now, born January 30, 1953 at King County Hospital, Brooklyn NY.

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.

I was made aware of the initiative to charter Leadership Prep through the founder Max Koltuv and Ben Esner. Mr. Esner is a current member of the Founding Board of the school and a Board Member of Bedford Stuyvesant Restoration Corporation, where I serve as Executive Vice President and Chief Operating Officer.

After meeting with Mr. Koltuv and discussing the philosophy and educational program of the school, I accepted his invitation to join the Board.

4. Please explain why you wish to serve on the board.

I understand that an excellent education is key to the future success of our children. I am aware that there is a vacuum in Bedford Stuyvesant when it come too successful schools, many of the existing public schools are failing. I want to be part of the solution. As the Executive VP for Bed Stuy Restoration Corp., a native Bed Stuy and African American parent of three, I think that I can contribute to the establishment of this charter school dedicated to leadership and excellence.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

I have no prior experience as a member of any board

6. Please describe your understanding of the appropriate role of a public charter school board member.

The board is responsible for establishing the mission and vision of the school and monitoring its adherence to those precepts. The board must collectively ensure the adequacy of resources as well

as their appropriate and efficacious use. The board defines programming, establishes outcomes against which programs are measured and then assess the extent to which outcomes are attained. The board has an ongoing responsibility to insuring the integrity of the organization's operation and compliance with applicable laws and guidelines of governing oversight entities.

7. Please indicate specifically the knowledge and experience that you would bring to the board.

As a prior resident of Bedford Stuyvesant and current employee of the Bedford Stuyvesant Restoration Corporation, I hope that my knowledge of the community and its constituents will add some insight to the task at hand and help the school and board to cultivate sound relationships. Additionally, prior experience in budgeting, administration, capital programs and internal controls may also prove useful in building infrastructure and monitoring operations.

8. Please provide a forecast of where you see the school in one year and then again in four years.

In one year, we will have hired a Principal and secured a facility. We will be active recruiting teachers and students and finalizing our curriculum and academic plan.

By year four, grades one through 4 should be fully enrolled and the schools population should be approaching 290 students. Faculty should be firmly in place. The curriculum should be tried and tested and true to the objectives. Children should be testing well above level. The Board of Trustees should be fully assembled and children. The school should be embarking on some innovative initiatives aimed at expanding the horizons of the student body. The school should be financially viable. The community should have embraced the schools educational concepts and ties to organizations should be solidifying.

9. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

I would have to bring my concerns to the attention of the board.

Conflict of Interest

10. If you, your spouse or other immediate family members knew any of the other prospective board members prior to being invited to sit on the board, please so indicate and describe the relationship with each such other prospective board member.

Ben Esner: As noted above, I met Ben through our shared affiliation with Bedford Stuyvesant Restoration Corporation—I am an employee, and he is a Board Member.

11. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.

Max Koltuv: I met him when Ben introduced us in December, 2004.

12. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

N/A

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

N/A

14. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

N/A

15. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

No, nothing is anticipated

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.

None

Educational Philosophy

17. Please describe your understanding of the school's mission and/or philosophy.

Leadership Prep Charter School mission is to establish an academic framework and culture for children of Central Brooklyn in grades K through 8 children that will help prepare them to excel in the nations top high schools, colleges and universities and ultimately assume roles of leadership in this society.

18. Please indicate your level of familiarity with the educational program that the school proposes to utilize.

I am familiar with the traditional concepts of setting high standards, the need for preliminary assessment of children's skill levels, the imperative to extend the school day, increase individualized instruction and maximize the child's exposure to the positive elements and expand their horizon beyond their finite circumstance. I am aware that word knowledge is a strong indicator of academic success. I have learned that "Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone's reading skill at the end of 3rd grade."

19. Please describe what you believe to be the key characteristics of a successful school.
What specific steps do you think the board of the school will need to take to ensure that this school is successful?

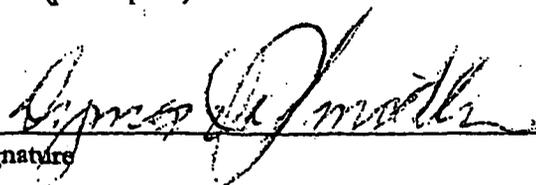
I believe that the key characteristics of a successful school include but are not limited to the following:

- A commitment to unleashing each child's maximum potential,
- Strong, progressive academic curriculum with measurable outcomes,
- Bright and committed leadership, faculty and staff,
- Supportive parents,
- A culture of self discipline and respect for self and others,
- Respect for education and a desire for excellence,
- A clean and well equipped facility,
- Sufficient financial support,
- A sound board or governing body,
- An understanding of the pupil and how they learn and
- An overarching passion for gaining and imparting knowledge.

The Board must maintain its commitment to excellence and place the education, health and welfare of the children above all else.

Dwight K. Sinclore

Name (please print)



Signature

2/17/05

Date

DYRNEST K. SINCKLER

Summary of Qualifications

Executive experienced in management and administrative operations, with a strong background in internal control and management analysis. Career highlights; twenty-one years of process analysis and problem solving; nine years as chief financial officer and head of administrative operations for NY law enforcement agency and twelve years directing public and private sector reviews/audits in institutions representing a wide range of missions.

Graduated Executive MBA, Bernard M. Baruch College 1992

Professional Experience

Bedford Stuyvesant Restoration Corporation (BSRC)

1368 Fulton St. Brooklyn New York 11216

Executive Vice President 3/2002- present

Chief Operating Officer for historic not-for-profit corporation with over \$20 mil in assets including residential portfolio, commercial business complex and cultural performing arts programming - directs and coordinates activities of all divisions of the corporation, and aids the CEO in formulating and implementing organization's policies. Oversees day-to-day operations and the implementation of capital programs. Recommends and implements solutions for maximizing the value of existing assets and identifies opportunities for growth. Facilitate excellent programming.

Department of Investigation (DOI), City of New York

80 Maiden Lane, New York 10007

Deputy Commissioner of Management and Budget Division 1/98- 3/2002

Chief Financial Officer for the Department, responsible for managing the agency's \$19 million budget, developing protocol and implementing agency policy. Advises Commissioner and First Deputy Commissioner on all matters related to budget and support operations. Acts as agency liaison to the NYC Council and ensures compliance with oversight mandates including Citywide Mayoral initiatives and NYC Comptroller Directive. Provides management oversight of the Assistant Commissioner for Administration and the Director of Internal Control who manages the *agency watchdog* function.

Assistant Commissioner for Administration 9/92 - 1/98

Administrative officer with direct responsibility for the management of agency administrative and management support functions: including information systems, budget development/implementation, fiscal planning, human resources, facilities' management and office services. Provide liaison for, and serve as agency representative to, local oversight agencies. Direct management oversight of six unit managers and 41 staff. Primary focus was to improve fiscal accountability and budget controls, and expand the use of technology where appropriate

Deputy Director DOI Internal Control Unit (ICU) 12/90 - 9/92

Pursuant to Commissioner mandate worked to establish ICU, to examine internal control issues in DOI investigative and administrative operations, including fleet, covert expenditures and OTPS expenses. The unit responded to the Department's need to document, evaluate and improve controls over internal process and procedure.

Corruption Prevention Management Review Bureau - Senior Analyst 8/90 - 12/90

Examined specific practices in mayoral agencies to identify deficiencies and alert policy makers to citywide implications.

Mayor's Office of the Auditor General

217 Broadway, New York 10007

Section Head 1/88 - 8/90

Managed a division of auditors performing audits/reviews and provided technical assistance to public and private audit groups and firms.

City of New York Comptroller's Bureau of Management Auditing

Division of Special Audits

161 William Street, New York

Audit Manager 1/86 - 1/88

Project Manager 8/80 - 1/86

Staff Analyst 4/78 - 8/80

Education

Bernard M. Baruch College, New York, NY

Executive MBA - Finance and Technology

St. John's University, Jamaica, L.I.

B.A. Government

REQUEST FOR INFORMATION FROM JEFF WETZLER
PROSPECTIVE CHARTER SCHOOL BOARD MEMBERS

As you are already aware, serving on a public charter school board is a position of great trust and responsibility. As a board member of a public school, you are not only ultimately responsible for the education of all students enrolled in the school, but also entrusted with the obligation to see that the public monies which are given to the charter school are legally and wisely spent. In providing the information requested, prospective board members will assist the Charter Schools Institute in determining if the application demonstrates that the school will be run in a financially, organizationally and educationally sound manner.

Background

1. Please provide your educational and employment history. A resume is preferred, but not required.

Resume is attached.

2. Please indicate whether you will be at least eighteen years old by January 1 of the year in which the proposed charter school would open (include your DOB).

Yes. My birth date is September 22, 1974.

3. Please indicate how you became aware of the proposed charter school and the opportunity to serve as a member of its board if it is chartered, including who invited you, if applicable, to sit on the board.

I was contacted by Max Koltuv, the school's lead founder. Max and I were colleagues at a management consulting firm several years ago. Since then, we have remained in contact and have often discussed the need for education reform in under-resourced communities. When Max joined Building Excellent Schools, he told me about his vision for an elementary school, and I became quite intrigued. Before asking me to join the board, Max interviewed me to test my commitment to the school's mission, belief in the educational plan, understanding of the responsibility of Board Members, and time availability. I assured Max that I would commit my time, my sweat, and my professional expertise to help make the school successful.

4. Please explain why you wish to serve on the board.

I see a profound need for education reform in this country, especially in under-resourced communities. Education is the backbone of democracy and of social justice. I am disappointed by the state of educational inequality in this country, and I have a deep desire to help bring about greater equality and higher standards for all. I believe that my background as a management consultant and as a founder of a previous education-related non-profit will enable me to help make a difference by overseeing, guiding, and most importantly, serving this charter school.

5. Please indicate if you have previously served on a board of a school district or a not-for-profit corporation (including the board of a non-public school) and describe any relevant experience.

While I have not served on a school or non-profit's board, I have consulted to the board of both private sector and non-profit institutions. Most recently, I helped the national board of a major education-related non-profit to redefine its charter, reset its structure, and transform its operations. This experience gave me tremendous insight into not only the challenges of board membership and operations but also the great power that effective boards can have in helping institutions succeed.

6. Please describe your understanding of the appropriate role of a public charter school board member.

As I understand it, board members have three main roles: 1) to hold the school leadership accountable for meeting its educational goals while operating in a sound manner (financially, legally, etc.); 2) to guide the school leadership through advice and counsel on key strategic and operational issues related to the school, its students, and its stakeholders; and 3) to serve and support the school through appropriate volunteer work such as fundraising, etc.

7. Please indicate specifically the knowledge and experience that you would bring to the board.

A decade ago, I founded an education-related non-profit in Providence, RI, called Providence Science Outreach (PSO). PSO, still in existence today, brings university students into inner-city schools to enrich kids' opportunities to learn science through hands-on techniques...while at the same time exposing university students to the inequities of public education. As the founder of this organization, I learned first-hand the skills required to navigate the challenges of urban politics and school systems, to build sustainable funding and revenue streams, and to build a strong institution that produces positive results for all its stakeholders.

Since then, I have worked in a leading, global management consulting firm, advising leaders of companies, governments, and non-profit institutions. I specialize in coaching and advising leaders of organizations (both non-profit and corporate) on how to produce better results through: strategy, organization design, team communication, and leadership. A new charter school – and its board – needs all these ingredients to be successful. As a board member, I will bring my expertise, my passion, and my dedication to help this school – and its board – be as successful as I've seen my clients become.

8. Please provide a forecast of where you see the school in one year and then again in four years.

In one year (which I interpret as March of 2006), the school will be in the second half of our planning year. We will have a head of school selected and well underway, the principal will be in place, teacher recruitment will be actively underway, the Kindergarten and Grade 1 curricula will be fully fleshed out, the facility will be secured (with construction underway if needed), the financial base of operations will be clearly set up, community relations will be sound, and the basic organizational design of the school will be in place, to allow for organic

growth in subsequent years. We will be about to conduct the lottery for student enrollment. In short, the school will be abuzz with planning activity and anticipation of a strong start at the end of the summer.

In four years, the school will have grades K-3, with students showing outstanding academic achievement on assessment tests, parents clamoring for spots in the school, and the community viewing the school as a positive contributor. Of course, the organizational processes and systems will have evolved from year one. In addition, the school will be fiscally sound. With this strong foundation, we expect to be in a strong position to apply for charter renewal.

9. How would you handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family)?

First, I would be highly dismayed if such a situation ever arises, since I expect the board to very carefully screen its members and to set crystal clear expectations of appropriate conduct. In addition, I would expect all board meetings to be conducted in accordance with New York State's Open Meetings Law such that all key decisions are made publicly and any potential conflicts of interest are dealt with in an open manner.

However, if such a situation were to arise, I would directly confront the board member/s in question as well as inform the Board Chair and the school leader. The issues would also be taken up in the context of board meetings, where the problems would be dealt with in transparent, direct ways. I would express my views that self-dealing is absolutely unacceptable and would insist that the situation be rectified. If needed, I would ultimately bring the matter to the appropriate authorities for legal action.

Conflict of Interest

10. If you, your spouse or other immediate family members knew any of the other prospective board members prior to being invited to sit on the board, please so indicate and describe the relationship with each such other prospective board member.

Apart from the fact that Max and I were colleagues at a management consulting firm (as described above), I have no prior relationships with any other board members – nor does my wife.

11. If you, your spouse or other immediate family members know any people already known to be prospective school employees, please so indicate and describe the relationship.

Apart from my relationship with Max (described above), I have no relationships with any prospective school employees – nor does my wife.

12. If you, your spouse or other immediate family members know anyone that plans to do business with the school, please so indicate and describe the relationship and the nature of the potential business.

I do not know anyone who plans to do business with the school – nor does my wife.

13. If the school proposes to partner with an educational service provider (a management company), please indicate if you, your spouse or other immediate family members know any employees, owners, or agents of that provider. If your answer is yes, please indicate the individuals you know and the nature of the relationship.

n/a

14. If the school proposes to enter into a contract with an educational service provider, please indicate whether you, your spouse or other immediate family member have a direct or indirect ownership, employment, contractual or management interest in the educational service provider.

n/a

15. Please indicate if you, your spouse or other relative (by marriage or blood) anticipate conducting any business with the educational service provider, the school, or both. If so, please describe the potential relationship.

I do not plan to conduct business with the school – nor does my wife.

16. Please indicate if you foresee any potential ethical or legal conflicts of interests should you serve on the school's board. If so, describe such potential conflicts.

I see no conflicts of interest. I would not have joined this board if I foresaw any conflicts of interest.

Educational Philosophy

17. Please describe your understanding of the school's mission and/or philosophy.

Simply put, this school is about superior academic achievement, based on proven best practices in school management, in order to prepare children for excellence in secondary school and college and for leadership within their communities.

18. Please indicate your level of familiarity with the educational program that the school proposes to utilize.

Based on briefings by Max, I feel that I have a solid familiarity with the educational program. I understand the major curricular underpinnings of each grade level, a clear sense for how (and why) students will spend their time, and a strong grasp of the educational aims. In our board discussions, we have challenged Max to explain the assumptions and reasons behind various choices; this process of debate and dialogue has helped to improve both my familiarity with and confidence in the educational program.

19. Please describe what you believe to be the key characteristics of a successful school. What specific steps do you think the board of the school will need to take to ensure that this school is successful?

Characteristics of A Successful School	Role of Board in Ensuring School Success
Strong, capable leadership	Selects, evaluates, advises, and supports school leader
Solid educational program, with high standards	Reviews and approves educational program choices
Outstanding, committed, passionate teachers	Helps school leader determine criteria for teachers, advises on selection process
Consistent, fair system of discipline	Reviews core policies around discipline, advises on implementation of policies
Committed, involved parents and community	Reviews policies related to parental and community involvement
Strong board to hold school accountable for results and to support school's efforts	Selects and evaluates board members
Solid administration	Oversees administration of finances, operations, etc. to ensure responsible practices

Jeffrey Wetzler

Name (please print)



Signature

17 Feb, 2005

Date

Jeff Wetzler

Jeff is a senior team leader at Monitor Group, an international professional services firm, where he has worked in multiple capacities since 1996. Through Monitor, Jeff develops products, provides consulting, and leads management development programs that enable leaders, teams, and organizations to achieve success by learning to think and act in fundamentally more effective ways. Jeff's current responsibilities span four areas:

Management Consulting and Executive Education: Jeff develops and manages client relationships and consulting engagements with annual revenues of one to three million dollars. In this role, Jeff advises senior executives and leads multiple teams of consultants, whose backgrounds range from university graduates to experienced MBA's. Jeff and his teams have:

- Led a multi-year executive education intervention to build cross-functional collaboration among product teams at a pharmaceutical organization
- Diagnosed barriers to growth and created a change program at an energy company
- Assessed and recommended changes to the business strategy of national manufacturer
- Developed new financial metrics for an insurance sales force to increase performance
- Designed a brand extension strategy for a major apparel manufacturer
- Helped the country of Bermuda's hotel industry redesign its business model and break through deeply entrenched labor union relationships
- Advised a global economic development institution on country assistance strategies
- Assisted a major education non-profit in transforming its national board of directors

Product Creation and Marketing: During the past three years, Jeff has invented, championed significant investments in, and led the creation of *Virtual Coach*, a web-based suite of software products that enable managers to achieve better results from critical business relationships. *Virtual Coach* emanated from Jeff's passion to help organizations realize longer-term and larger-scale impacts than traditional consulting and training can provide. To date, *Virtual Coach* has been deployed in several organizations, and Jeff continues to play a lead role in marketing and selling the software.

Leadership Coaching: Jeff advises executives on how to become stronger, more flexible leaders. Jeff blends several theories of behavior, leadership, and learning to help executives increase their self-awareness and expand their range of choices for how to lead more effectively. Jeff's model of coaching not only helps leaders understand the historical roots of their behavior but also creates new and concrete possibilities for their future.

Company Management: Jeff plays internal management roles at Monitor in several functions:

- ***Financial Profitability*** – Jeff is held accountable for managing the financial profitability of the client engagements he leads, as a contribution to overall firm economic performance.

- **Performance Management** – Jeff evaluates and manages the performance of consultants who work on his teams. He has mentored dozens of consultants and is frequently noted as a strong developer of people. He has also helped to implement performance-based terminations and national layoffs.
- **Training** – Jeff has managed Monitor's global training programs around skills of interpersonal effectiveness. This responsibility entailed designing curricula, leading a global cadre of trainers, and teaching programs in North America, Europe, and Asia.
- **Recruiting** – Jeff interviews and screens undergraduate and MBA candidates. He has represented Monitor at numerous recruiting events through speeches and discussions. In the late 1990's, Jeff managed one of Monitor's university recruiting relationships.

Outside of Monitor, Jeff's work focuses on improving educational opportunities for disadvantaged youth.

- Jeff currently serves on the founding board of trustees for *Leadership Prep Charter School*, in New York City.
- In the early 1990's, Jeff founded and directed *Providence Science Outreach*, a federally funded non-profit based at Brown University's Howard Swearer Center for Public Service. Providence Science Outreach connects university students with youth and teachers in inner-city schools, to do hands-on science education.

Education:

Jeff earned a Bachelor of Science honors degree in Psychology from Brown University, where he graduated Magna Cum Laude, Phi Beta Kappa. While at Brown, Jeff was awarded the Schlossberg Award for outstanding research and the Kling Award for outstanding teaching, the Covenant Fellowship for the integration of public service and religion, and the Sloan/Odyssey Fellowship for revamping the pedagogy of a major undergraduate course. Jeff also worked through the office of the Dean of the College to create a new program to help women and minorities excel in the sciences.

Jeff has taken an innovative approach to his own graduate studies, prioritizing the *integration of theory and practice*, in ways that allow him to make meaningful contributions in both realms: From 2000 – 2002, Jeff participated in an applied doctoral program in *Human Dynamics and Change in Organizations*; he is currently pursuing a doctorate in *Adult Learning and Leadership* at Columbia University.

Personal:

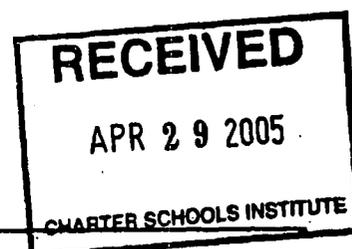
Jeff and his wife Jennifer live in Manhattan.

In a prior life, Jeff was a professional magician.

27. Proposed By-laws

Please provide a set of by-laws for the proposed school, which includes the charter school's method for appointment/election of trustees and the length of the terms established for each trustee position.

Request 27 is attached as Exhibit D.



28. Responsibilities and Obligations of Trustees

Attach a description of the responsibilities and obligations of the charter school trustees.

In accordance with the Charter School Act, the Board of Trustees exercises final authority over all matters of school policy and operations. The Board is accountable to the State of New York for the school's compliance with the terms of its charter, the Charter School Act, and with other relevant laws, including the New York State Not for Profit Corporations Law. The Board understands its legal responsibilities and takes them very seriously.

The Board also regards itself as accountable to the community for the health, vitality, and effectiveness of the school and for the realization of its opportunities for service and the fulfillment of its obligations to all its constituencies. We have attached a more detailed description of the responsibilities of the Board as a whole and a description of the qualities that we seek in our Trustees and the responsibilities that we require them to undertake.

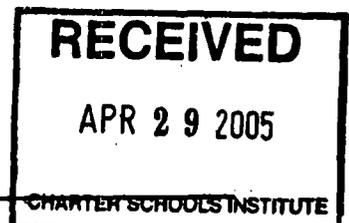
Based on conversations with Board members and leaders of existing schools, the Board believes that it meets its responsibilities and obligations most effectively if it is primarily focused on governance: general oversight of the operations of the school, planning and policy-making, compliance with fiduciary and legal requirements, and financial oversight. The Board sets objectives in terms of why, what, and how much and focuses on ends or results.

The Board delegates to the Head of School and other staff the management of the school: determining and implementing the academic program, day-to-day administration, and establishing procedures by which policies established by the Board will be implemented.

Our Founding Board has been meeting twice a month since December. After we have received our charter, we expect our Board and its committees to meet at least ten times a year, more often if required by the needs of the school

The Board intends to establish Finance and Academic Achievement committees of the Board. Both committees are likely to include members of the school's staff who have appropriate expertise. The Finance committee, under the leadership of the Treasurer, will closely monitor the school's finances and report to the Board at each meeting on the school's financial situation. The Academic Performance committee will review assessment data, meet with school staff to discuss academic results, and report to the Board regularly on the school's performance with respect to its educational goals. In addition, the Principal and other members of the school's staff will be invited to Board meetings and Trustees will visit the school so that the Trustees can verify that their directives are being carried out.

The Board will hear complaints in accordance with §2855(4) of the Charter School Law.



Leadership Prep Charter School
Responsibilities of the Board of Trustees

General Responsibilities:

The Board is responsible for ensuring that Leadership Prep Charter School ("the school") is faithful to the terms of its charter, complies with the Charter Schools Act and other relevant State and Federal law, and is a responsible steward of public funds; that its academic program is successful; and that the school remains a viable organization.

Specific Responsibilities:

1. Determine and refine the school's mission and purpose:
 - a. Create and periodically review the mission statement
 - b. Understand and support the mission statement
2. Select and support the Head of School and conduct regular, written performance reviews.
3. Ensure effective organizational planning.
4. Ensure that the school has adequate resources to meet its mission:
 - Approve fund-raising targets and goals
 - Work in partnership with the school's staff to ensure those goals are met
5. Ensure that resources are managed effectively:
 - Approve the annual budget
 - Monitor budget implementation through periodic financial reports
 - Approve accounting and personnel policies
 - Provide for an independent annual audit by a qualified CPA
 - Ensure that adequate insurance is in force
6. Oversee the academic program of the school and monitor progress towards academic goals.
7. Establish appropriate policies and procedures to ensure that the school operates legally and ethically.
8. Recruit and orient new board members and assess board performance:

Leadership Prep Charter School
Qualities and Responsibilities of Trustees

Leadership Prep Charter School ("the school") seeks Trustees who display the qualities and will fulfill the responsibilities outlined below. These expectations are to be clearly articulated prior to nominating any candidate as a Board member. The Board will nominate a candidate only after he or she has expressly agreed to accept these responsibilities. In addition individual Trustees are expected to help each other fulfill the responsibilities of the Board of Trustees as a whole.

Qualities we seek in Trustees:

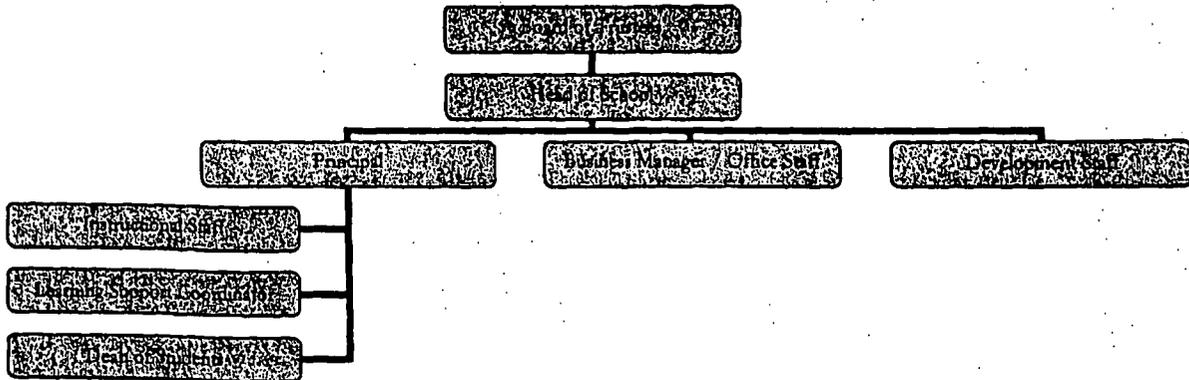
- Commitment to children and to the Brooklyn community
- Commitment to the school and its mission
- Expertise useful to the school
- Understanding of the role of a Trustee
- Willingness and ability to work co-operatively with other Board members for the good of the school
- Willingness and ability to give and receive constructive feedback

Responsibilities of Individual Trustees:

1. Take an active part in overseeing the financial management of the school and the achievement of its academic goals.
2. Be an active advocate ambassador for the values, mission, and vision of the school.
3. Contribute time and energy to the school:
 - Spend a minimum of eight to ten hours per month on school business including time spent on creating deliverables, acting as ambassador for the school, and attending monthly Board meetings
4. Be prepared for Board and committee meetings, attend them regularly, and participate actively.
5. Keep informed about the school and its issues.
6. Work to ensure adequate resources to meet school's mission by personal giving, seeking, and encouraging donations by others and participating in fund-raising events.
7. Help identify and cultivate individuals and community organizations to support the school as donors, volunteers, and advocates.
8. Use personal and professional contacts and expertise for the benefit of the LPCS.
9. Serve as a committee or task force chair or member.
10. Inform the Board of Trustees of LPCS of any potential conflicts of interest, whether real or perceived, and abide by the decision of the Board relating to any such conflict.

29. Organizational Chart

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



The role of the Board of Trustees is to govern the school in pursuit of its mission. The Head of School reports to the Board and is accountable for all aspects of school operations. He or she focuses particularly on external functions, including Board relations, regulatory affairs, and fundraising. The Principal is the educational leader of the school, overseeing all curriculum development, instruction, and teacher professional development. He or she is supported by a staff of teachers, a Dean of Students who focuses on discipline and family relationships, and a Learning Support Coordinator, who coordinates Special Education and tutoring services. The operations staff is responsible for the administrative, financial, and logistical operations of the school and report to the Head of School. The Development Staff work closely with the Head of School and Board and report to the Head of School.

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30. Code of Ethics

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

Leadership Prep's trustees, officers, and employees shall at all times be in compliance with the following Code of Ethics:

1. The Board of Trustees shall conduct or direct the affairs of the School and exercise its powers subject to the applicable limitations of the Education Law, Not-for-Profit Corporation Law, the School's charter, and its bylaws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
2. Not more than 49 percent of the people serving on the School's Board may be comprised of: (a) people currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.
4. The Board of Trustees and the employees of the School shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.
5. Any Trustee or Officer having an interest in a contract, other transaction, or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full, and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the School.
6. Trustees representing any not-for-profit corporation proposing to do business with Leadership Prep shall disclose the nature and extent of such business propositions.

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7. No Trustee, officer, or employee of a for-profit corporation having a business relationship with Leadership Prep shall serve as voting member of the Board of Trustees for the duration of such business relationship, provided, however, that this provision shall not apply to the following:
 - a) Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants, and attorneys;
 - b) Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to Leadership Prep; or
 - c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization.
8. In no instance shall a Trustee, officer, or employee of a for-profit educational management organization having a business relationship with Leadership Prep serve as a voting member of the Board of Trustees for the duration of such business relationship.
9. Trustees, officers, or employees of any single external organization other than another charter school shall hold no more than 40 percent of the total seats comprising the Board of Trustees.
10. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.
11. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
12. Trustees shall not use his or her position with Leadership Prep to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of Leadership Prep.
13. Leadership Prep Trustees, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

31. Admissions Policy

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

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

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

Enrollment Period and Admissions Lottery

Formal recruitment of incoming students will begin after Leadership Prep is authorized. During or before January 2006, Leadership Prep will advertise open registration and families, if they choose, will meet with staff and review the expectations of Leadership Prep. Interested families will submit applications beginning January 1 until February 28 (or the 29th during leap years), at which point students will be accepted. If the number of applicants to Leadership Prep exceeds capacity, a random selection process conducted by an individual unaffiliated with Leadership Prep will be used to assign spaces as described below. This lottery will be held on or about March 5 annually, allowing sufficient time before the annual April 1 deadline for notifying students' districts of residence of the need for transportation services.

In its first year of operation, Leadership Prep will accept applications for admission to kindergarten and first grade, for which approximately 128 students will be accepted. In each subsequent year, Leadership Prep will add an additional kindergarten class of approximately 64 students, until full operation is reached with approximately 64 students in each grade.

Given the importance of early childhood preparation in future academic achievement, Leadership Prep plans to help students get a "head start" through participation in established, non-Leadership Prep pre-kindergarten programs. Accordingly, the school accepts applications for kindergarteners more than one calendar year before those children matriculate at Leadership Prep. This will enable us to work with families to help place those students in pre-k programs. Because our charter will not be issued in time to permit this "early lottery" before our first year of operations, this option will not exist during our first year. The first lottery in which we will accept students who are more than a year younger than our cut off age for kindergarten will be the lottery which occurs in 2007.

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

- First preference will be given to returning students, who will automatically be assigned a space within Leadership Prep.
- Second preference will be given to siblings of students already enrolled in Leadership Prep.
- Third preference will be given to for students who reside in the New York City School District.
- Any remaining slots shall be available to applicants residing outside the New York City School District.

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

In the event that Leadership Prep decides to admit students in grades after kindergarten and first grade, the school will publicize this opportunity and solicit applications from older students. In the event that we receive more applications than we have slots to allot, we will hold a public lottery which will prioritize students for admission at each grade level. All provisions indicated above, including sibling preference, will apply to this lottery should it occur.

Student Recruitment Activities

The Leadership Prep may undertake the measures below, among others, to recruit student applicants (and will provide translation services, if necessary, for all promotional materials and any person-to-person interaction requiring an English translation):

- Sending letters to residents of the New York City School District;
- Posting flyers and notices in local newspapers, supermarkets, churches, community centers, and apartment complexes;
- Conducting open houses at public and private elementary schools, after-school programs, and youth centers;
- Visiting local organizations in surrounding neighborhoods; and/or
- Canvassing neighborhoods to further reach interested families.

Voluntary Withdrawal

Leadership Prep is a public school of choice, both for application and withdrawal. Circumstances may arise in which a parent or guardian wishes to transfer a child to a different school. With parent or guardian permission, students may withdraw from Leadership Prep at any time. School personnel will offer to meet with families to discuss reasons for any desired withdrawal and seek solutions to any problems revealed by these discussions.

If the parents or guardians still wish to transfer their child to another school, the staff at Leadership Prep will make reasonable efforts to help the student find a school that better serves the family's

desires. Leadership Prep will ensure the timely transfer of any necessary school records to the student's new school in accordance with applicable law and regulations.

32. Discipline Rules and Procedures

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

Learning cannot occur amidst chaos and distraction. Because of the demanding nature of our academic standards and our ultimate goal of preparing students to excel in high school and college, we believe it is essential that we create a culture and environment of respect and order in which our students can focus on their studies.¹ By establishing a high standard of behavior and addressing all minor infractions immediately, we can head off more serious offenses before they occur.² Creating this culture requires us to make our expectations clear to students in very detailed ways: for example, Leadership Prep students walk in the hallways quietly, in-line, with no touching or fooling around, and sit in class quietly, sitting up, notebooks in front of them, pencil in hand, eyes tracking the teacher. All of these expectations will be made clear in our Code of Conduct, which will specify behavioral expectations as well as negative consequences in which that specific behaviors can result (see table below for examples).

The Code is presented to students repeatedly to keep it in the forefronts of their minds. Moments at which our code of conduct is presented and re-presented include: during a meeting at the student's home before their first day of school with us; on a family compact that parents are asked to sign before the school year begins (and students in third grade and above); in classrooms during orientation and during the first days of school; and on inspirational posters throughout the school.

Involving parents and guardians will be central to our discipline policy. Parents and guardians will be kept informed of their child's behavior in the following ways:

- Six times per year they will receive formal, written evaluations as part of report cards and mid-semester progress reports;
- Nightly they will sign homework folders which enable them to track whether their child is completing his or her homework;
- At least once each month classroom teachers will call each parent or guardian to discuss academic progress and classroom behavior informally; and
- Immediately teachers and administrators will send home notes or make phone calls to parents whenever there is a significant behavioral issue.

It is important to note that our school exists as part of a larger community and that our students represent the school in the larger community through their comportment. Accordingly, the Code of Conduct will apply to students in all situations in which they represent and reflect upon the school including but not limited to the following. Anytime:

- A student is on school grounds or property both during class time and otherwise;

¹ This approach has been validated both by the experience of high-performing charter schools such as Academy of the Pacific Rim, KIPP, Roxbury Prep, and Bronx Prep, which uses a highly structured school environment to achieve academic success and research which indicates that a student's sense of self-worth, as reflected by the state of their surroundings, affects his or her ability to learn (see: S. Harter, "The determinants and mediational role of global self-worth in children" in N. Eisenberg (Ed.), *Contemporary Topics in Developmental Psychology*, Wiley (1987).

² This concept, closely related to the "Broken Windows" theory of policing, has been successfully implemented in turning around the sixteen NYC Public Schools named on the "Most Dangerous List" during the 2003-4 school year (see: Susan Saulny, "City Adapts Police Strategy to Violent Schools" *The New York Times*, 10/19/04).

- A student is participating in a school-sponsored activity;
- A student is walking to or from a school-sponsored event;
- A student is walking to, riding on, or waiting for school-provided or public transportation to or from school or a school-sponsored activity; and
- A student's misconduct can be reasonably thought to have a significant negative impact on the perception of the school in the community.

Meeting the standards laid out in our Code of Conduct is a baseline expectation for all students. While students who meet this basic expectation will not receive rewards for doing so, students who consistently go above and beyond behavioral expectations will earn points which can be redeemed at our school store or for the opportunity to go on extra field trips and enrichment experiences. A rubric to assess what behaviors constitute "above and beyond" will be developed by the teachers prior to our first year of operations and shared with students daily.

Our ability to create the culture of order and focus that we described above will hinge on the degree to which our staff are intimately familiar with and ready to apply our Code of Conduct. We will therefore spend significant time in our teacher-induction training reviewing the Code and calibrating our behavioral expectations and interventions through collegial discussions and role plays. We see establishing this uniform approach to discipline as one of the most important goals for our new teacher orientation. We plan to draw best practices in establishing this commonality from schools which have successfully accomplished this feat, such as Amistad Academy. School leaders and teachers who have been with the school for longer periods of time will work with newer teachers in on an ongoing basis to ensure that they develop disciplinary approaches that are consistent with the school's overall approach.

Sample Infractions and Consequences

	Infraction	Possible Consequences
Serious	<ul style="list-style-type: none"> • Incomplete or late homework • Out of uniform • Late to school / class • Unexcused absence • Chewing gum • Inattentive in class • Not prepared for school (having books, supplies, being organized, etc.) • Lying • Swearing or cursing • Passing notes • Loud / inappropriate behavior in hallways • Play fighting / rough touching (regardless of non-aggressive intent) • Having headphones on or having cell phones or electronic games visible on school grounds 	<ul style="list-style-type: none"> • Admonition from teacher • Loss of free time • Student – Teacher or Student – Administrator Conference (“being sent to the Principal’s Office”) • Call home to parents and guardians • Note home to parents and guardians which must be signed and returned • Detention • Mandatory meeting with parents and guardians before student can return to class (during which time the school will provide alternative instruction) • Having electronic devices or other distracting materials confiscated for rest of year or until parents and guardians come to school to retrieve it • Missing school trips or activities • Making written or verbal apologies • Requiring a parent or guardian to attend class with student • Performing service for the school

More Serious:	<ul style="list-style-type: none"> • Repeated "Minor" infractions and; • Graffiti • Theft of property • Academic cheating • Disrespect of teacher or peer (talking back, including body language such as eye rolling, or teasing) • Disruptive of class 	<ul style="list-style-type: none"> • Consequences for "Minor" infractions and; • In-school or out-of-school suspension
	<ul style="list-style-type: none"> • Vandalism • Sexual / racial / ethnic harassment • Swearing / cursing at someone • Using cell phones, walkmen, electronic games in school • Bringing violent or pornographic material to school 	
Most Serious:	<ul style="list-style-type: none"> • Repeated "More Serious" infractions and; • Physical aggression / fighting • Weapons in school • Drugs / Alcohol in school • False alarms • Sexual behavior in school • Extortion / theft from person's possession / intimidation • Arson • Smoking on school grounds 	<ul style="list-style-type: none"> • Consequences for "Minor" and "More Serious" infractions and; • Expulsion

Procedures for Disciplinary Action Other Than Suspension and Expulsion

If a student commits an infraction and the consequence called for is any other than suspension or expulsion, staff members are authorized to address the infraction and invoke the consequence according to their professional judgment. The Head of School and Principal will be responsible for ensuring through professional development efforts that teachers are applying the Code of Conduct in a uniform and equitable way. As mentioned, this will be a major focus of our pre-school year summer training. Teachers will notify school leaders of any significant or repeated discipline issues and seek support from school leaders in finding ways to modify student behavior where needed. If the consequence imposed is not effective, staff members may ask school leaders to intervene. If repeated interventions by school leaders are not effective, parents or guardians will be asked to come to school to discuss the issue and design further interventions. The school reserves the right to insist upon parent or guardian involvement in resolving the disruptions before the student will be allowed to return to class.

Procedures and Due Process for Short-term Suspension

If a student commits an infraction that calls for a consequence of short-term suspension (ten days or fewer), such action will be taken at the discretion of the Head of School. In such cases, the school will adhere to the following procedure which is in consistent with applicable federal case law (see *Goss v. Lopez* (419 U.S. 565)):

- The student shall be informed of the charges and the evidence for those charges; where applicable, the student will have the opportunity to explain his or her side of the events.
- The Head of School or his or her designee(s) will immediately notify a guardian of the child, in person or on the phone, and will send written confirmation by personal delivery or express mail within 24 hours of the decision to suspend a student.
- The guardians of the student will have the opportunity to have an informal discussion of the suspension with the Head of School or his or her designee(s).
- The Head of School or his or her designee(s) may require the guardians to meet with representatives of the school before the student may return to classes.
- Alternative will be provided within 24 hours of any short term suspension.

Procedure for Long-term Suspension or Expulsion

Long-term suspension refers to the removal of a student from the school building for disciplinary reasons for more than ten days. Expulsion refers to the permanent removal of a student for disciplinary reasons. The following procedure, which again complies with applicable case law, is followed:

- The student is immediately removed from the class or the school, as needed.
- The student shall be informed of the charges and the evidence for those charges; where applicable, the student will have the opportunity to explain his or her side of the events.
- The Head of School or his or her designee(s) will immediately notify a guardian of the child, in person or on the phone, and will send written confirmation by personal delivery or express mail within 24 hours of the decision suspend or expel.
- The Head of School or his or her designee(s) will set a date for a formal hearing and notify guardians in writing of the date, time, and place of the hearing, as well as:
 - The charges against the student;
 - A summary of the supporting evidence; and
 - Their right to be represented at the hearing (at their own expense) by an attorney, present evidence, and question witnesses.
- After the hearing, the Head of School or his or her designee(s) presiding at the hearing will issue a written decision, which will be sent to the student's guardians and the Board of Trustees and placed in the student's permanent file.
- If the Head of School or his or her designee(s) find that long-term suspension or expulsion is indicated, the guardians of the student may appeal this decision to the Board of Trustees within ten days of the decision to suspend or expel.
- Such appeal will be heard at the discretion of the Chair of the Board by a Trustee sub-committee (one or more Trustees designated by the Chair); in such cases, the guardians will be again notified in writing of the date, time, and place of the hearing, as well as:
 - The charges against the student;
 - A summary of the supporting evidence; and
 - Their right to be represented at the hearing (at their own expense) by an attorney, present evidence, and question witnesses.
- Alternative will be provided within 24 hours of any short term suspension.

Providing Instruction During Removal

In order to ensure academic progress, alternative instruction will be provided to students who have been suspended or removed. The method and form of this alternative instruction will be determined on a case-by-case basis. In all situations, the method and form will be selected with the goal of maximizing the student's academic progress. It will enable them to master material, complete assignments, and participate in assessments. Instruction will commence within one day of a student's being removed or suspended. In such cases, instruction will occur within the school facility, at the student's home, or at a contracted facility reasonably accessible to the student. It will occur during the school day, before school hours, or after school hours. Instruction will be provided by teachers, teaching aides, trained volunteers, individuals within a contracted facility, or tutors hired for the purpose.

Policy for Infractions which Constitute a Violation of Law

Infractions that are violations of municipal, state, and federal law (such as weapons possessions, assaults, thefts, and possession of controlled substances) will be reported to the appropriate law enforcement authorities (e.g., the New York City Police Department).

By focusing on the "small" infractions, we intend to create a culture that is orderly and conducive to learning and in which more serious offenses do not occur. Should they occur, however, we stand prepared to ensure the educational success and safety of all students by applying our Code of Conduct according to the policies outlined above.

33. Discipline Policy for Students with Disabilities

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

Leadership Prep will discipline students with disabilities in accordance with all state and federal regulations including 34 CFR 300.519-529. Students with disabilities will have the same rights and privileges as other students. They will be disciplined for the same infractions as other students. Students who have not yet been officially designated as having a disability, but who have been referred for evaluation, will be treated as students with disabilities until their status is fully explored in accordance with 34 CFR 300.527(b).

When disciplining a student with an identified disability, the school adheres to the following procedure:

- If a student's IEP includes a Behavioral Intervention Plan (BIP), all discipline will be carried out in compliance with that BIP.
- If the BIP appears to be ineffective or if there is a concern for the health or safety of the student or others, the school will immediately contact the CSE for the student's school district of residence to seek amendments to the BIP.
- Students whose IEPs do not have BIPs will be disciplined in accordance with the discipline policy which applies to all students.
- If there is any reason to believe that the infraction stems from the student's disability, the student will be referred to the CSE for the student's school district of residence; if a connection is found, no penalty is imposed and the school will work with the CSE to determine an appropriate intervention.
- Students with identified disabilities who are suspended for eight school days in a school year will be immediately referred to the CSE for the student's school district of residence for reconsideration of the student's placement.
- Student's with identified disabilities shall not be suspended for more than ten school days in a school year without specific involvement of the CSE for the student's school district of residence, as further suspension can be considered a change in placement.
- When addressing the placement of student referred because of disciplinary issues, the CSE for the student's school district of residence will follow its ordinary policy regarding notifying and involving the student's guardians.

Leadership Prep will coordinate with the CSE for the student's school district of residence to ensure that the CSE meets within seven days of notification of any of the following:

- The commission of an infraction by a student with an identified disability who has previously been suspended for the maximum allowable number of days (ten days).
- The commission of an infraction resulting from the student's disability.
- The commission of an infraction by a student with an identified disability, regardless of whether the student has been suspended during the school year, if, had such an infraction been committed by a non-disabled student, the Head of School would seek to impose a suspension in excess of five days.

Provision of Services During Removal

Leadership Prep operates in compliance with the requirements of 34 CFR 300.527 for providing free and appropriate public education and the requirements of compulsory education required by 2854(1)(a) and 2854(1)(b) of Article 56 of the New York State Education Law. Students with disabilities who have been removed from the classroom for terms of ten days or fewer will receive alternative instruction in the same manner as other students in order to ensure their continued

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CHARTER SCHOOLS 307

academic progress. The method and form of this alternative instruction will be determined on a case-by-case basis. In all situations, the method and form will be selected with the goal of maximizing the student's academic progress. It will enable them to master material, complete assignments, and participate in assessments. Instruction will commence within one day of a student being removed or suspended. In such cases, instruction will occur within the school facility, at the student's home, or at a contracted facility reasonably accessible to the student. It will occur during the school day, before school hours, or after school hours. Instruction will be provided by teachers, teaching aides, trained volunteers, individuals within a contracted facility, or tutors hired for the purpose.

During any subsequent removals which bring the total number of days removed from class to more than ten days, but do not constitute a change in placement, services will be provided to ensure the student's academic progress in the general curriculum and in terms of the goals described in his or her IEP. School staff, including the Learning Support Coordinator (a certified Special Education professional), will make a determination regarding necessary services. During any long-term removal for behavioral reasons that does not stem from the student's disability, services will be provided to enable the child to progress in the general curriculum and achieve the goals of his or her IEP. Determination of these services is made by the CSE for the student's school district of residence.

CSE Meetings

Meetings with the CSE for the student's school district of residence are required to develop or review a behavioral assessment plan when:

1. The child is first removed from his or her current placement for more than ten school days in a school year; or when
2. Commencing a removal which constitutes a change in placement.

If there are other subsequent removals which do not constitute a change in placement, Leadership Prep will cooperate with the CSE for the student's school district of residence to review the student's assessment plan and its implementation in order to determine if modifications are necessary. If one or more members of the CSE for the student's school district of residence believe that modifications are needed, then the CSE will meet to modify the plan and/or its implementation.

Due Process

If a contemplated disciplinary action would constitute a change in placement for any student, Leadership Prep will:

1. Not later than the day the decision is made, notify the guardians of the student in question of its decision and of the safeguards which apply under 34 CFR 300.504; and
2. Initiate a meeting of the CSE for the student's school district of residence and other qualified personnel, within ten days of the decision to take disciplinary action to investigate the relationship, if any, between the student's behavior and his or her disability.

If it is determined that the child's behavior was not a manifestation of his or her disability, the child will be disciplined in accordance with the school's discipline policy for all students, except as provided for in 34 CFR 300.121(d), which addresses the providing of services to students with disabilities during periods of removal.

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

If a parent or guardian 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 setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever comes first, unless the parent or guardian and Leadership Prep agree otherwise.

34. Uniform Policy

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

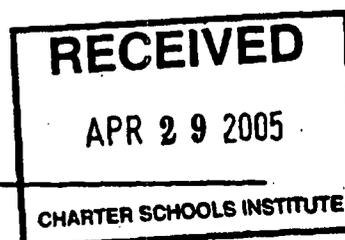
Leadership Prep students will be required to wear uniforms. These uniforms will serve several purposes:

- They will denote and symbolize our students' identities as part of a special group of children of whom great things are expected;
- They will relieve financially strapped parents of the burden of purchasing an entire wardrobe of school clothing and minimize the differences in economic background between children;
- They will reduce the stress level associated with children's desires to keep up with expensive fashion trends; and
- They will minimize distractions to learning in our school.

With few exceptions described below, students will be required to wear their school uniforms at all times when on campus. Students must also wear their uniforms as they travel to and from school. There may be occasions in which students will be permitted to dress down for certain field trips or school activities. Students will be given specific dress guidelines for these activities.

Students will not be admitted to class if they arrive in attire that does not meet the requirements of the school uniform policy. In such cases, the student will wait in the school office until a family member can bring them the appropriate clothing.

The school will contact existing schools in the area to find a vendor who will provide uniforms to families at a reasonable price with strong customer service. The requirements of our uniform policy will be made clear to parents in information sessions before and after our lottery. It will also be clearly delineated in our Family Handbook. Subsequent to our lottery, families new to the school will receive information from the school regarding the costs of and procedure for ordering uniforms. While the intent of our uniform policy is in part to alleviate financial pressure on parents to buy their children the latest fad clothing for school, there may be instances in which families truly cannot afford to buy uniforms. No student will be denied access to the school because a family cannot afford to purchase the uniform. Leadership Prep will keep reserves on hand to assist families who truly cannot afford uniforms.



35. Food Services

Provide a description of the food services to be provided by the charter school.

Leadership Prep Charter School shall make available to students breakfast, lunch, and snack.

Participation in Subsidized Meal Programs

Leadership Prep will participate in the Federal Free- and Reduced-Priced breakfast, lunch and snack programs administered by the U.S. Department of Agriculture, and will adhere to all applicable requirements including, but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose. Typically, students from households with incomes at or below 130% of the poverty level are eligible for free meals, while students from households with incomes between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals.

Provision of Food Services

If we are located in an existing NYC DOE building, Leadership Prep will utilize the Office of Food and Nutrition Services of the Department of Education to provide breakfast, lunch and afternoon snack to the school. In the event that we are not in DOE space, Leadership Prep will either contract with a vendor for the provision of food services or arrange "satellite" services by another public school in proximity to the charter school.

Facilities

Leadership Prep intends to have its own food service facilities. Absent these facilities, however, the school will ensure that contractual arrangements provide food services to students directly in the classroom or in other suitable common areas.

36. Health Services

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

Leadership Prep will comply with all health services requirements applicable to public schools, including Education Law §§ 901-914 and §136.2(d)(2) of the Commissioner's Regulations. To the extent possible, the Leadership Prep will provide on-site health care services similar to those services available to children attending New York City Public Schools, including a part-time nurse, who is funded in the budget to supplement the level of health services mandated to be provided by The New York City Department of Health to the charter school in accordance with §2853(4)(a) and §912 of the Education Law.

School staff will work with the City Health Department, NYCDOE, and other appropriate authorities to provide these services. Health services will include:

- 1) Physical examinations upon admittance to the school.
- 2) Physical examinations upon entry into any grade deemed necessary by the NYCDOE and/or Leadership Prep.
- 3) Annual vision screening testing for all students. Per § 905 of New York Education Law, the components of vision testing shall include distance acuity, color perception, and near vision.
- 4) Annual hearing testing for all pupils and any other time deemed necessary by the NYCDOE and/or Leadership Prep.
- 5) Annual scoliosis (spinal) screening test for all students 8-16 years of age.
- 6) Maintenance of cumulative health records.
- 7) Emergency care of ill or injured students.
- 8) Compliance with and enforcement of mandatory immunization requirements.
- 9) On site automated external defibrillator (AED) equipment to ensure ready and appropriate access for use during emergencies and shall ensure that a staff member is trained in the operation and use of such equipment for use in the school and at any school-sponsored events at other locations.

Maintenance and Storage of Cumulative Health Records

Leadership Prep will store all health records for enrolled students. Cumulative student health records shall be held until the student is 27 years old. Immunization records will be held 10 years after the immunizations were administered.

Immunization Requirements

Leadership Prep will comply with New York State law which requires that each student entering kindergarten or a new school district in grades 1 - 12 have a certificate of immunization at the time of registration or not later than the first day of school. A review of student immunizations requirements and the proper supporting documents shall be completed for all new students. New York State immunization requirements include:

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

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- Varicella - 1 dose.

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

Plans and Procedures for Students Who Require Medication At School

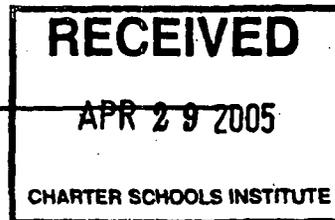
Leadership Prep will comply with all federal, state, and local laws and regulations pertaining to the administration of medicines in schools. All students who have written documentation mandating administration of medication during school hours will receive the required medications under the following procedures and policies:

- Medicines will be kept in a secure location and be clearly labeled with their contents, dosages, and each student's name
- The nurse or a designated staff member will administer the medication at the prescribed time
- Meticulous, written records of all medicine administered will be kept by that staff person
- That staff member will carefully observe students to ensure that medicines are swallowed

37. Freedom of Information Policy

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

Leadership Prep's Freedom of information policy is attached as Exhibit E.



38. Open Meeting Law Policy

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

Pursuant to the New York Charter School Act (2854(1)(e)), Leadership Prep will comply with all provisions of Article 7 of the New York Public Officers Law. Our Open Meetings Policy is attached as Exhibit F.

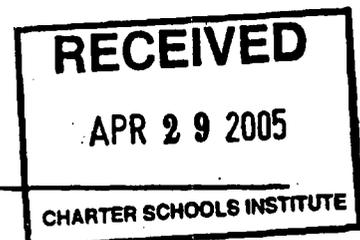


39. Complaints Policy

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

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

In accordance with Education Law § 2855(4), if after presentation of such a complaint to the Board of Trustees, the individual or group determines that the Board has not adequately addressed the complaint, that individual or group may present the complaint to Leadership Prep's charter entity, the State University of New York Board of Trustees through the SUNY Charter Schools Institute, which shall investigate and respond. If, after presentation of the complaint to the Institute, the individual or group determines that it has not adequately addressed the complaint, they may present the complaint to the Board of Regents through the State Education Department, which shall investigate and respond. The SUNY Board of Trustees and the Board of Regents shall have the power and the duty to issue appropriate remedial orders to the Board of Trustees of Leadership Prep under their jurisdiction to effectuate the provisions applicable under Education Law.



40. Dissolution Procedure

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

In the event of closure or dissolution of Leadership Prep, the Board of Trustees shall delegate to the Head of School or other responsible party the responsibility to manage the dissolution process in accordance with Education Law § 2851(2)(t). This process shall include notification to parents of children enrolled in the school by mail within 7 days of the Board or other authorizer's decision to close or dissolve the school. We will conduct public meetings to provide parents with information regarding the school's dissolution within 7 days of this notification. Additionally, a list of students attending Leadership Prep will be sent to the New York City Department of Education and we will ask the Department to work with families to find suitable transfer schools which can accept students.

Leadership Prep shall transfer student records to The New York City Department of Education immediately upon cessation of operations. The parents or guardians of the enrolled students shall be notified of the transfer of records by mail within 7 days of its occurrence. The Chair of the Board of Trustees or his / her designee will serve as the steward of all records academic, financial, and operational.

The remaining assets of Leadership Prep, after satisfaction of outstanding debts pursuant to Education § 220, shall be transferred to another charter school within the New York City School District or directly to the New York City Department of Education.

Leadership Prep will establish an escrow account of no less than \$25,000 to pay for legal and audit expenses that would be associated with a dissolution should it occur. This commitment is reflected in the budget for our first year of instruction.

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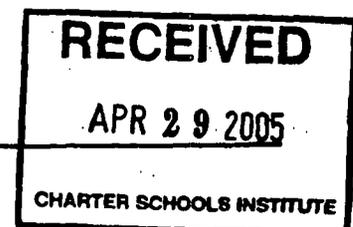
Charter Schools Institute

41. Personnel Policies

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

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

Leadership Prep is aware that employment disputes can be highly disruptive. We intend to prepare a comprehensive Employee Handbook with the help of a specialist attorney. Exhibit G contains an outline of the policies that we intend to adopt.



42(b). School Leader

Provide a description of the specific attributes you will look for in a school leader. Additionally, indicate what, if any, leadership models were examined in designing the proposed charter school, and discuss the model ultimately proposed for use in the school.

Ensuring academic mastery for low-income students requires an entire team of adults to work relentlessly in close coordination and cooperation. Our school will likely succeed or fail based on the quality of leadership that our school leader displays toward that end. We have therefore carefully considered the ideal leadership structure for the school as well as the attributes of the ideal school leader.

School Leadership Structure

The Head of School reports to the Board and is ultimately accountable to the Board for all aspects of school operations and performance. While this ultimate responsibility includes accountability for the school's academic performance, he or she focuses particularly closely on community and government relations, regulatory affairs, facilities and operations, finances and fundraising, and Board relations. An operations staff reports to the Head of School and is responsible for the administrative, financial, and logistical operations of the school.

The Head of School also selects, manages, and works extremely closely with the Principal. Because the Head of School supervises all non-academic aspects of the school, the Principal can focus 100% of his or her time on leading the school's academic program, overseeing all curriculum development, instruction, teacher professional development, and discipline.

A two person leadership structure—which allows one person to maintain an exclusive focus on driving academic achievement—is common at high performing charter school schools we studied, including Bronx Prep, North Star Academy, Roxbury Prep, South Boston Harbor Academy (now Boston Collegiate), and Academy of The Pacific Rim. Our Board members have personally visited North Star Academy to observe this model in action and have become convinced that this leadership structure is right for Leadership Prep.

Attributes of the Head of School

Leadership Prep's Board of Trustees will select for, assess, and reward the following attributes and behaviors in our Head of School:

- Indefatigable passion for the school's mission, purpose, and performance.
- Values and educational philosophy in line with the school's culture and pedagogy.
- Ability to build bridges with and attract support from a broad range of constituents, both within the school's local community and more broadly (with board members, government officials, donors, other high-performing charter schools, etc.).
- Competence at attracting, screening, building, delegating to, and motivating a high-performing team of teachers and administrators.
- Competence at the wide range of complex administrative and financial responsibilities associated with operating a charter school effectively.

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42(a). Staff Roster

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

Typical Classroom Configuration

In kindergarten through third grade, each classroom will have a Master Teacher and a Teacher. Our Master Teachers will typically be educators with master's degrees and five or more years of classroom experience. Our Teachers will typically have at least a bachelor's degree and two years of classroom experience.

Beginning in fourth grade, classrooms will be staffed by a single Master Teacher.

Teacher Qualifications

Leadership Prep understands that the greatest schools hire, train and retain excellent teachers. We are committed to developing a strong, highly qualified team of teachers. We are, however, aware that some individuals who will develop into fine teachers may lack certification at the time they are hired by Leadership Prep. Therefore, Leadership Prep will limit non-certified teachers to no more than 30% of its teaching staff or five teachers, whichever is less as required by the Education Law of the State of New York. All teachers instructing core subjects, including those who lack certification, will meet the subject matter competency and all other requirements of the No Child Left Behind Act.

Instructional Staff

	2005-6	2006-7	2008-9	2009-10	2010-11
Master Teachers	0	4	6	8	10
Teachers	0	4	6	8	8
Specialty Teachers	0	1	1.5	2	3
Learning Support Coordinator	0	1	1	1	2
Principal	0.50	1	1	1	1
Dean of Students	0	1	1	1	2
Total	0.50	12	16.5	21	26

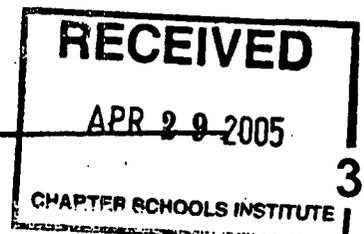
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- Competence at stewarding public funds responsibly.
- Ability to develop and maintain a data-driven, results oriented culture for the school.
- Sufficient grasp of educational, curricular, and pedagogical issues to be effective in leading the school.
- Depth of expertise around design and management of successful charter schools.
- High energy, tenacity, and commitment to working hard over sustained periods of time.
- High level of personal and professional integrity.
- Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes
- Courage to take a strong stand and not back down in the face of pressure, combined with the good judgment to know when to question or rethink a policy or position.
- Sensitivity to and respect for the great diversity of race, class, gender, and perspectives that come together in our school.

43. Collective Bargaining Waiver

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

Request 43 does not apply to the application of Leadership Prep Charter School as we will have fewer than 250 students in our first year of operation.



44. Start-Up Budget

Detail a start-up budget for the charter school, including the planned timetable, assumptions for revenue and expenditures, and documentation of start-up revenue. Provide as well a cash flow projection on a monthly basis. For any contributions or private grant funds in the school budget, please provide letters of commitment from the funding sources detailing the amount and uses for the funding.

Our start-up budget is detailed below. The relevant assumptions are noted in the far-right column.

Revenues

The majority of our income comes from the Federal Public Charter School Program (PCSP) and the New York City Department of Education OPTS program. Though we can apply for up to \$175,000 in PCSP money, we budget for a grant of only \$150,000, as this figure better represents the amounts received by charters in New York State in recent years. Similarly, the \$90,000 projected for NYC OPTS is based on the level of recent awards to new charter schools in New York City.

We include \$70,000 in private funds or contributions in our budgeting. Our confidence in our ability to raise this money is based on the skills and previous experiences of our school leadership as outlined in Attachment 47. In addition, our Board has already committed to contributing \$26,000 as indicated in the attached letter of commitment. The remaining \$35,000 of income that we project is a matching grant from the New York City Center for Charter School Excellence. We have already received a planning grant of \$29,800 from the Center and feel confident of winning the implementation grant should we be chartered. We also budgeted \$15,000 for a part-time grant writer / major gifts person to assist the Head of School in raising the necessary funds. In the unlikely events that we are not able to raise the additional \$44,000 needed to secure the matching grant or that we do not win the matching grant, we are prepared to reduce the salaries of our Head of School and Principal to make up the shortfall.

Expenses

The majority of our expenses (\$112,500) consists of payment for services from our Head of School and Principal (half time for the year) and Business Manager and Office Manager (full time for a quarter of the year). In the event that we do not meet our private funds and contributions goal of \$105,000, we will reduce these payments to make up the shortfall.

Our advertising and office-supplies line items are based whenever possible on the actual costs of existing schools of similar size and nature. Where appropriate, they have been adjusted to reflect the higher costs for goods and services in New York relative to other locales.

We allocate \$12,000 for rent of a modest office for the start-up period but have learned recently that we may be able to save this money by using space provided free of charge by the New York City Center for Charter School Excellence. (We have continued to include the \$12,000 in rent should the space at the Center not materialize).

We plan to occupy existing New York City Department of Education (NYC DOE) space for our first three years of operation. While this space should be ready for occupancy, we budget \$15,000 for any necessary renovations or in case we are forced to rent (and possibly renovate) space on the open market.

We provide \$18,000 (or \$150 per student) for ordering textbooks and \$18,000 (or \$150 per student) for classroom furniture for our first year of operations. We allocate these funds during the planning period in order to avoid delays experienced by other charter schools when orders placed on or after July 1 compete with orders from large districts, typically placed on July 1.

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We allocate \$9,000 for Directors and Officers Insurance which is comparable to the amount spent by Excellence Charter School of the Bronx in similar circumstances.

We include all of the spending required by the Federal PCSP grant, including: \$10,000 for Reporting System Set-up, \$15,000 for Professional Development, \$25 per student for Assessment, \$15,000 for Accountability Plan Development, and \$10,000 for Governance Development.

We also include a contingency allotment of \$3,450 (1% of revenues) for unforeseen expenses.

Timeline

A month-by-month cash flow statement is included below.

Since the majority of our funding comes from the PCSP and NYC DOE OPTS programs, we ensure that this money is collected in a timely manner by preparing the application in advance of our chartering date so that funds can be submitted immediately upon issuance of our charter. As our expenses, especially our personnel costs, instructional materials, furniture, and renovation costs, build considerably in the latter half of our planning year, we will have our Board pledges and fundraising plan prepared in time to secure the matching grant no-later than mid-way through our planning year (by December).

**Leadership Prep Charter School
Start-Up Budget
July 2005 to June 2006**

Amount	Description of Assumption
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Revenues

Federal PCSP Grant	150,000	Similar to what other charters have received recently
NYC DOE OPTS Grants	90,000	Similar to what other charters have received recently
Fundraising (individuals)	70,000	Raised from Board and other donors by Head of School and part-time development person; \$26k already pledged by Board
Fundraising (foundations and corporate)	35,000	\$35K NYCCCSE 2 : 1 matching grant
Total Revenues	345,000	

Expenditures

Administrative Staff Personnel Costs

Head of School	55,000	Part-time for full year
Principal	37,500	Part-time for full year
Business Manager	12,500	Starts 4/06
Office Manager	7,500	Starts 4/06
Subtotal Personnel Services Costs	112,500	

Payroll Taxes and Benefits

Social Security	6,975	6.2% of payroll
FICA	1,631	1.45% of payroll
Unemployment	2,813	2.5% of payroll ; State estimates between 1.5 and 4.9% (http://www.labor.state.ny.us/business_ny/unemployment_insurance/ulemplyr/rate.htm)
Disability	112	\$68 per employee per Bronx Excellence quote
Workers' Comp	1,125	1% per NYCSRC
Health Benefit	9,600	None in start-up
Subtotal Payroll Taxes and Benefits	22,256	

Total Personnel Costs **134,756**

Amount	Description of Assumption
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Business Services

Reporting System Set Up	10,000	As required by PCSP Grant
Legal Services	5,000	Comparable to North Star; assumes no pro bono
Advertising- Student Recruitment	8,000	Comparable to Academy of the Pacific Rim
Advertising- Teacher Recruitment	10,000	Comparable to Academy of the Pacific Rim; scales up to this with increase in staff size
Public Relations/Marketing	7,500	\$2,500 for marketing materials & \$5000 for web design
Contracted Grant Writer / Major Gifts Person	15,000	Part- time to assist with fund raising efforts
D & O Insurance	9,000	Comparable to Bronx Excellence
Postage and Shipping	2,500	Comparable to North Star
Contract Labor- Non-Instructional	400	Temps for mailings and other projects
Office Supplies	3,000	Comparable to North Star
Maintenance- Office Equipment	2,500	Tech support contract for IT equipment
Telephone and Internet Service	3,600	\$300 per month; will apply for E-Rate for year two of operations
Total Business Services	76,500	

Physical Plant

Rent	12,000	\$1K / month for small office space
Renovation/Construction	15,000	Minor alterations to DOE-provided space for year 1
Total Physical Plant Costs	27,000	

Instructional

Professional Development	15,000	As required by PCSP grant
Student Assessment/Testing	3,000	\$25 / student as required by PCSP grant
Textbooks	18,000	\$150 per new student; ordered during start-up to avoid delays caused by orders from large districts on 7/1
Total Instructional	36,000	

Equipment and Furniture

Staff Furniture	2,000	\$500 per new staff person; 3% annual increase
Classroom Furniture	18,000	\$150 per new student; ordered during start up to avoid delays caused by orders from large districts on 7/1
Staff Computer Equipment	5,000	\$1.5K ea for 2 laptops & \$1k ea for 2 desktops
Total Equipment and Furniture	25,000	

Board of Trustees

Accountability Plan Development	15,000	As required by PCSP Grant
Governance Development	10,000	As required by PCSP Grant in start up and year 1; \$2k per year thereafter; 3% annual increase
Contingency Fund	3,450	1% of revenues held in reserve for unforeseen circumstances (scales up to 2% of revenues in year 2)
Total Board of Trustees	28,450	

Total Expenses 327,706

Net Surplus (Deficit) 17,294

Ending Cash Balance 17,294

Leadership Prep Charter School
Start-Up Cashflow
July 2005 - June 2008

	Start-Up	July	August	Sept	Oct	Nov	Dec	January	Feb	March	April	May	June	Total
Revenues														
Federal PCSP Grant	150,000				75,000				37,500				37,500	150,000
NYC DOE OPTS Grants	90,000				45,000				22,500				22,500	90,000
Fundraising (Individuals)	70,000	35,000	12,500	15,000	5,000	2,500								70,000
Fundraising (foundations and corporate)	35,000						35,000							35,000
Total Revenues	345,000	35,000	12,500	15,000	125,000	2,500	35,000		60,000				60,000	345,000

Expenditures														
Personnel Costs														
Head of School	55,000	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
Principal	37,500	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	3,125	37,500
Business Manager	12,500											4,167	4,167	12,500
Office Manager	7,500										2,500	2,500	2,500	7,500
Total Personnel Services Costs	112,500	7,708	14,375	14,375	14,375	112,500								

Payroll Taxes and Benefits														
Social Security	6,975	581	581	581	581	581	581	581	581	581	581	581	581	6,975
FICA	1,631	136	136	136	136	136	136	136	136	136	136	136	136	1,631
Unemployment	2,813	234	234	234	234	234	234	234	234	234	234	234	234	2,813
Disability	112	9	9	9	9	9	9	9	9	9	9	9	9	112
Workers' Comp	1,125	94	94	94	94	94	94	94	94	94	94	94	94	1,125
Health Benefit	9,600	800	800	800	800	800	800	800	800	800	800	800	800	9,600
Subtotal Payroll Taxes and Benefits	22,256	1,855	22,256											

Business Services														
Reporting System Set Up	10,000		2,500			2,500			2,500			2,500		10,000
Legal Services	5,000	1,000		1,000		1,000		1,000			1,000			5,000
Advertising- Student Recruitment	8,000							2,000	2,000	2,000	2,000			8,000
Advertising- Teacher Recruitment	10,000							2,500	2,500	2,500	2,500			10,000
Public Relations/Marketing	7,500	2,000	2,000	3,500										7,500
Contracted Grant Writer / Major Gifts Person	15,000													15,000
D & O Insurance	9,000	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000
D & O Insurance	9,000	750	750	750	750	750	750	750	750	750	750	750	750	9,000
Postage and Shipping	2,500	104	104	104	104	104	104	313	313	313	313	313	313	2,500
Contract Labor- Non-Instructional	400		100						100			100		400
Office Supplies	3,000	125	125	125	125	125	125	375	375	375	375	375	375	3,000
Maintenance- Office Equipment	2,500	208	208	208	208	208	208	208	208	208	208	208	208	2,500
Telephone and Internet Service	3,600	300	300	300	300	300	300	300	300	300	300	300	300	3,600
Total Business Services	78,500	5,738	7,338	7,238	2,738	6,238	2,738	8,698	10,296	7,698	8,798	5,698	3,298	78,500

Physical Plant														
Rent	12,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Renovation/Construction	15,000										2,000	6,500	6,500	15,000
Total Physical Plant Costs	27,000	1,000	3,000	7,500	7,500	27,000								

Instructional														
Professional Development	15,000											7,500	7,500	15,000
Student Assessment/Testing	3,000										1,000	1,000	1,000	3,000
Textbooks	18,000													18,000
Total Instructional	36,000										1,000	8,500	26,500	36,000

	Start-Up	July	August	Sept	Oct	Nov	Dec	January	Feb	March	April	May	June	Total
Equipment and Furniture														
Staff Furniture	2,000	1000									1000			2,000
Classroom Furniture	18,000												18000	18,000
Staff Computer Equipment	5,000	3000									2000			5,000
Total Equipment and Furniture	25,000	4,000									3,000		-18,000	25,000
Board of Trustees														
Accountability Plan Development	15,000	3,750			3,750				3,750			3,750		15,000
Governance Development	10,000	2,500			2,500				2,500			2,500		10,000
Contingency Fund	3,450	350	125	150	1,250	25	350		600.00				600.00	3,450
Total Board of Trustees	28,450	6,600	125	150	7,500	25	350		8,850			8,250	600	28,450
Total Expenses	327,708	26,900	18,025	17,950	20,800	16,825	13,650	19,259	27,709	18,259	32,025	44,175	72,125	327,708
Net Surplus (Deficit)	17,294	8,100	(5,525)	(2,950)	104,200	(14,325)	21,350	(19,259)	32,291	(18,259)	(32,025)	(44,175)	(12,125)	17,294
Beginning Cash Balance	0		8,100	2,574	(376)	103,823	89,498	110,847	91,588	123,879	105,621	73,595	29,420	17,294
Ending Cash Balance	17,294	8,100	2,574	(376)	103,823	89,498	110,847	91,588	123,879	105,621	73,595	29,420	17,294	17,294

45. First-Year Budget

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

Our first year budget is detailed below. The relevant assumptions are noted in the right most column.

Revenues

Government Funding:

All of our governmental revenues are based on the FY '04 figures. These allotments will likely increase in FY '05 and FY '06, but we base our projections on '04 numbers as the most prudent course of action; accordingly, any increases in the allotments will result in unplanned, incremental income.

We intend to enroll 64 students per grade but project our revenues based on only 60 students per grade, in case students leave the school during the school year and are not replaced. This approach, possibly understating revenues, ensures our realizing all projected revenues.

Our Title I and School Lunch Program funding are based on the assumption that 85% of our students will be low-income and qualify for these programs for the 181 days the New York Public Schools are open. This assumption is based on the proportion of students in District 16 who currently qualify for free and reduced price lunch.⁵⁶

Though we can apply for up to \$175,000 in PCSP money, we budget for a grant of only \$150,000 as this is more representative of amounts received by charters in New York State in recent years.

Our Special Education Aid from the City and State is based on the assumption that 10% of our students will have IEPs; again, this is based on the current data for District 16.⁵⁷ We assume the majority of IEPs (60%) will mandate minimal services (i.e., services less than 20% of the school day), and that Leadership Prep will, therefore, not receive any funding beyond our per pupil regular education allotment to support services for these students. We assume 37% of IEPs will mandate services between 20 and 60% of the day and 3% of IEPs will mandate services more than 60% of the day.

Private Funding and Contributions:

Our intent to raise \$200,000 during our first year of operations seems reasonable given the experience and skills of our school leadership, outlined in Attachment 47 and the experiences of other charter schools. In addition, we provide for a part-time development person to support the Head of School in securing necessary funds. In the event that we are not able to raise this money, we have prepared a contingency plan, outlined in Attachment 47.

⁵⁶ District 16 2003 data from http://www.nycenet.edu/daa/test_results/ accessed on 12/23/04.

⁵⁷ Ibid.

Expenses

Personnel

Our administrative team in year one of operations includes the Head of School (@\$90,000), the Principal (@\$75,000), the Dean of Students (@\$54,000), the Business Manager (@\$50,000), and a 1.5 FTEs of office staff (@\$30,000 per FTE).

Our instructional staff includes four Master Teachers (@\$51,000 each), four Teachers (@\$46,000 each), a Learning Support Coordinator (@\$51,000), and a Specialty Teacher (@\$46,000). Our large staff of eight classroom teachers reflects our commitment to small-group instruction and individualized attention in order for building a solid basis in literacy and numeracy in the early grades. In fact, our student-to-teacher ratio for year one is 12.6:1. Master Teachers are typically certified teachers with master's degrees who have four or more years of classroom experience. Teachers are typically talented educators with at least a bachelor's degree and two years of previous classroom experience. Average salaries of \$51,000 and \$46,000 respectively are based on salaries such teachers would receive under the NYC DOE / UFT contract, plus approximately \$5,000, intended to compensate them for the additional responsibility and effort we require.

Because we have two teachers in each classroom who can cover for each other when needed, we do not budget a separate line item for substitute teachers. While this approach will create larger reading groups on days when a teacher is absent, we deem it more practical than bringing in outside staff unfamiliar with our unique culture and high expectations of students.

We provide for stipends of \$3,000 each for four teachers who elect to teach Saturday Academy for those students who require additional review and practice to reach mastery.

In year two, we will add college students who will serve as after-school tutors, under the supervision of our regular classroom teachers, four afternoons each week.

Benefits and Payroll Taxes:

Our health benefit is based on costs of \$4,800 per year for individual plans and \$10,000 per year for family plans. As we expect our founding staff to be relatively young (this is a reality implied by the long hours needed to get a school like ours off the ground), we assume that in year one 90% of our employees will be on individual plans (this number goes down to 70% over the ensuing years as our staff ages as projected in Attachment 46). The school pays 67% of the costs of health insurance and the employee pays 33%.

Social Security is assessed at 6.2% of payroll, FICA at 1.45%, Unemployment at 2.5%, Workers' Comp at 1%, and Disability at \$68 per employee per year.

A 403B plan with 1:1 matching by the school, up to 3% of the each employee's total salary, phases in incrementally over the employee's second, third, and fourth years. There is thus no cost to the school in year one, the first year of employment for all staff. In subsequent years, we assume that 75% of eligible employees will take advantage of this benefit.

Overall, our benefits and taxes total 18% of our total salary expense. This proportion is comparable to those of existing charter elementary schools in Brooklyn, including Excellence of Bedford-Stuyvesant and Explore charter schools.

Business Services:

Wherever possible, our estimates are based on the actual costs of other charter schools. Where appropriate, they have been adjusted to reflect the higher costs for goods and services in New York. Based on the experiences of other high-performing charter schools, we allocate significant funding (\$8,240 and \$10,000 respectively) to recruiting students and teachers, functions essential to our success.

We include \$25,000 for a part-time development person who will assist the Head of School in fundraising efforts.

We estimate \$25,000 for insurance coverage, including: \$1,000,000 in D & O, \$2,000,000 in general liability, \$250,000 in property, \$5,000,000 in umbrella liability, \$1,000,000 in auto liability, and \$1,000,000 in accident & medical coverage. This is based on the experience of Excellence Charter School of the Bronx.

We budget \$1,000 per month for phone and Internet service; we anticipate reducing this cost by 90% in year two by applying for E-Rate discounts during our first year of operations.

Physical Plant:

We plan to pursue space in existing NYC DOE facilities as our preferred option for years one through four of operations. Given the Chancellor's support for housing charter schools in existing DOE space and the relatively low capacity-utilization rate of elementary and middle schools in Bedford-Stuyvesant (69%), we believe it likely we will be able to secure this space. We budget \$6 per sq. ft. for DOE space which is based on the projected costs of schools that have taken this route (Explore and Girls' Prep Charter Schools). We anticipate utilizing approximately 10,200 sq. ft. in year one of operation, or 85 sq. ft. per student. We do not budget for fire/security monitoring, custodial services, or utilities, as these costs are included in the \$6 per sq. ft. fee paid to the DOE. We do budget \$10,000 for renovations and \$4,000 for maintenance, in case needs arise that are not met by the DOE under our agreement with them. In the event that we cannot secure DOE space, we will rent space on open market; a contingency plan which will keep the school on firm financial footing in the event that we fail to secure DOE space is included in Attachment 47.

Instructional:

Our allocation for Special Education services purchased from an outside vendor is based on the assumption that, of the 10% of our students who have IEPs, 80% will require on average 1.5 hours per week of related services at \$90 per hour. This estimate is based on the experience of the Interactive Therapy Group, an organization which provides Special Education services to more than 10 charter schools in New York State. In addition, we have budgeted \$300 per week for five hours of consultant services to get our Special Education systems up and running and help us to build a relationship with our local Committee on Special Education.

We spend \$76,000 during year one on the Waterford Early Literacy Program. This figure includes ten computers, ten sets of user rights, and consumables for all our students. Use of this program will not only provide students with valuable literacy experiences but also allow our teachers to work with students in smaller groups during our literacy blocks.

We provide \$3,000 or \$25 per student on assessment, as required by our PCSP grant. When this figure is added to the \$25 per student spent in the start-up period (as required by the grant), we spend \$50 per student on assessment for year one.

We plan \$5,000 per classroom for classroom libraries, key to our focus on literacy skills.

We order textbooks for year two during year one of operations, thus avoiding delays caused by competition with orders from large districts, typically made on July 1st.

Student Services:

We budget \$20,000 for a half-time contracted nurse to maintain student records and provide services as needed.

We include \$5,850 to pay for bussing for the 13 days per year that we are in session and NYC public schools are not. This figure is based on a cost of \$450 per bus per day.

We assume a modest loss of \$50 per student per year on our breakfast and lunch program. This is similar to the experience of Excellence Charter School of Bedford-Stuyvesant.

We budget \$100 per student for field trips so that we can ensure that our students are exposed to the rich cultural resources of Bedford-Stuyvesant and New York, including museums, historical sites, and concerts.

Furniture and Equipment:

Our classroom furniture order for year two is included in year one's budget, again so that we can avoid the delays that can result from competing with orders from large districts that typically occur on July 1st.

We budget \$10,000 for a lease on a high output "workhorse" copier.

Board of Trustees:

While we fully intend to have an in-depth audit by an independent outside agency, we budget \$10,000 for year one's audit in year two, as the work cannot occur until we close year one's books.

We set aside \$25,000 in an escrow account to cover dissolution costs in the unlikely event that the school has its charter revoked or becomes insolvent.

We also allocate \$16,678 or 1% of our revenues to a contingency fund to cover unforeseen expenses.

Timeline:

A month-by-month cash flow statement is included below.

Since a large portion of our non-per-pupil funding comes from the PCSP and NYC DOE OPTS programs, we will ensure that this money is collected in a timely manner by preparing the applications in advance of the start of year one of operations so that funds can be submitted as early as possible.

**Leadership Prep Charter School
First Year Budget Assumptions
July 2008 to June 2007**

Amount	Description of Assumption
Enrollment	
Projected Student Enrollment	120 60 students in kindergarten and 60 in first grade; 10% assumed to be SPED; similar to District 16 figure

Revenues	
Per Pupil Aid	1,030,320 Based on '04 AOE/TAPU of \$8588 x 120 students
Federal Title I Funding	96,186 \$943 per eligible student (as indicated in NYC DOE charter application); assumes 85% students are eligible (similar to District 16 population)
Federal IDEA	16,032 Assumes 10% of students on IEPs; based on FY '04 figure of \$1,338
Federal PCSP	150,000 Start-Up Assistance Grant; typical of amounts recently granted to new charters
Food Service Revenue	78,464 Based on \$4.25 / day / student in state and federal aid, 85% of students qualifying (similar to District 16 population); based on 181 day school year
State: Special Ed	18,186 Assumes 10% of students on IEPs; of these 60% receive services <20% of time, 37% receive services between 20 and 60% of the time, and 3% receive services >60% of the time. Based on FY '04 figures of \$3,566 and \$6,557.
State: NYSTL, etc.	9,394 Based on FY '04 figures of \$67.30 (textbook), \$14.98 (library), & \$6.00 (software) x 120 students
City: Special Ed	17,126 Assumes 10% of students on IEPs; of these 60% receive services <20% of time, 37% receive services between 20 and 60% of the time, and 3% receive services >60% of the time. Based on FY '04 figures of \$3,358 and \$6,156
City: OPTS	46,920 Based on '04 figure of \$391 per new student x 120 new students
Fundraising (individual)	85,000 Conducted by Head of School and part-time development person
Fundraising (foundation & corporate)	115,000 Foundations that will be targeted include NYCCSE, Achelis & Bodman, Robinhood, Tiger, Pumpkin, Clark, and others
Total Revenues	1,662,627

Expenditures

Administrative Personnel

Head of School	90,000	1 FTE
Principal	75,000	1 FTE
Business Manager	50,000	1 FTE
Office Manager	45,000	1.5 FTEs
Dean of Students	54,000	1 FTE

Instructional Personnel

Teachers Salaries	388,000	4 Master Teachers @ \$51K ea.; 4 Teachers @ \$46K ea.; based on NYC DOE / UFT scale plus ~\$5k
Learning Support Coordinator	51,000	1 FTE
Specialty Teachers	46,000	1 FTE

Subtotal Personnel Services Costs 799,000

Payroll Taxes and Benefits

Health Insurance	57,186	\$4,800 annually per individual plan and \$10,000 per family plan; % ind and % family starts at 90/10 and goes to 70/30 as staff ages; school pays 66.6% of cost and employee pays 33.3%
Social Security	49,538	6.2% of payroll
FICA	11,586	1.45% of payroll
Unemployment	19,975	2.5% of payroll ; State estimates between 1.5 and 4.0% (http://www.labor.state.ny.us/business_ny/unemployment_insurance/ulempyr/state.htm)
403b Matching		School matches 403b contribution up to 3% of salary; Vests in year 2, 3, and 4 of employment; assumes 75% participation
Disability	1,054	\$88 per employee per Bronx Excellence quote
Workers' Comp	7,990	1% per NYC SRC

Subtotal Payroll Taxes and Benefits 147,328 18% of salaries; similar to Explore and Excellence of Bedford-Stuyvesant

	Amount	Description of Assumption
Part-Time Staff		
Saturday School Staff	12,000	4 staff @ \$3K ea.
After School Tutors	-	Start in yr. 2
Sub Total Part-Time Staff	12,000	
Total Personnel Costs	958,328	58% of revenues
Business Services		
Reporting System Set Up	10,000	As required by PCSP Grant
Legal Services	5,150	Comparable to North Star; assumes no pro bono
Advertising- Student Recruitment	8,240	Comparable to Academy of the Pacific Rim
Advertising- Teacher Recruitment	7,500	Comparable to Academy of the Pacific Rim
Public Relations/Marketing	5,000	Comparable to North Star
Contracted Grant Writer / Major Gifts Person	25,000	Half time to assist with fund raising efforts
Insurance- General Liability	16,000	Based on Bronx Excellence actual (\$2M in general liability, \$250k in property, \$5M in umbrella liability, \$1M in auto liability, & \$1M in accident & medical)
Insurance- Officers and Directors	9,000	Based on Bronx Excellence actual (\$1M in coverage)
Fees, Licensing, Dues, and Memberships	1,000	Comparable to Academy of the Pacific Rim
Payroll Services	1,200	Based on \$50 per payroll, 2 payrolls per period
Postage and Shipping	3,000	Comparable to North Star
Contract Labor- Non-Instructional	800	Time for mailings and other projects
Office Supplies	5,000	Comparable to North Star
Maintenance- Office Equipment	10,000	Tech support contract for IT equipment; Comparable to Academy of the Pacific Rim
Telephone and Internet Service	12,000	\$1k per month; will secure E-Rate discount for yr. 2 and beyond
Total Business Services	118,890	
Physical Plant		
Rent	60,000	10,000 sq ft (~65 sq ft / student) @ \$6 per sq ft; based on estimates of cost of DOE space from Explore and Girls Prep Charter Schools
Debt Service	-	
Renovation/Construction	10,000	Painting & other minor upgrades
Security / Fire Monitoring	-	Included in DOE facility payment
Custodial Services	-	Included in DOE facility payment
Maintenance- Facility	4,000	Minor upkeep not provided for by the DOE
Utilities	-	Included in DOE facility payment
Total Physical Plant Costs	74,000	4% of revenues as result of pursuing low-cost DOE option
Instructional		
Professional Development	15,000	As required by PCSP Grant
Special Education	60,648	80% of the 10% of the student population with IEPs are assumed to require on average 1.5 hr per wk of speech, occupational, and counseling services at an average of \$90 / hr plus an additional \$300 per week for consultant in first year to arrange systems and build relationship with CSE; estimated based on experience of Interactive Therapy Group (which provides services to more than 10 charter schools in NYS).
Student Assessment/Testing	3,000	\$25 per student per requirements of PCSP grant
Supplies/Materials- Instructional	24,000	\$200/ student
Equipment- Instructional	1,000	\$250 per new classroom
Athletic Equipment	1,500	Minimal equipment for phys ed and exercise periods
Teacher Discretionary Per Teacher	900	\$100 per teacher
Textbooks	8,621	\$150 per new student; ordered for ea school year during the previous one to avoid delays caused by orders from large districts on 7/1
Classroom Information Technology	76,000	Waterford Early Literacy Computer Program; 10 machines @ \$1600 ea. per room k to 2, plus \$12,000 / yr in consumables; comparable to Excellence of Bed-Stuy costs
Classroom Libraries	20,000	\$5k per new classroom
Total Instructional	210,669	

	Amount	Description of Assumption
Student Services		
Nurse	20,000	Contracted, part time service
Bussing for Extended Year	5,850	1 bus @ \$450 / day x 13 days in extended year, comparable to Excellence of Bed-Stuy
Breakfast, Lunch & Snack Program	84,484	Modest loss of \$50 per student per year; based on experience of Excellence of Bed-Stuy
Recreation Field Trips	12,000	\$100 per student
Total Student Services	122,314	
Furniture and Equipment		
Staff Furniture	5,750	\$500 per new FTE
Classroom Furniture	8,621	\$150 per new student; ordered for es school year during the previous one to avoid delays caused by orders from large districts on 7/1
Copier	10,000	\$10,000 per copy machine for lease and maintenance; comparable to North Star and Academy of the Pacific Rim
Phone system	7,550	\$8,000 for system and \$100 for each extension; 1 ext. for es. staff person
Staff Computer Equipment	24,250	\$1.5K for laptops for instructional staff; \$1k for desktops for admin staff; \$7,000 for MIS package of server, printers and software
Total Furniture and Equipment	56,171	
Board of Trustees		
Audit		\$10K budgeted in yr. 2 to pay for yr. 1 audit; comparable to Academy of the Pacific Rim and North Star
Accountability Plan Development	15,000	As required by PCSP Grant
Governance Development	10,000	As required by PCSP Grant
Dissolution Escrow	25,000	As required by CSI
Contingency Fund	16,626	1% of revenues held in reserve for unforeseen circumstances (increase to 2% of revenues in yr. 2)
Total Board of Trustees	66,626	
TOTAL EXPENSES	1,606,998	
Net Surplus (Deficit)	55,629	
Beginning Cash Balance	39,550	
Ending Cash Balance	95,179	

Leadership Prep Charter School
 First Year Budget
 July 2006 to June 2007

Program Services				Supporting Services	
Regular Education	Special Education	CSP Grant	Title I, Food Service, NYSTL, NYC DOE OPTS	Fundraising & Special Events	Total

Enrollment

Projected Student Enrollment	108	12			120
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Revenues

Per Pupil Aid	1,030,320					1,030,320
Federal Title I Funding				96,186		96,186
Federal IDEA		16,032				16,032
Federal CSP			150,000			150,000
Food Service Revenue				78,464		78,464
State: Special Ed		18,186				18,186
State: NYSTL, etc.				9,394		9,394
City: Special Ed		17,126				17,126
City: OPTS				46,920		46,920
Fundraising (individual)					85,000	85,000
Fundraising (foundation & corporate)					115,000	115,000
Total Revenues	1,030,320	51,344	150,000	230,963	200,000	1,662,627

Expenditures

Administrative Personnel Costs

Head of School	90,000					90,000
Principal	75,000					75,000
Business Manager	50,000					50,000
Office Manager	45,000					45,000
Dean of Students	54,000					54,000

Instructional Personnel Costs

Teachers Salaries	388,000					388,000
Learning Support Coordinator		51,000				51,000
Specialty Teachers					46,000	46,000

Subtotal Personnel Services Costs	702,000	51,000	-	-	46,000	799,000
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Program Services				Supporting Services	
Regular Education	Special Education	CSP Grant	Title I, Food Service, NYSTL, NYC DOE OPTS	Fundraising & Special Events	Total

Payroll Taxes and Benefits

Health Insurance	57,186				57,186
Social Security	49,538				49,538
FICA	11,586				11,586
Unemployment	19,975				19,975
403b Matching (1)	0				-
Disability	1,054				1,054
Workers' Comp	7,990				7,990
Subtotal Payroll Taxes and Benefits	147,328	-	-	-	147,328

Part-Time Staff

Saturday School Staff				12,000	12,000
After School Tutors (1)				-	-
Subtotal Part-Time Staff	-	-	-	12,000	12,000

Total Personnel Costs

849,328 51,000 - 12,000 46,000 958,328

Business Services

Reporting System Set Up			10,000		10,000
Legal Services	5,150				5,150
Advertising- Student Recruitment			8,240		8,240
Advertising- Teacher Recruitment			7,500		7,500
Public Relations/Marketing	5,000				5,000
Contracted Grant Writer / Major Gifts Person	12,500			12,500	25,000
Insurance- General Liability	16,000				16,000
Insurance- Officers and Directors	9,000				9,000
Fees, Licensing, Dues, and Memberships			1,000		1,000
Payroll Services	1,200				1,200
Postage and Shipping	3,000				3,000
Contract Labor- Non-Instructional	800				800
Office Supplies	5,000				5,000
Maintenance- Office Equipment	10,000				10,000
Telephone and Internet Service	12,000				12,000
Total Business Services	79,650	-	26,740	-	118,890

Program Services				Supporting Services	
Regular Education	Special Education	CSP Grant	Title I, Food Service, NYSTL, NYC DOE OPTS	Fundraising & Special Events	Total

Physical Plant

Rent	60,000				60,000
Debt Service (2)	0				-
Renovation/Construction	10,000				10,000
Security / Fire Monitoring (2)	0				-
Custodial Services (2)	0				-
Maintenance- Facility	4,000				4,000
Utilities (2)	0				-
Total Physical Plant Costs	74,000				74,000

Instructional

Professional Development		15,000			15,000
Special Education				60,648	60,648
Student Assessment/Testing		3,000			3,000
Supplies/Materials- Instructional		24,000			24,000
Equipment- Instructional				1,000	1,000
Athletic Equipment				1,500	1,500
Teacher Discretionary Per Teacher				900	900
Textbooks			8,621		8,621
Classroom Information Technology			76,000		76,000
Classroom Libraries			20,000		20,000
Total Instructional		42,000	104,621	64,048	210,669

Student Services

Nurse				20,000	20,000
Bussing for Extended Year				5,850	5,850
Breakfast, Lunch & Snack Program			84,464		84,464
Recreation Field Trips			12,000		12,000
Total Student Services			96,464	25,850	122,314

Furniture and Equipment

Staff Furniture		5,750			5,750
Classroom Furniture		8,621			8,621
Copier		10,000			10,000
Phone system		7,550			7,550
Staff Computer Equipment		24,250			24,250
Total Furniture and Equipment		56,171			56,171

Program Services				Supporting Services	
Regular Education	Special Education	CSP Grant	Title I, Food Service, NYSTL, NYC DOE OPTS	Fundraising & Special Events	Total

Board of Trustees

Audit (3)	-					-
Accountability Plan Development			15,000			15,000
Governance Development			10,000			10,000
Disolution Escrow				-	25,000	25,000
Contingency Fund	16,626					16,626
Total Board of Trustees	16,626	-	25,000	-	25,000	66,626
Total Expenses	1,019,604	51,000	149,911	213,085	173,398	1,606,998
Net Surplus (Deficit)	10,716	344	89	17,879	26,602	55,629
Beginning Cash Balance	-	-	-	-	-	39,550
Ending Cash Balance	10,716	344	89	17,879	26,602	95,179

(1) Starts in yr. 2

(2) Starts when we move to own facility

(3) \$10k budgetted in yr. 2 to cover yr. 1 audit

Leadership Prep Charter School
 First Year Cashflow
 July 2006 - June 2007

	Yr. 1	July	August	Sept	October	Nov	Dec	January	Feb	March	April	May	June	Total
Revenues														
Per Pupil Aid	1,030,320	171,720		171,720		171,720		171,720		171,720		171,720		1,030,320
Federal Title I Funding	96,186	16,031		16,031		16,031		16,031		16,031		16,031		96,186
Federal IDEA	16,032	2,672		2,672		2,672		2,672		2,672		2,672		16,032
Federal CSP	150,000	150,000												150,000
Food Service Revenue	78,464	13,077		13,077		13,077		13,077		13,077		13,077		78,464
State: Special Ed	18,186	3,031		3,031		3,031		3,031		3,031		3,031		18,186
State: NYSTL, etc.	9,394	1,566		1,566		1,566		1,566		1,566		1,566		9,394
City: Special Ed	17,126	2,854		2,854		2,854		2,854		2,854		2,854		17,126
City: OPTS	46,920	11,730			11,730			11,730			11,730			46,920
Fundraising (individual)	85,000	30,000		12,000		12,000		12,000		12,000		12,000		90,000
Fundraising (foundation & corporate)	115,000		23,000		23,000		23,000		23,000		23,000			115,000
Total Revenues	1,662,827	402,881	23,000	222,951	34,730	222,951	23,000	234,681	23,000	222,951	34,730	222,951		1,687,627

Expenditures

Administrative Staff Personnel Costs

Head of School	90,000	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	90,000
Principal	75,000	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	75,000
Business Manager	50,000	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	4,167	50,000
Office Manager	45,000	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
Dean of Students	54,000	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	4,500	54,000

Instructional Personnel Costs

Teachers Salaries	388,000	32,333	32,333	32,333	32,333	32,333	32,333	32,333	32,333	32,333	32,333	32,333	32,333	388,000
Learning Support Coordinator	51,000	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	4,250	51,000
Specialty Teachers	46,000	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	3,833	46,000

Subtotal Personnel Services Costs 799,000 66,583 66,583 66,583 66,583 66,583 66,583 66,583 66,583 66,583 66,583 66,583 66,583 66,583 799,000

Payroll Taxes and Benefits

Health Insurance	57,186	4,765	4,765	4,765	4,765	4,765	4,765	4,765	4,765	4,765	4,765	4,765	4,765	57,186
Social Security	49,538	4,128	4,128	4,128	4,128	4,128	4,128	4,128	4,128	4,128	4,128	4,128	4,128	49,538
FICA	11,586	965	965	965	965	965	965	965	965	965	965	965	965	11,586
Unemployment	19,975	1,665	1,665	1,665	1,665	1,665	1,665	1,665	1,665	1,665	1,665	1,665	1,665	19,975
403b Matching (1)														
Disability	1,054	88	88	88	88	88	88	88	88	88	88	88	88	1,054
Workers' Comp	7,990	666	666	666	666	666	666	666	666	666	666	666	666	7,990
Subtotal Payroll Taxes and Benefits	147,328	12,277	147,328											

Part-Time Staff

Saturday School Staff	12,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
After School Tutors (1)														
Total Part-Time Staff	12,000	1,000	12,000											

Total Personnel Costs 958,328 79,861 79,861 79,861 79,861 79,861 79,861 79,861 79,861 79,861 79,861 79,861 79,861 79,861 958,328

	Yr. 1	July	August	Sept	October	Nov	Dec	January	Feb	March	April	May	June	Total
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Business Services														
Reporting System Set Up	10,000	2,500	2,500	2,500	2,500									10,000
Legal Services	5,150	1,288	1,288	1,288			644			644				5,150
Advertising- Student Recruitment	8,240							1,648	1,648	1,648	1,648	1,648		8,240
Advertising- Teacher Recruitment	7,500							1,500	1,500	1,500	1,500	1,500		7,500
Public Relations/Marketing	5,000	833		833		833		833		833		833		5,000
Contracted Grant Writer / Major Gifts Person	25,000	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- General Liability	18,000	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	1,333	18,000
Insurance- Officers and Directors	9,000	750	750	750	750	750	750	750	750	750	750	750	750	78,890
Fees, Licensing, Dues, and Memberships	1,000	83	83	83	83	83	83	83	83	83	83	83	83	
Payroll Services	1,200	100	100	100	100	100	100	100	100	100	100	100	100	
Postage and Shipping	3,000	250	250	250	250	250	250	250	250	250	250	250	250	3,000
Contract Labor- Non-Instructional	800	67	67	67	67	67	67	67	67	67	67	67	67	800
Office Supplies	5,000	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Maintenance- Office Equipment	10,000	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Telephone and Internet Service	12,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	12,000
Total Business Services	118,890	11,538	10,704	11,538	9,417	7,750	7,560	10,898	10,065	11,542	10,065	10,898	6,917	118,890

Physical Plant														
Rent	60,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000
Debt Service (2)														
Renovation/Construction	10,000	5,000	5,000											10,000
Security / Fire Monitoring (2)														
Custodial Services (2)														
Maintenance- Facility	4,000			1,000			1,000			1,000			1,000	4,000
Utilities (2)														
Total Physical Plant Costs	74,000	10,000	10,000	6,000	5,000	5,000	6,000	5,000	5,000	6,000	5,000	5,000	6,000	74,000

Instructional														
Professional Development	15,000	6,500	6,500				1,000				1,000			15,000
Special Education	60,648			6,065	6,065	6,065	6,065	6,065	6,065	6,065	6,065	6,065	6,065	60,648
Student Assessment/Testing	3,000	1,000				1,000					1,000			3,000
Supplies/Materials- Instructional	24,000	7,000	7,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	24,000
Equipment- Instructional	1,000	500	500											1,000
Athletic Equipment	1,500	750	750											1,500
Teacher Discretionary Per Teacher	900		900											900
Textbooks (4)	8,621												8,621	8,621
Classroom Information Technology	76,000		76,000											76,000
Classroom Libraries	20,000	20,000												20,000
Total Instructional	210,669	35,750	91,650	7,065	7,065	8,065	8,065	7,065	7,065	7,065	9,065	7,065	15,686	210,669

Student Services														
Buses	20,000	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	1,667	20,000
Bussing for Extended Year	5,850		2,925										2,925	5,850
Breakfast, Lunch & Snack Program	84,464		7,679	7,679	7,679	7,679	7,679	7,679	7,679	7,679	7,679	7,679	7,679	84,464
Recreation Field Trips	12,000			1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	12,000
Total Student Services	122,314	1,667	12,270	10,545	13,470	122,314								

Yr. 1	July	August	Sept	October	Nov	Dec	January	Feb	March	April	May	June	Total
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Furniture and Equipment

Staff Furniture	5,750	2,875	2,875										5,750
Classroom Furniture (4)	8,621											8,621	8,621
Copier	10,000	833	833	833	833	833	833	833	833	833	833	833	10,000
Phone system	7,550	7,550											7,550
Staff Computer Equipment	24,250	24,250											24,250
Total Furniture and Equipment	56,171	35,508	3,708	833	9,454								

Board of Trustees

Audit (3)													
Accountability Plan Development	15,000	2,500	2,500	2,500	2,500	2,500	2,500						15,000
Governance Development	10,000	2,500			2,500			2,500			2,500		10,000
Disolution Escrow	25,000	25,000											25,000
Contingency Fund	16,626	4,027	230	2,230	347	2,230	230	2,347	230	2,230	347	2,230	16,676
Total Board of Trustees	66,626	34,027	2,730	4,730	5,347	4,730	2,730	4,847	230	2,230	2,847	2,230	66,676

TOTAL EXPENSES	1,606,998	208,350	210,923	120,571	118,068	116,783	115,594	119,049	113,599	118,075	118,216	116,431	131,388	1,607,048
Net Surplus (Deficit)	55,629	194,331	(187,923)	102,380	(83,338)	106,168	(92,594)	115,632	(90,599)	104,876	(83,488)	106,520	(131,388)	60,579
Beginning Cash Balance	39,550	39,550	233,881	45,958	148,338	65,000	171,168	78,573	194,206	103,607	208,483	124,997	231,517	39,550
Ending Cash Balance	95,179	233,881	45,958	148,338	65,000	171,168	78,573	194,206	103,607	208,483	124,997	231,517	100,129	95,179

- (1) Starts in yr. 2
- (2) Starts when we move to own facility
- (3) \$10k budgetted in yr. 2 to cover yr. 1 audit
- (4) Yr. 1 purchased during start-up to avoid delays due to orders by large districts 7/1; this expenditure is for yr. 2

46. Five-Year Budget

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

Enrollment

We intend to enroll 64 students per grade in kindergarten and first grade for year one of operations. In year two and each subsequent year, we intend to enroll 64 new kindergarteners and replace any students who have left between kindergarten and first grade. We plan not to enroll any new students in grades higher than first. (We will revisit this policy if it proves to be financially untenable for the school.) We assume a 7% annual rate of attrition. Despite our intent of enrolling 64 students per grade, we base our revenue projections on a starting student population of 60 students per grade, thus protecting the school against reductions in revenues that can result from not replacing students who leave during the school year.

Revenues

Government Funding:

We assume an annual increase of a modest 3% in per-pupil funding levels. This is a conservative estimate, significantly below the average increases over recent years. (See Attachment 47 for a more detailed discussion of the increases in recent years.)

Private Funding and Contributions:

We budget \$225,000 in year two from individual, corporate, and foundation fund raising. In year three, we raise \$235,000 as we gear up for our move to our permanent building. In year four, after we have secured our permanent site, our need for outside funding recedes, and we raise only \$130,000 (mostly from our, by then, well-established based of individual donors).

Expenses

Personnel:

Tables summarizing assumptions as to staffing levels and salaries are included below.

Salaries increase at an average rate of 4% annually.

In year three, we add a Program Manager to assist in non-academic administrative functions within the school.

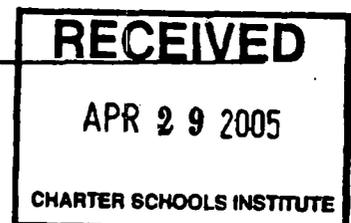
In year four, we add 0.5 FTE of an Office Manager and a second Dean of Students.

In years two and three, we add two Master Teachers and two Teachers. In year four, we add only two Master Teachers as after third grade we move to a one-teacher-per-room model.

In year two, we add a half-time Specialty Teacher; in years three and four we add a full-time Specialty Teacher each year.

In year four, we add a second Learning Support Coordinator.

In years one and two, we budget for four Saturday school staff at \$3,000 per staff person. We add an additional staff person in each of years three and four.



We budget for two after school tutors at \$12 per hour for two hours per day four days per week 38 weeks per year in year two. We add two tutors per year each year after that.

Benefits and Payroll Taxes:

Taxes remain constant as a percent of total salaries.

We assume a 9% annual increase in premiums for healthcare insurance.

Our retirement benefit phases in over years two through five of employment. We assume 75% of eligible employees participate in the program.

Business Services:

Most expenses are assumed to increase with inflation at 3% annually with the following exceptions:

- Teacher recruitment scales up with the growth of the school population.
- Office supplies increase with the number of new staff.
- Maintenance/office equipment scales up with the increase in staff.
- Telephone and Internet service increase 3% annually—but a 90% E-Rate discount begins in year two of operations.

Physical Plant:

Most costs are assumed to increase with inflation at 3% per year, with the following exceptions:

In years one through four, our rent is based on an estimate of \$6 per sq. ft. for DOE space and 85 sq. ft. per student. Fire and security monitoring, custodial, maintenance, and utilities costs are included in this rental fee.

In year four, we plan to move to 40,000 sq. ft. facility, which will serve as our permanent home. This facility will be built or renovated with minimal capital investment and advantageous financing terms by employing federal incentive programs such as New Markets Tax Credits or Q-ZAB Bonds. Our founding group is already in contact with organizations such as Civic Builders and Public Economics who specialize in structuring such arrangements and have done so for other New York City charter schools. Based on our conversations with these organizations, we believe the follow estimates are reasonable:

- An \$8,000,000 total cost for our permanent home (40,000 sq. ft. at \$200 per sq. ft.)
- An 8% equity investment on the part of the school (\$650,000) with the remainder of the necessary equity in the form of federal loan guarantees
- A debt service cost of \$5 per sq. ft. per year

Once we take up occupancy in our own building, we anticipate additional costs including:

- \$350 per month in fire and security monitoring
- \$1 per sq. ft. for custodial services
- \$1 per sq. ft. for maintenance plus \$0.10 per sq. ft. for janitorial supplies

Instructional:

Costs are assumed to increase with inflation at 3% per year, with the following exceptions:

- Professional Development in years two through five is estimated at \$400 per teacher plus \$1,000 per year.
- Student Assessment in years two through four is projected at \$40 per student per year.

Student Services:

Costs are assumed to increase with inflation at 3% per year, with the following exceptions:

- Nursing services increase as we require more of our contracted nurse's time.
- Bussing costs increase as we add a bus in year two and one in year four.
- The cost per student of field trips remains constant at \$100 per student, as inflation is offset by economies of scale and deeper group discounts for larger groups.

Furniture and Equipment:

Costs are assumed to increase with inflation at 3% per year. Staff computers are replaced every three years.

Board of Trustees:

Costs are assumed to increase with inflation at 3% per year, with the following exceptions:

- Accountability Plan Development falls off after the plan is completed in year one.
- Board Development reduces to \$2,000 per year after year one.
- Contingency Fund costs rise to 2% of revenues in year two and then remain constant.

	Year					Assumptions
	Start-up	1	2	3	4	
Enrollment						
Kindergarten		60	60	60	60	Start with grades K and 1 and add a grade every year; 60 students in each new kindergarten; no students replaced after 1st grade; 7% annual attrition
1st Grade		60	60	60	60	
2nd Grade			56	56	56	
3rd Grade				52	52	
4th Grade					48	
Total Enrollment		120	176	228	276	
Classrooms						
Kindergarten		2	2	2	2	
1st Grade		2	2	2	2	
2nd Grade			2	2	2	
3rd Grade				2	2	
4th Grade					2	
Total Classrooms		4	6	8	10	
Staff (FTEs)						
Executive Director	0.65	1	1	1	1	Part time during planning year then fulltime
Principal	0.5	1	1	1	1	Part time during planning year then fulltime
Dean of Students	0	1	1	1	2	Starts 7/1/06
Program Manager	0	0	0	1	1	Starts in year 3
Master Teacher	0	4	6	8	10	Start 7/31/06; 1 per room for k - 3; departmental after that (2 per homeroom)
Teacher	0	4	6	8	8	Start 7/31/06; 1 per room for k - 3
Enrichment Teacher	0	1	1.5	2	3	Starts 7/31/06
SPED Coordinator	0	1	1	1	2	Starts 7/1 /06
Business Manager	0.25	1	1	1	1	Starts 4/06
Office Manager	0.25	1.5	1.5	1.5	2	Starts 4/06
Total FTEs	1.65	15.5	20	25.5	31	
Students per Teacher		12.6	12.8	12.6	12.8	Includes Master Teachers, Teachers, Part Time Teachers, and SPED Coordinator

Year				
Start-up	1	2	3	4

Assumptions

Salaries

Executive Director	\$ 90,000	\$ 90,000	\$ 93,600	\$ 97,344	\$ 101,238	4% annual increases
Principal	\$ 75,000	\$ 75,000	\$ 78,000	\$ 81,120	\$ 84,365	
Dean of Students	\$ 54,000	\$ 54,000	\$ 56,160	\$ 58,408	\$ 60,743	
Program Manager	\$ 42,000	\$ 42,000	\$ 43,680	\$ 45,427	\$ 47,244	
Master Teacher	\$ 51,000	\$ 51,000	\$ 53,040	\$ 55,162	\$ 57,368	
Teacher	\$ 46,000	\$ 46,000	\$ 47,840	\$ 49,754	\$ 51,744	
Enrichment Teacher	\$ 46,000	\$ 46,000	\$ 47,840	\$ 49,754	\$ 51,744	
SPED Coordinator	\$ 51,000	\$ 51,000	\$ 53,040	\$ 55,162	\$ 57,368	
Business Manager	\$ 50,000	\$ 50,000	\$ 52,000	\$ 54,080	\$ 56,243	
Office Manager	\$ 30,000	\$ 30,000	\$ 31,200	\$ 32,448	\$ 33,746	

Physical Plant

Facility Size		10,000	15,000	20,000	40,000	Minimum of 85 sq. ft. per student
Rent on DOE Space / sq ft / yr		\$ 6.00	\$ 6.00	\$ 6.00		Based on Explore and Girls Prep estimates
Debt Service on Owned Space / sq ft / yr					\$ 5.00	Debt service using New Market Tax Credits or Civic Builders financing

Leadership Prep Charter School
 5 Yr. Budget
 July 2005 to June 2011

	Start-up	1	2	3	4
Enrollment	0	120	176	228	276

Revenues

Per Pupil Aid	-	1,030,320	1,554,701	2,074,039	2,589,056
Federal Title I Funding	-	96,186	145,140	193,623	241,703
Federal IDEA	-	16,032	24,191	32,272	40,286
Federal PCSP	150,000	150,000	-	-	-
Food Service Revenue	-	78,464	118,397	157,947	197,168
State: Special Ed	-	18,186	27,442	36,609	45,700
State: NYSTL, etc.	-	9,394	14,174	18,909	23,605
City: Special Ed	-	17,126	25,842	34,474	43,035
City: OPTS	90,000	46,920	24,164	24,889	25,635
Fundraising (Individual)	70,000	85,000	100,000	115,000	115,000
Fundraising (foundation & corporate)	35,000	115,000	125,000	120,000	15,000
Total Revenues	345,000	1,662,627	2,159,053	2,807,763	3,336,188

Expenditures

**Administrative Staff Personnel
 Costs**

Head of School	55,000	90,000	93,600	97,344	101,238
Principal	37,500	75,000	78,000	81,120	84,365
Business Manager	-	50,000	52,000	54,080	56,243
Office Manager	-	45,000	46,800	48,672	67,492
Dean of Students	-	54,000	56,160	58,406	121,485
Program Manager	-	-	-	45,427	47,244
Subtotal Admin. Staff	92,500	314,000	326,560	385,050	478,067

	Start-up	Year			
		1	2	3	4
Instructional Personnel Costs					
Teachers Salaries	-	388,000	605,280	839,322	987,631
Learning Support Coordinator	12,500	51,000	53,040	55,162	114,736
Specialty Teachers	7,500	46,000	71,760	99,507	155,231
Subtotal Instructional Personnel	20,000	485,000	730,080	993,990	1,257,598
Payroll Taxes and Benefits					
Health Insurance	9,600	57,186	80,429	121,574	161,097
Social Security	6,975	49,538	65,512	85,500	107,611
FICA	1,631	11,586	15,321	19,996	25,167
Unemployment	2,813	19,975	26,416	34,476	43,392
403b Matching	-	-	5,283	13,790	26,035
Disability	112	1,054	1,360	1,734	2,108
Workers' Comp	1,125	7,990	10,566	13,790	17,357
Subtotal Payroll Taxes and Benefits	22,256	147,328	204,887	290,861	382,767
Part-Time Staff					
Saturday School Staff	-	12,000	12,480	16,224	20,248
After School Tutors	-	-	7,588	11,837	16,414
Subtotal Part-Time Staff	-	12,000	20,068	28,061	36,662
Total Personnel Costs	134,756	958,328	1,281,595	1,697,962	2,155,094
<i>As a Percent of Revenue</i>	<i>39.1%</i>	<i>57.6%</i>	<i>59.4%</i>	<i>60.5%</i>	<i>64.6%</i>

	Start-up	1	Year 2	3	4
Business Services					
Reporting System Set Up	10,000	10,000	-	-	-
Legal Services	5,000	5,150	5,305	5,464	5,628
Advertising- Student Recruitment	8,000	8,240	8,487	8,742	9,004
Advertising- Teacher Recruitment	10,000	7,500	7,500	8,500	9,500
Public Relations/Marketing	7,500	5,000	5,150	5,305	5,464
Contracted Development Person	15,000	25,000	25,750	26,523	27,318
Insurance- General Liability	-	16,000	16,480	16,974	17,484
Insurance- Officers and Directors	9,000	9,270	9,548	9,835	10,130
Dues and Memberships	-	1,000	1,030	1,061	1,093
Payroll Services	-	1,200	1,236	1,273	1,311
Postage and Shipping	2,500	3,000	3,090	3,183	3,278
Contract Labor- Non-Instructional	400	800	824	849	874
Office Supplies	3,000	5,000	6,000	6,500	7,000
Maintenance- Office Equipment	2,500	10,000	10,000	15,000	20,000
Telephone and Internet Service	3,600	12,000	1,236	1,273	1,311
Total Business Services	76,500	119,160	101,636	110,480	119,394

Physical Plant

Rent	12,000	60,000	90,000	120,000	-
Debt Service	-	-	-	-	200,000
Renovation/Construction	15,000	10,000	10,300	10,609	-
Security / Fire Monitoring	-	-	-	-	4,200
Custodial Services	-	-	-	-	40,000
Maintenance- Facility	-	4,000	5,500	7,000	44,000
Utilities	-	-	-	-	52,000
Total Physical Plant Costs	27,000	74,000	105,800	137,609	340,200

Instructional	Start-up	Year			
		1	2	3	4
Professional Development	15,000	15,000	6,800	8,600	10,200
Special Education	-	60,648	72,148	93,446	113,252
Student Assessment/Testing	3,000	3,000	7,243	9,662	12,062
Supplies/Materials- Instructional	-	24,000	36,215	48,312	60,309
Equipment- Instructional	-	1,000	515	530	546
Athletic Equipment	-	1,500	1,000	1,030	1,061
Teacher Discretionary Per Teacher	-	900	1,391	1,910	2,295
Textbooks	18,000	8,621	8,258	7,910	7,577
Classroom Information Technology	-	76,000	44,000	12,000	12,360
Classroom Libraries	-	20,000	10,300	10,609	10,927
Total Instructional	36,000	210,669	187,870	194,010	230,589

Student Services

Nurse	-	20,000	20,000	30,000	30,000
Bussing for Extended Year	-	5,850	11,700	11,700	17,550
Breakfast, Lunch & Snack Program	-	84,464	127,187	169,332	210,966
Recreation Field Trips	-	12,000	17,580	22,769	27,596
Total Student Services	-	122,314	176,467	233,801	286,112

Furniture and Equipment

Staff Furniture	2,000	5,750	2,318	2,917	3,005
Classroom Furniture	18,000	8,621	8,258	7,910	7,577
Copier	-	10,000	10,300	10,609	10,927
Phone system	-	7,550	450	550	550
Staff Computer Equipment	5,000	24,250	6,953	8,498	32,748
Total Furniture and Equipment	25,000	56,171	28,278	30,484	54,807

	Start-up	1	Year 2	3	4
Board of Trustees					
Audit	-	-	10,000	10,300	10,609
Accountability Plan Development	15,000	15,000	-	-	-
Governance Development	10,000	10,000	2,000	2,060	2,122
Dissolution Escrow	-	25,000	-	-	-
Contingency Fund	3,450	16,626	43,181	56,155	66,724
Total Board of Trustees	28,450	66,626	55,181	68,515	79,455

TOTAL EXPENSES	327,706	1,607,268	1,936,828	2,472,862	3,265,651
Net Surplus (Deficit)	17,294	55,359	222,225	334,901	70,537

CASH FLOW ADJUSTMENTS

Investing Activities

Investment in Own Building					650,000
Total Cash Flow Adjustments					650,000
Net Surplus (Deficit)	17,294	55,359	222,225	334,901	(579,463)
Beginning Cash Balance	-	17,294	72,653	294,878	629,779
Ending Cash Balance	17,294	72,653	294,878	629,779	50,316

Leadership Prep Charter School

5 Yr. Budget

July 2005 to June 2011

Assumptions

Enrollment	Start with grades K and 1 and add a grade every year; 60 students in each new kindergarten; no students replaced after 1st grade; 7% annual attrition
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Revenues

Per Pupil Aid	Based on '04 AOE/TAPU of \$8586 w/ 3% annual increase
Federal Title I Funding	\$943 per eligible student (as indicated in NYC DOE charter application); assumes 85% students are eligible w/ 3% annual increase
Federal IDEA	Assumes 10% of students on IEPs; based on FY '04 figure of \$1,336 w/ 3% annual increase
Federal PCSP	Start-Up Assistance Grant; typical of amounts recently granted to new charters
Food Service Revenue	Based on \$4.25 / day / student in state and federal aid, 85% of students qualifying w/ 3% annual increase; based on 181 day school year
State: Special Ed	Assumes 10% of students on IEPs; of these 60% receive services <20% of time, 37% receive services between 20 and 60% of the time, and 3% receive services >60% of the time. Based on FY '04 figures of \$3,586 and \$6,557 w/ 3% annual increase
State: NYSTL, etc.	Based on FY '04 figures of \$57.30 (textbook), \$14.98 (library), & \$6.00 (software) x 120 students
City: Special Ed	Assumes 10% of students on IEPs; of these 60% receive services <20% of time, 37% receive services between 20 and 60% of the time, and 3% receive services >60% of the time. Based on FY '04 figures of \$3,358 and \$6,156 w/ 3% annual increase
City: OPTS	Based on '04 figure of \$391 per new student in subsequent years; 3% annual increase
Fundraising (Individual)	Conducted by Head of School and part-time development person
Fundraising (foundation & corporate)	Foundations that will be targeted include NYCCCSE, Achelis & Bodman, Robinhood, Tiger, Pumpkin, Clark, and others

Total Revenues

Expenditures

Administrative Staff Personnel

Costs

Head of School	1 FTE; \$90k base; 4% annual increase
Principal	1 FTE; \$75k base; 4% annual increase
Business Manager	1 FTE; \$50k base; 4% annual increase
Office Manager	1.5 FTEs in yrs 1-3; 2 FTEs in yrs 4-5; \$30k base; 4% annual increase
Dean of Students	1 FTE in yrs 1-3; 2 FTEs in yrs 4-5; \$54k base; 4% annual increase
Program Manager	1 FTE starts in yr 3; 4% annual increase

Subtotal Admin. Staff

Assumptions

Instructional Personnel Costs

Teachers Salaries	8, 12, 16, 18, 20 FTEs in yrs 1, 2, 3, 4, & 5 respectively; \$46-51k base; 4% annual increase
Learning Support Coordinator	1 FTE in yrs 1-3; 2 FTEs in yrs 4-5; \$51k base; 4% annual increase
Specialty Teachers	1, 1.5, 2, 3, & 4 FTEs in yrs 1, 2, 3, 4, & 5 respectively; \$46k base; 4% annual increase

Subtotal Instructional Personnel

Payroll Taxes and Benefits

Health Insurance	\$4,800 annually per individual plan and \$10,000 per family plan; premiums increase at 9% annually; % ind and % family starts at 90/10 and goes to 70/30 as staff ages; school pays 66.6% of cost and employee pays 33.3%
Social Security	6.2% of payroll
FICA	1.45% of payroll
Unemployment	2.5% of payroll ; State estimates between 1.5 and 4.9% (http://www.labor.state.ny.us/business_ny/unemployment_insurance/uiemploy/rate.htm)
403b Matching	School matches 403B contribution up to 3% of salary; Vests in year 2, 3, and 4 of employment; assumes 75% participation
Disability	\$68 per employee per Bronx Excellence quote
Workers' Comp	1% per NYCSRC Model

Benefit costs ranges from 18-23% of salaries; similar to Excellence of Bed Stuy and Explore Charter Schools

Subtotal Payroll Taxes and Benefits

Part-Time Staff

Saturday School Staff	Starts with 4 staff and adds 1 year 3 and 1 in year 4; \$3k stipend per staff person; 3% annual increase
After School Tutors	Starts in year 2 with two staff; adds 2 each year; college students; \$12/hr for 2hrs/day 38 weeks/yr; 3% annual increase; maybe reduced by employing students on a federal work-study program

Subtotal Part-Time Staff

Total Personnel Costs

As a Percent of Revenue

Assumptions

Business Services

Reporting System Set Up	As required by PCSP Grant
Legal Services	Comparable to North Star; assumes no pro bono; 3% annual increase
Advertising- Student Recruitment	Comparable to Academy of the Pacific Rim; 3% annual increase
Advertising- Teacher Recruitment	Comparable to Academy of the Pacific Rim; varies with anticipated number of staff to add each yr
Public Relations/Marketing	3% annual increase
Contracted Development Person	Half time to assist with fund raising efforts; 3% annual increase
Insurance- General Liability	Based on Bronx Excellence actual (\$2M in general liability, \$250k in property, \$5M in umbrella liability, \$1M in auto liability, & \$1M in accident & medical); 3% annual increase
Insurance- Officers and Directors	Based on Bronx Excellence actual (\$1M in coverage); 3% annual increase
Dues and Memberships	3% annual increase
Payroll Services	assume \$50 per payroll, 2 payrolls per period; 3% annual increase
Postage and Shipping	Comparable to North Star; 3% annual increase
Contract Labor- Non-Instructional	Temps for mailings and other projects; 3% annual increase
Office Supplies	Comparable to North Star; increases with number of staff
Maintenance- Office Equipment	Tech support contract for IT equipment
Telephone and Internet Service	\$1k per month; 3% annual increase; E-rate discount of 90% kicks in in yr. 2

Total Business Services

Physical Plant

Rent	\$1k / month in start-up; DOE space at \$6 / sq ft for years 1-3
Debt Service	\$5 / sq ft; achieved through use of New Market Tax Credits or other similar programs
Renovation/Construction	Painting and minor renovations before each school year; no need in yr 4 when we first occupy new building; 3% annual increase
Security / Fire Monitoring	Included in rent when in DOE space; \$350 per month per NYCSRC; 3% annual increase
Custodial Services	Included in rent when in DOE space; minimal service for \$1 per square foot per year; similar to Academy of the Pacific Rim; 3% annual increase
Maintenance- Facility	Janitorial Supplies: \$0.10/sq.ft. plus maintenance (e.g., painting, carpet cleaning, window washing) of \$3k in yr.1, \$4k in yr. 2, and \$5k in yr. 3; \$1 / sq ft when in own facility
Utilities	Included in rent when in DOE space; \$1.30 per square foot per year for gas, electricity and water; 3% annual increase

Total Physical Plant Costs

Assumptions

Instructional

Professional Development	\$15k per yr as required by PCSP Grant in yr 1; \$400 / teacher plus \$1000 per year thereafter
Special Education	hr per wk of speech, occupational, and counseling services at an average of \$90 / hr. Plus \$300 per week for consultant in first year to arrange systems and build relationship with CSE; 3% annual increase
Student Assessment/Testing	\$25 per student in start up and yr 1 ea per requirements of PCSP grant; \$40 per student thereafter
Supplies/Materials- Instructional	\$200/ student w/ 3% annual increase
Equipment- Instructional	\$250 per new classroom; 3% annual increase
Athletic Equipment	Minimal equipment for phys ed and exercise periods; 3% annual increase
Teacher Discretionary Per Teacher	\$100 per teacher; 3% annual increase
Textbooks	\$150 per new student; ordered for ea school year during the previous one to avoid delays caused by orders from large districts on 7/1; 3% annual increase
Classroom Information Technology	Waterford Early Literacy Computer Program; 10 machines @ \$1600 ea. per room k to 2, plus \$12,000 / yr in consumables; comparable to Excellence of Bed-Stuy costs; 3% annual increase
Classroom Libraries	\$5k per new classroom; 3% annual increase

Total Instructional

Student Services

Nurse	Contracted, part time service; increases with school population
Bussing for Extended Year	\$450/day times 13 days in extended year; 1 bus year one; 2 busses yrs 2 & 3; 3 busses yrs. 4 & 5
Breakfast, Lunch & Snack Program	Modest loss of \$50 per student per year; based on experience of Excellence of Bed-Stuy
Recreation Field Trips	\$100 per student per year; inflation offset by economies of scale

Total Student Services

Furniture and Equipment

Staff Furniture	\$500 per new staff person; 3% annual increase
Classroom Furniture	\$150 per new student; ordered for ea school year during the previous one to avoid delays caused by orders from large districts on 7/1; 3% annual increase
Copier	\$10,000 per copy machine for lease and maintenance; comparable to North Star and Academy of the Pacific Rim; 3% annual increase
Phone system	\$6,000 for system and \$100 for each extension; 1 ext. added for ea new staff
Staff Computer Equipment	\$1.5K for laptops for instructional staff; \$1k for desktops for admin staff; 3% annual increase in cost per computer; \$7,000 for MIS package of server, printers and software in year 1; hardware is replaced every three years

Total Furniture and Equipment

Assumptions

Board of Trustees

Audit	Paid after previous FY closes ea yr; comparable cost to Academy of the Pacific Rim and North Star; 3% annual increase
Accountability Plan Development	As required by PCSP Grant
Governance Development	As required by PCSP Grant in year 1; \$2k per year thereafter; 3% annual increase
Dissolution Escrow	
Contingency Fund	Revenues held in reserve for unforeseen circumstances (1% start-up and year 1 and 2% of revenues thereafter)

Total Board of Trustees

TOTAL EXPENSES

Net Surplus (Deficit)

CASH FLOW ADJUSTMENTS

Investing Activities

Investment in Own Building 8% equity investment in \$8M building (40k sq ft x \$200 / sq ft)

Total Cash Flow Adjustments

Net Surplus (Deficit)

Beginning Cash Balance

Ending Cash Balance

47. Soundness & Adequacy of Budgets

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

The founders of Leadership Prep Charter School recognize that the majority of charter schools nationwide whose charters have been revoked or not renewed have failed for financial rather than educational reasons. We keep our school on firm financial footing by being prudent in all aspects of financial planning. We consistently forecast revenues conservatively and expenses liberally.

Revenues

We estimate all governmental revenues—including per pupil tuition, NYSTL Aid, State Special Ed Aid, NYC OPTS Grants, City Special Ed Aid, Federal IDEA funds, Title I funds, and State and Federal Lunch Program funds—based on current levels (mostly FY '04-'05) of funding per student. Any increase in these allotments for the '05-'06 and '06-'07 (our first year of operation) will further improve our financial situation, as we have not yet counted them as revenues.

We are also conservative in our assumption regarding increases in funding levels from various governmental sources of revenue during the term of our charter. Over the last five years, the per pupil regular education reimbursement for New York City has increased by an average of 6.8% each year (this average reflects a 13.2% increase between 2002 and 2003 and 1.6% decrease between 2003 and 2004). Similarly, the level of per pupil federal IDEA funding to New York charters has increased between 18% and 29% annually since 2001.¹ Because of the volatility of the change in increase over this period, we assume a modest annual rate of increase of 3% which is significantly lower than the average rate of increase for either of these funding sources. Any increases beyond this 3% will only strengthen our financial position.

Despite being eligible for as much as \$350,000 in Federal PCSP Grant revenue, we use a conservative forecast of only \$300,000, which reflects the level of recent awards to charter schools and ensures our solvency during our financially constrained start-up period.

We also take steps to ensure that we fully realize the amounts of state, federal, and city funding we anticipate; while we intend to enroll 64 students per grade, we forecast revenues based on only 60 students per grade, in case of lower-than-expected enrollment or reduction of student population during the school year. We also forecast in a 7% attrition rate in enrollment.

We forecast our State and City Special Ed revenues conservatively, assuming the majority of students who have IEPs are mandated for services less than 20% of the school day and therefore bring no State and City Special Ed Aid to the school.

Our financial plan calls for \$895,000 in fundraising over the term of this charter. Our confidence in our ability to raise this money is based on the experiences and strengths of our school leadership and Board. Our Lead Founder has experience in securing funding for educational endeavors. Last year, he secured \$400,000 in funding from foundations including the Gates, Soros, and Carnegie Foundations for a public school he helped start in New York, and he has already garnered \$29,800 (out of a maximum possible award of \$30,000) from the New York City Center for Charter School Excellence to support development of our school. While the Lead Founder and anticipated Head of

¹ Figures drawn from *Funding for New York Charter Schools*, New York City Department of Education, Office of New Schools, <http://www.nycenet.edu/charterschools/> accessed on 12/15/04.

School anticipates spending a significant amount of his time on fundraising, as our budget reflects, we include provisions for a part-time development person to assist him in this effort. Our Board recognizes that it, too, must play a central role in ensuring that the school has the resources necessary to deliver on our mission. Board Members have already made pledges totaling \$26,000 to the school in its start-up phase (see attached letter of commitment). Two of our Board Members also work for major grant-making foundations and bring a wealth of experience that will help us develop a successful fundraising operation and craft effective proposals. In addition, several other Board Members have considerable access to high-net-worth individuals through professional and personal networks. Despite these strengths, we have formulated contingency plans to keep the school on firm footing even if we are not able to raise the funds we have planned upon (see Contingencies below).

Expenses

We employ realistic estimates of all costs, basing our assumptions on the experiences of existing charter schools whenever possible.

Personnel salaries, the largest single portion of our expenditures, have been set according to the competitive marketplace. They exceed the NYC DOE pay scale by at least \$5,000 per year for staff of the experience and educational level that we intend to attract and are in keeping with what other local charter schools with similar programs are offering.

We have also included personnel needed to fulfill all of the roles required by the academic program described herein including: two teachers per classroom for grades kindergarten to third, enrichment teachers, a Dean of Students, a Learning Support Coordinator (Special Ed), after-school tutors, and stipends for Saturday program teachers. To ensure adequate organizational strength to support our academic program, we have budgeted for the following administrative positions: a full-time business manager, office support staff, a contracted development person, and a program manager who joins the team in our third year.

Our benefits package, which includes a health plan and retirement benefits, is fairly generous. The approximately 20% of salaries that we budget for benefits are realistic given our research, which indicates that Explore and Excellence of Bedford-Stuyvesant Charter Schools spend a similar percentage.

We include the spending required by the Federal PCSP grant including:

- Assessment: \$25 per student in both the Planning and Implementation Grant periods
- Accountability and Evaluation: \$15,000 in both the Planning and Implementation Grant periods
- Governance: \$10,000 in both the Planning and Implementation Grant periods
- Professional Development: \$15,000 in both the Planning and Implementation Grant periods
- Reporting: \$10,000 in both the Planning and Implementation Grant periods

Costs associated with specialized aspects of our academic program are also included. Funds, for example, are earmarked to pay student transportation costs for the days that we have school and NYC public schools do not. Significant funds are allocated to set up costs for our Waterford Early Literacy computers. Funds are also allocated to develop classroom libraries, as befits our focus on

literacy, and for field trips, as befits our intention to expose students to the wider world and build character through experiential education programs.

Finally, our cost estimates include a contingency fund (of 1% of revenues in the start-up period and year 1 and 2% thereafter) to cover unforeseen expenses (these funds are in addition to the required \$25,000 dissolution escrow).

Contingencies

The stability of our financial plan hinges on three key factors:

1. Our ability to raise the funds we have planned for.
2. The availability of low cost space in existing DOE facilities.
3. Our ability to secure a permanent space in year four at a low cost to the school.

We feel confident that all three of these factors will resolve in our favor. Our confidence in our ability to raise the required grant money is based on the strength of our school leadership and Board, as outlined in the Revenue section above.

In terms of securing DOE space, as has been well-publicized, Chancellor Klein has offered to find space for charter schools in NYC DOE buildings with excess space. According to NYC DOE estimates, elementary and middle schools in Bedford-Stuyvesant, the community in which we intend to locate, have significant amounts of excess space. On average, the capacity utilization rate for elementary and middle school facilities in District 16 is 69%, with some buildings using as little as 53% of their total space.² Because of this low rate of utilization, we are highly confident that the DOE will be able to offer us space in existing buildings for at least our first three years of operations.

Our confidence in our ability to secure a permanent home in year four at a low cost to the school is based on conversations with boards of schools that have done so.³ We have already had preliminary conversations to assess the likelihood of our plan with several organizations that have constructed such deals in the past, including Civic Builders (which handled the Bronx Prep and Bronx Charter School of the Arts deals), Paradigm Properties (which worked with the South Boston Harbor Academy in Boston), and Public Economics (which has developed financing structures for more than 20 charter school construction projects nationwide, including Excellence of Bedford-Stuyvesant in Brooklyn). We have also constructed a plan that will enable us to accumulate more than \$629,000 by the end of year three of operations; these funds can serve as equity in a deal to acquire a permanent home. (Such equity may not be necessary: Civic Builder's current model involves their developing property to be rented to charter schools at a low rate, without any capital investment on the part of the school).

Despite this confidence, we have taken great pains to ensure that the school has a carefully considered contingency plan that would ensure our ability to deliver on our mission should one of more of these factors fail to resolve itself in our favor. The plans we have developed are outlined below. They are painted in stark terms (e.g., school secures *no* grant money in excess of what has

² 2003 - 2004 New York City Department of Education School Construction Authority Enrollment, Capacity, and Utilization Report (<http://www.nycsca.org/html/bluebook03-04.html> accessed on 12/14/04).

³ These schools include North Star Academy which now occupies a building in downtown Newark at a cost of \$4 / sq ft, South Boston Harbor Academy and Amistad which enjoy similar arrangements. While none of these schools are in New York, all are in urban areas with high real estate costs.

already been pledged) to demonstrate that we are prepared for the very worst. While we would not want to operate under the models implied by these contingency actions, we could do so while still delivering on the mission of the school.

Scenario	Potential Action to Maintain Financial Soundness	Financial Outcome
<p>LPCS secures DOE space, but does not secure any fundraising money in excess of what is already pledged</p>	<p>Reductions in costs for start-up period:</p> <ul style="list-style-type: none"> • Head of School goes to from .65 to .5 of FTE in planning year • Principal goes from .5 to .25 of FTE in planning year • Business Manager put off until yr. 2 (Head of School fills role) • Office Manager start date pushed back to 7/1/06 • Purchase of staff computers pushed back to 7/1 • Legal costs eliminated through more aggressive pursuit of pro bono services <p>Reductions in on-going costs:</p> <ul style="list-style-type: none"> • 3% across the board cut in salaries (salaries still in excess of DOE – UFT pay scale) • Contracted fundraiser position eliminated after start-up period • Less expensive computers bought (\$1k for laptops instead of \$1.5k) • Legal costs eliminated through more aggressive pursuit of pro bono services 	<ul style="list-style-type: none"> • School maintains a surplus each year • Accumulates only \$395k by end of yr. 3 of operations (see table below for more detailed financial results) • Therefore, depending on structure of facilities deal, school may have to remain in DOE space for additional years to build more equity to invest

Scenario #2	Potential Actions to Maintain Financial Health	Financial Outcomes
<p>LPCS is not able to secure DOE space and must rent on the open market at \$22 / sq ft⁴ but is able to secure funds as projected</p>	<p>Reductions in on-going costs:</p> <ul style="list-style-type: none"> • Reduce salaries across the board by an additional 5% (salaries still slightly in excess of DOE – UFT pay scale) • Business Manager put off until yr. 2 (Head of School fills role) • Eliminate the Program Manager position (Office Manager, Head of School, and Dean of Students share responsibilities) • Put off hiring second enrichment teacher until year 3 and third enrichment teacher until year 6 • Cut field trip fund from \$100 to \$50 per student 	<ul style="list-style-type: none"> • School maintains a surplus each year • By end of yr. 3 of operations we have only \$275k in reserves • Therefore, school would have to continue to rent space for additional years while building more equity to invest in a permanent facility

Scenario #3	Potential Actions to Maintain Financial Health	Financial Outcomes
<p>LPCS is not able to secure DOE space and must rent on the open market at \$22 / sq ft⁵ and does not secure any fundraising money (in excess of what is already pledged)</p>	<p>Institute all reductions in start-up and on-going costs outline in scenarios above and:</p> <ul style="list-style-type: none"> • Put off hiring Dean of Students until yr 3 (Principal handles discipline) • Put off hiring enrichment teacher until yr. 3 (Teachers do own enrichment classes and lose planning period) • Still have Sped Coordinator on site, but person is classroom teacher until yr 3 • Cut .5 FTE of office support people • Business Manager put off until yr. 2 (Head of School fills role) 	<ul style="list-style-type: none"> • School maintains a surplus each year • Accumulates \$220k in reserves by the end of yr. 3 of operations • Could afford to continue renting while building reserves until able to do deal for permanent facility • At that point, more resources could be directed back to the academic program

⁴ Explore Charter School paid \$21 / sq ft in downtown Brooklyn until this year; conversations with local brokers have indicated that this is a reasonable estimate.

⁵ Explore Charter School paid \$21 / sq ft in downtown Brooklyn until this year; conversations with local brokers have indicated that this is a reasonable estimate.

Financial Results by Scenario

Base case	Net From Operations	17,294	55,359	222,225	334,901	70,537
	Accumulated Reserves	17,294	72,653	294,878	629,779	50,316
Scenario #1	Net From Operations	3,331	19,994	127,212	244,849	128,766
	Accumulated Reserves	3,331	23,325	150,538	395,386	524,152
Scenario #2	Net From Operations	22,407	5,623	81,889	165,477	94,660
	Accumulated Reserves	22,407	28,030	109,919	275,396	370,055
Scenario #3	Net From Operations	9,000	40,947	99,018	71,902	169,028
	Accumulated Reserves	9,000	49,946	148,964	220,866	389,894

48. Audits

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

Leadership Prep Charter School complies with the New York State Charter Schools Act by conducting programmatic and fiscal audits annually and making result available to the public.

Programmatic Audit:

Each year, we submit an annual report to the SUNY Charter School Institute and the New York Board of Regents in accordance with the New York State Charter Schools Law. This report will include all information on the comparative academic and fiscal performance of the school required in the *School Report Card* mandated under New York State Education Law (8 NYCRR 119.3). At a minimum, this information will include the following:

- The school's federal and state revenue sources
- Expenditures for salaries, capital expenses, student services, and other categories
- Graduation and drop-out rates
- Student suspensions
- Standardized test data
- Student enrollment data including departures
- Data on students with limited English proficiency

In addition, the annual report will include a discussion of progress made towards the school's academic goals.

Leadership Prep will also develop an Accountability Plan as part of our charter agreement with the SUNY Charter School Institute. This plan, outlining academic and fiscal goals for the school, as well as specific metrics by which progress towards these goals will be assessed, will be developed in conjunction with the Charter School Institute during our first year of operations. It will include academic performance measures—including comparative measures, criterion-referenced measures, and value-added measures—and measures of the school's organizational viability.

Fiscal Audits:

Leadership Prep contracts with an independent, certified public accountant to conduct an in-depth annual audit of all our financial records pursuant to the New York State Charter School Law. The results of this audit are included in the school's annual report. All transactions and documents adhere to generally accepted accounting procedures (GAAP) and are in compliance with applicable standards set forth by the U.S. Comptroller General. Funding for this audit is included in the school's financial plan.

49. Insurance Coverage

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

Leadership Prep will attain at least the following insurance coverage:

- General Liability -- \$2 million aggregate and \$1 million for each occurrence;
- Umbrella Liability - \$5 million limit of coverage;
- Directors & Officers -- \$1 million in coverage;
- Student Accident & Medical Expense -- \$1 million limit;
- Auto - for non-owned vehicles in use for school business;
- Property - \$250,000 in coverage for leasehold improvements, school furnishings and equipment;
- Workers' Compensation.

We have approached, Rose and Kiernan, Inc., an insurance agency which has worked with several other charter schools and is familiar with the particular needs of charter school for appropriate coverage estimates (see attached estimate).

The School's financial plan budgets \$9,000 for D & O insurance in the start up period and \$24,000 for all coverages outline above (excluding workers' comp which is budgeted separately) in the first year operations. This figure significantly exceeds the preliminary estimate cost for that year. The plan assumes increases for inflation and growth in the school so that by year four the budgeted costs is more than \$27,500.

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Charter Schools Institute



ROSE AND KIERNAN, INC.
INSURANCE, SURETY & BENEFIT SERVICES
P. O. BOX 640, 99 TROY ROAD
EAST GREENBUSH, NY 12061
www.rkinsurance.com
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OFFICES LOCATED IN
Deerham Plattsburgh
Duffalo Port Henry
Danbury Putnam
Glens Falls Poughkeepsie
Kingston Rochester
Pawling Watertown

February 25, 2005

Mr. Max Koltuv
Leadership Preparatory Charter School
Bedford-Stuyvesant, New York

Dear Mr. Koltuv,

Following is our proposal for insurance for the school's operations as discussed:

Property:

\$250,000 limit with a \$1,000 deductible. This coverage would be written on a special form policy under a blanket limit on a replacement cost basis. Coverage would include mechanical breakdown. \$200,000 for extra expense would also be included. Quoted by Hartford Insurance Company.

Estimated Annual Premium: \$1,450.

Automobile:

Hired and non-owned liability coverage, \$1,000,000 limit. Quoted by Hartford Insurance Company.

Estimated Annual Premium: \$ 500.

General Liability:

\$1,000,000 each occurrence with a \$2,000,000 annual aggregate. Based upon 120 students. Quoted by Hartford Insurance Company.

Estimated Annual Premium: \$8,000.

Educators Legal Liability:

\$1,000,000 each occurrence, \$1,000,000 annual aggregate \$1,000 deductible. This policy includes employment practices liability. Quoted by Hartford Insurance Company.

Estimated Annual Premium: \$2,400.



ROSE AND KIERNAN, INC.
INSURANCE, SURETY & BENEFIT SERVICES
P. O. BOX 640, 99 TROY ROAD
EAST GREENBUSH, NY 12061
www.rkinsurance.com
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OFFICES LOCATED IN

Deer	Pittsburgh
Danbury	Port Henry
Glens Falls	Putnam
Kingston	Poughkeepsie
Pawling	Rochester
	Watertown

February 25, 2005

Mr. Max Koltuv
Leadership Preparatory Charter School
Bedford Stuyvesant, New York

Page 2 of 2

Umbrella Liability:

\$5,000,000 each occurrence with a \$5,000,000 annual aggregate with a \$10,000 self-insured retention. Quoted by Hartford Insurance Company.

Estimated Annual Premium: \$3,500.

Student Accident:

\$25,000. medical expense per student, \$10,000 each student for accidental death or dismemberment. This policy would have no deductible. Quoted by Cigna Insurance Company.

Estimated Annual Premium: \$ 400.

The total estimated annual premium for this program as quoted would be \$16,250.

If you have any questions or if you should be interested in putting a program for your school in force please feel free to call. I can be reached directly at 518-244-4276. Thank you.

Sincerely,

Patricia C. Crawford, CPCU, AAI
Client Manager

Amended Student Medical Quote:

Max,

Per our discussion the revised student accident quote is as follows:

\$1,000,000 medical expense including dental \$0 deductible. This is excess coverage. (The parents health insurance, if any is primary coverage)

\$10,000 Accidental Death and Dismemberment.

The premium is \$3.12 per student per year with a minimum premium of \$400.

The insurance carrier is still Cigna.

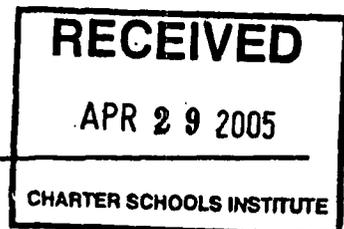
Let me know if you have any questions or require anything further.

**Patricia C. Crawford, CPCU
Rose & Kiernan, Inc.
99 Troy Road
P. O. Box 640
East Greenbush, NY 12061
(518) 244-4276 (Telephone)
(518) 244-4261 (Facsimile)**

50. School Location

Indicate where the charter school would be located, including complete street address (if known), municipality and school district. If the school would be located within the City of New York, provide the community school district of location.

We intend to locate Leadership Prep Charter School in the Bedford-Stuyvesant neighborhood of Brooklyn within the New York City Department of Education Region 8 (formerly Community School District 16).



51(a). Facility Description

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

Leadership Prep has not yet identified a specific facility.

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51(b). Plan for Identifying a Facility

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

The founders of Leadership Prep plan to utilize space in existing New York City Public Schools buildings for our first years of operations. We have been in contact with the New York City Department of Education Office of New Schools regarding this option since December. While our conversations have not addressed specific facilities that might be available, the Office of New Schools assures us that it looks forward to working with us to secure a facility. New York City Department of Education records indicate ample available space in elementary and middle-school buildings in Bedford-Stuyvesant:

Building ID	Building Name	Enrollment	Capacity	(Excess)/ (Deficit)	Utilization
K035	P.S. 35 - BROOKLYN	449	950	-461	51%
K335	P.S. 335 - BROOKLYN	607	1,030	-423	59%
K040	P.S. 40 - BROOKLYN	530	922	-392	57%
K025	P.S. 25 - BROOKLYN	726	1,023	-295	71%
K262	P.S. 262 - BROOKLYN	554	867	-293	66%
K243	P.S. 243 - BROOKLYN	676	967	-291	70%
K304	P.S. 304 - BROOKLYN	544	748	-204	73%
K309	P.S. 309 - BROOKLYN	630	829	-159	81%
K005	P.S. 5 - BROOKLYN	717	868	-151	83%
K308	P.S. 308 - BROOKLYN	889	1,034	-135	87%
K028	P.S. 28 - BROOKLYN	293	289	4	103%
K021	P.S. 21 - BROOKLYN	883	806	77	110%
Total		8,975	13,327	-4,352	71%

Of the twelve DOE buildings in District 16 that house elementary school-aged students:

- Ten have enough excess space to house us for at least one year;
- Seven have enough space to house us for the first two years of our operations;
- Six have enough space to house us for the first three years of our operations; and
- Three have enough space to house us for four or more years of operation.

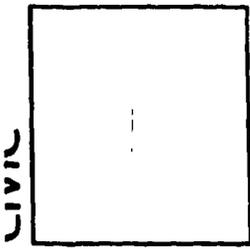
In the event that we are not able to secure space through the DOE, Leadership Prep will rent space on the open market. We have been in contact with local brokers, property owners, and



leaders who have identified leads for several potential sites, all of which require further investigation. As indicated elsewhere in this application, through our Board and Community Advisory Committee we have close ties to two major economic development corporations in Bedford-Stuyvesant (Bedford-Stuyvesant Restoration Corporation and Bridge Street Development Corporation), as well as with the New York City Economic Development Corporation. Cooperation from these organizations active in real estate will ensure that we have access to information from individuals who can help us to secure a site.

In the long term, it is our goal to occupy our own permanent site. Our financial plans reflect this intent. We have already begun looking for sites suitable for a permanent home. In particular, we will seek to work with Civic Builders to locate and develop a permanent building. A letter of support for our application indicating their interest in working with us is attached.

BUILDERS



160 Broadway
East Building, Suite 900
New York, New York 10038
Tel: 212.571.7260
Fax: 212.571.7267
www.civicbuilders.org

March 30, 2005

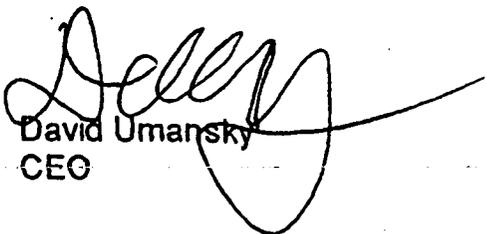
Mr. James Merriman
Executive Director
Charter School Institute
State University of New York
74 North Pearl Street, 4th Floor
Albany, NY 12207

Dear Mr. Merriman,

This letter is sent in connection with the application by Max Koltuv for a charter to operate the Leadership Prep Charter School. Civic Builders has had a number of interactions with Max regarding charter school facilities. It is clear that he is giving good thought to the question of real estate and is pursuing various options in the planning stages.

Civic Builders is a non-profit facilities developer that provides turnkey solutions for New York charter school real estate needs. By assuming responsibility for building planning, developing, and financing activities, Civic relieves charter schools of the burden of navigating one of the most complex and competitive real estate marketplaces in the world, enabling school administrators to focus time and resources on the important work of educating children.

Best Regards,



David Umansky
CEO

51(6) - 3

52. Ownership or Lease Agreement

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

While we have yet to solidify the terms of any lease agreement with the Department of Education, we anticipate that the school space that they may provide would cost approximately \$6 per square foot; that fee would include the costs of utilities and custodial support. This assumption is based on estimates developed by Girls Prep and Explore Charter Schools, both of which are currently or will soon be located in DOE space. We have assumed that we will need 85 square feet per student inclusive of space for staff offices.

In the event that we must rent space on the open market, our research indicates that we might expect a range of rental costs from \$20-\$25 per sq. ft., exclusive of utilities and custodial support. An estimate of \$22 per sq. ft. is used in our financial planning for this possibility.

At the time that a lease is drafted, attorneys will review it to ensure that all manner of potential conflicts of interest are addressed or avoided.

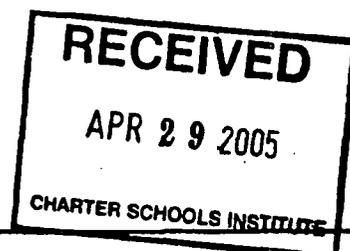
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APR 29 2005

53. Facility Layout

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

While we have yet to identify a specific school site, public-school buildings are for the most part mid-20th century buildings purpose-built as elementary schools. As such they are already outfitted to support appropriate use by an elementary school; they come complete with auditorium, lunch room, outdoor play area and large classrooms. The appropriateness, affordability, and apparent availability of public school space in Bedford-Stuyvesant underlie the strength of our strategy to locate the school in such space.



54. Transportation

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

Leadership Prep's students shall receive transportation services for which they are eligible under § 2853(4)(b) and § 3635 of the Education Law. Specifically, NYC DOE provides yellow-bus service to students attending charter schools who reside beyond the statutory mileage limits from Leadership Prep and within the City. Each year, we will hold our lottery in March to ensure that parents can submit their written requests for transportation services before the April 1st deadline.

Subject to annual approval and funding by the Board of Trustees, Leadership Prep may seek to provide transportation for any students enrolled in the school who are not eligible for transportation from his or her residence. The school may accomplish this by arranging provision of transportation with the NYC DOE to provide such services to resident students attending the school as the DOE would receive state transportation aid monies for this purpose. In the event Leadership Prep does not provide for transportation of ineligible students, the parents or guardians of such students will be responsible to provide transportation.

Since Leadership Prep is in session on days when the students' school district of residence is not in session, Leadership Prep shall seek arrangements with the NYC DOE, if necessary, to provide transportation, at cost, pursuant to § 2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements. Funding is including in our financial plan for the thirteen school days per year that we will be in session when the New York City Public Schools will not be.

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Leadership Prep Charter School
Attachment 54-1

55. Expansion

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

As noted previously, between third and eighth grade, students in central Brooklyn district schools typically exhibit a disturbing and dramatic slide in academic performance in ELA and Math:¹

	Percent of Central Brooklyn Students Proficient or Advanced in NYS English / Language Arts Test	Percent of Students in Central Brooklyn Proficient or Advanced in NYS Math Test
Third / Fourth Grade	40%	50%
Seventh / Eighth Grade	30%	24%

Given our mission of preparing students to excel in high school and college, we feel we must eventually expand our program through the middle-school grades in order to ensure that our students do not experience deterioration of academic performance during their middle school years. We therefore will add a grade in each year of our initial charter: by year five, we will serve grades kindergarten through fourth; should our application for charter renewal be granted, we will continue to add grades until by year eight of operation we serve children in grades kindergarten through eight. At that point, our students will begin to gain admission to academically rigorous college preparatory high schools, public, private, or parochial.

Without attrition, the maximum enrollment of 576 students in grades kindergarten through 8 would be reached in our eighth year of operations:

¹ The NYS Math Test is currently administered in third and seventh grades, the ELA Test in fourth and eighth grades. This is 2004 data for Districts 16, 17, 19, 23, and 32 (<http://www.nycenet.edu/daa/> accessed on 12/5/04). Families in these communities are highly mobile; students move between schools and districts frequently. Ideally, this analysis would be done on a cohort basis, comparing one group of students' performance in third or fourth grade to the same group of students' performance in seventh or eighth grade. Because NYC DOE data is not published on a cohort basis, it is not possible to assess the progress of a single, stable set of students from elementary through middle school. We have compared 2004's third and fourth grades to 2004's seventh and eighth graders, an imperfect but pragmatic measure, given the data available.

	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
'05-'06	Planning Year									
'06-'07	64	64								128
'07-'08	64	64	64							192
'08-'09	64	64	64	64						256
'09-'10	64	64	64	64	64					320
'10-'11	64	64	64	64	64	64				384
'11-'12	64	64	64	64	64	64	64			448
'12-'13	64	64	64	64	64	64	64	64		512
'13-'14	64	64	64	64	64	64	64	64	64	576

Due, however, to the likely attrition and our preferred policy regarding the grades at which we will admit students, our likely total enrollment is 467 students:

	Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
'05-'06	Planning Year									
'06-'07	64	64								128
'07-'08	64	64	60							188
'08-'09	64	64	60	55						243
'09-'10	64	64	60	55	51					294
'10-'11	64	64	60	55	51	48				342
'11-'12	64	64	60	55	51	48	45			387
'12-'13	64	64	60	55	51	48	45	41		428
'13-'14	64	64	60	55	51	48	45	41	39	467

At full growth under the term of our second charter, the school is divided into three academies: Foundations Academy (grades k - 3), Scholars Academy (grades 4 - 5), and Senior Academy (grades 6 - 8). These Academies are closely integrated in their curriculum development, teacher training, and culture of achievement. Yet, these units have their own teaching staffs and traditions. We believe this design enables us to create the intimate sense of community necessary to ensure success for all students in Leadership Prep's demanding environment. Our teachers know each student's strengths and weaknesses and have the opportunity to form relationships with each student's family.

The school's revenues and expenditures are expected to increase as follows:

	Start Up	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
Revenues	345,000	1,662,627	2,159,053	2,807,763	3,336,188	3,950,198	4,575,646	5,198,370	5,819,193
Expenditures	327,706	1,607,268	1,936,828	2,472,862	3,265,651	3,879,257	4,480,834	5,173,835	5,713,068
Net From Year's Ops.	17,294	55,359	222,225	334,901	70,537	70,941	94,812	24,536	106,125
Facilities Cap. Ex.					650,000				
Carry Over From Prev. Yr.	0	17,294	72,653	294,878	629,779	50,316	121,257	216,069	240,605
School's End Position	17,294	72,653	294,878	629,779	50,316	121,257	216,069	240,605	346,730

After a year of operations when we occupy our permanent facility of approximately 40,000 sq. ft., we do not anticipate any further growth of our physical plant.

56. Potential Issues

Please indicate whether the charter school you propose would:

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

Leadership Prep does not have the same or substantially the same board of trustees and / or officers as an existing private school. As noted in Attachment 26, one of our proposed trustees is an officer at an existing private school but none of the other members of Leadership Prep's board are board members or officers for an existing private school.

Leadership Prep does not plan to draw any staff from any existing private school.

Leadership Prep does not anticipate receiving any assets or property from any existing private school.

Leadership Prep does not anticipate being located at the same site as any existing private school.

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LEADERSHIP PREP CHARTER SCHOOL

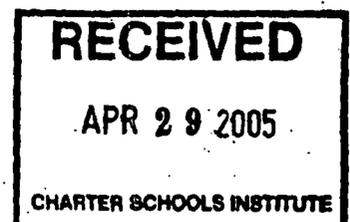
APPLICATION FOR A CHARTER FOR
THE PROPOSED
LEADERSHIP PREP
CHARTER SCHOOL

VOLUME II: EXHIBITS

APRIL 15TH, 2005

PRESENTED TO THE STATE UNIVERSITY OF NEW YORK,
CHARTER SCHOOL INSTITUTE BY:

Max Koltriv
(on behalf of the Leadership Prep Charter School Founding Board of Trustees)



CHARTER SCHOOL APPLICATION TRANSMITTAL FORM AND COVER SHEET

Submission for (circle one): Phase One

Phase Two

Phase Three

Working Name of Charter School: Leadership Prep Charter School

Applicant Contact: Max Koltuv



APPLICANT CONTACT INFORMATION

Mailing Address:

Telephone:

Facsimile:

E-mail:

Educational Service Provider/Management Company (if any): N/A

Partner Organization (if any): N/A

SCHOOL SUMMARY

First/Fifth year grade levels to be served: First Year: None Fifth Year: K to 4

First/Fifth year targeted enrollment: First Year: None Fifth Year: 320

Location (school district): New York City

COMPLETED APPLICATIONS MUST BE SUBMITTED TO:

Charter Schools Institute
State University of New York
74 North Pearl Street, 4th Floor, Albany, NY 12207
Telephone: 518-433-8277; Facsimile 518-427-6510
E-mail: charters@sysadm.suny.edu
www.newyorkcharters.org

FOR OFFICE USE ONLY:

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Date Received: 4/25/05

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Exhibit A:	Management Contracts
Exhibit B:	ESP Performance Information
Exhibit C:	Learning Standards & Curriculum
Exhibit D:	By-Laws
Exhibit E:	Freedom of Information Policy
Exhibit F:	Open Meetings Policy
Exhibit G:	Personnel Policies
Exhibit H:	Other Helpful Information

Exhibit A. Management Contracts

Exhibit A does not apply to the application of Leadership Prep Charter School.

Exhibit B. ESP Performance Information

Exhibit B does not apply to the application of Leadership Prep Charter School.

Exhibit C. Learning Standards and Curriculum

As indicated in the following pages, Leadership Prep's curriculum and standards are closely aligned with the NYS performance standards. We have developed these standards and will continue to develop curriculum which will prepare students to exceed the NYS performance standards. Our research into the practices of high-performing schools indicates clearly that producing this outcome requires constant vigilance to ensure that what is being taught and mastered within the school is truly preparing the students for the NYS assessments and the challenges of high school and college.¹ Attached are the Academic Standards for Leadership Prep Charter School. Following the standards for each subject is a "crosswalk" which demonstrates the alignment between our standards and the NYS performance standards. The alignment will ensure that our students demonstrate mastery of the NYS performance standards by scoring at the Proficient or Advanced levels on the NYS assessments.

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¹ The Leadership Prep Charter School learning standards are based closely on the learning standards of the Excellence Charter School of Bedford-Stuyvesant. The founders of Leadership Prep wish to thank the leaders of Excellence of Bedford-Stuyvesant for developing these very thorough and demanding standards which align with the NYS performance standards. In addition, we drew heavily from the standards of The Future Leaders Institute in fleshing out our math and science standards and wish to thank the leadership of that school as well.

English Language Arts

The English Language Arts curriculum at Leadership Prep Charter School is designed to ensure that students become fully literate and learn to read, write, and speak well. In addition, students are expected to:

- Prepare a short, clear book report by fourth grade;
- Effectively comprehend and analyze a variety of literature and non-fiction texts by eighth grade;
- Write a three-paragraph composition by fourth grade;
- Compose an insightful and well-written five-paragraph essay by eighth grade;
- Deliver a two-minute speech by fourth grade; and
- Deliver a persuasive seven-minute public speech by eighth grade.

The English Language Arts curriculum is based on standards developed by the Core Knowledge Foundation. The implementation of these standards improves phonemic awareness, decoding, word recognition, oral reading, reading comprehension and response, writing, vocabulary, grammar, spelling, and familiarity with a variety of literature. In creating these standards, we also drew heavily on the New York State Early Literacy Guidance and the California State Content Standards.

Leadership Prep intends to use a research-based reading program such as SRA/McGraw-Hill Open Court or Reading Mastery reading programs, which has a proven track record with urban students. The curriculum will include more than three hours daily of literacy instruction in the early years, which includes a variety of daily activities including a decoding/phonemic awareness/word study program such as Open Court or Reading Mastery, guided reading (likely from the Scholastic program), writer's workshop, shared reading, and independent reading. All students will supplement their teacher-led instruction time engaged in individual review and practice through the computer-based Waterford Early Literacy Program. Because of the Waterford Program, our teacher-led reading groups will consist of only 8-10 students at a time. The Waterford Program also includes a component that allows students to build their home libraries by taking home the same books that appear on the Waterford system. We will also employ a program which explicitly teaches vocabulary such as Wordly Wise 3000 (EPS). We will bolster our reading instruction with a writing and grammar program such as Daily Oral Language (Great Source).

In grades k through 3, students engage in more than three hours of literacy instruction each day. Beginning in Grade 4, students partake in 100 minutes of literacy instruction each day.

The Leadership Prep Charter School K-4 English Language Arts Standards are as follows:

KINDERGARTEN

I. Reading

A. Print Awareness:

1. Students understand that the purpose of print is to communicate.
1. Students know that print goes from left to right across the page and from top to bottom down the page, and that words are separated by spaces.
2. Students distinguish between letters and words
3. Students distinguish between print and pictures
4. Students track print, pointing to each word from left to right, when listening to familiar stories or other texts read aloud.
5. Students identify parts of books and their functions (e.g., front cover, back cover, title page)

B. Phonological and Phonemic Awareness

1. Students identify and produce spoken words that rhyme.
 2. Students count or tap the number of syllables in spoken words.
 3. Students isolate individual sounds within spoken words Examples: what is the first sound in cat?
 4. Students identify the same sounds in different spoken words? Examples: what sound is the same in cat, king, and cap?
 5. Students categorize the word in a set of three or four words that has a different sound. Example: which word doesn't belong? dog, dish, map and donut?
 6. Students orally blend onsets (any initial consonant sound) and rimes (the vowel and any following consonants -- note: do not intend the word "rhyme") in spoken words. Example: /c/ - /at/ → cat; /s/ - /it/ → sit
 7. Students orally blend isolated sounds into a spoken one-syllable word. Example: /c/ - /w/ - /p/ → cup
 8. Students, given prompting with a picture, isolate and repeat the initial or final sound of a one-syllable spoken word. Example: bat /b/ bird → /d/
- C. Alphabet Recognition and Phonics
1. Students automatically recognize and name all uppercase and lowercase letters of the alphabet.
 2. Students recognize the different fonts for letters Example g and G
 2. Students match a letter to a spoken phoneme. Example: Teacher says /b/. Child points to letter card with b.
 3. Students decode a letter into the phoneme it represents. Example: Teacher shows letter card m. Child says /m/.
 4. Students write the correct letters to represent a sound or sequence of sounds, up to three consonants or two-consonants and a short vowel sound. Example: Spoken by teacher: /s/ Written by child: s
Spoken by teacher: /m/ /b/ /m/ Written by child: m b m
Spoken by teacher: /b/ /i/ /b/ Written by child: b i b
 6. Students read any three-sound CVC word (for example, cat, sit) or nonsense word (for example, mup, fap).
 8. Students begin to recognize common words by sight, including a, the, I, my, you, is, are.
 9. Students use letter-sound knowledge to write simple words and messages, consistently representing initial and final consonant sounds (for example, writing "boat" as "bot").
- D. Fluency
1. Students read own name and names of family or friends
 2. Students recognize and identify common sight words including a, the, I, my, you, is, are
 3. Students read familiar kindergarten-level texts at the emergent level.
- E. Comprehension
1. Students notice when sentences do not make sense
 2. Students make predictions about story events
 3. Students answer questions about texts read aloud
 4. Students retell or dramatize stories or parts of stories.
- F. Vocabulary
1. Students learn the meaning of new words and use them in own speech.
 2. Students learn new words from books
 3. Students use new vocabulary words to talk about life experiences
 4. Students connect vocabulary and life experiences to ideas in book.
 5. Students understand and follow oral directions.
 6. Students tell in their own words what happened in stories or parts of stories, and predict what will happen next in stories.
 7. Students distinguish fantasy from realistic text.

8. Students listen to and understand a variety of texts, both fiction and nonfiction.

E. Writing and Spelling

1. Students write his name (first and last).
2. Students write all uppercase and lowercase letters of the alphabet.

F. Students identify key literary terms, including author and illustrator.

II. Writing

A. Print Awareness

1. Students use left-to-right and top-to bottom direction when writing English
2. Students use spacing between letters and words when writing on a line

B. Composition

1. Students label drawing with letters or words
2. Students write as part of play (e.g., playing school, store, restaurant)
3. Students write compositions that includes letters or words and drawing to communicate for different purposes (e.g. tell stories, communicate feelings, provide information.
4. Students share writing with others

C. Handwriting

1. Students write legibly all uppercase and lower case letters.

III. Listening

- A. Students understand and follow oral directions
- B. Students listen attentively to spoken language (e.g., books read aloud, rhyming words, songs, audiocassettes.
- C. Students listen to a wide variety of poems, Mother Goose rhymes, and other stories.
- D. Students understand and are able to explain sayings and phrases such as:

A dog is man's best friend
April showers bring May flowers
Better safe than sorry
Do unto others as you would have them do unto you
The early bird gets the worm
Great oaks from little acorns grow
Look before you leap
A place for everything and everything in its place
Practice makes perfect
[It's] raining cats and dogs
Where there's a will there's a way

IV. Speaking

- A. Students recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversation
- B. Students speak for different purposes (e.g. share ideas or information retell a story, dramatize an experience or event.
- C. Students speak with speed and expression appropriate for the purposes.
- D. Students present information in a variety of oral forms such as stories..
- E. Students take turns speaking.

GRADE 1

I. Reading

A. Phonemic Awareness

1. Students count the number of syllables in a word.
2. Students isolate the initial or final consonant sound, or the medial vowel sound, of a one-syllable word.
Example: sad → /s/ - /ad/ → /s/
sad → /sa/ - /d/ → /d/
sad → /s/ - /a/ - /d/ → /a/
3. Students orally segment one-syllable words into phonemes.
Example: red → /r/ - /e/ - /d/
coat → /k/ - /o/ - /t/
4. Students orally blend the phonemes of a one-syllable word.
Example: /c/ - /a/ - /t/ → cat
5. Students orally delete initial and final phonemes in one-syllable words.
Example: *delete initial phoneme:* gold → old
delete final phoneme: barn → bar
6. Students orally substitute the initial or final consonant sound, or the medial vowel sound, in one-syllable words.
Example: Say bat. Change /b/ to /s/. → sat
Say mop. Change /p/ to /m/. → mom
Say map. Change /a/ to /o/. → mop

B. Phonics

1. Students accurately decode phonetically regular one-syllable words (for example, cat, pig, farm, boat, team, feet, cake), including one-syllable words ending in VCe.
2. Students decode accurately simple one-syllable nonsense words (for example, mup, fap, chim).
3. Students decode common initial digraphs, such as *ch, qu, th* (as in chin, queen, thin), as well as the ending digraph *ng* (as in sing).
4. Students decode words with common vowel digraphs such as -ay, ea, ee, oo, ow and words with common consonant sounds that can be spelled in different ways (such as jet, gem; sip, cent; kite, cat; rat, write).
5. Students decode grade levels words using knowledge of root words, prefixes, suffixes, verb endings, plurals, contractions, and compounds
6. Students check accuracy of decoding using context to monitor and self-correct.
7. Students use letter-sound knowledge to sound out unknown words when reading.
8. Students recognize a number of common, irregularly spelled words by sight, including *a, the, have, says, said, are, one, once, where, two*.

C. Print Awareness

1. Students identify book parts and their purposes including identification of author, illustrator, title page, table of contents, and chapter headings.

D. Fluency

1. Students sight-read automatically grade-level common high-frequency words (e.g., have said, where, two)
2. Students sight read automatically grade-level words irregularly spelled words
3. Students sight read automatically 300-500 words including sight and decoding words
4. Students use punctuation cues to read connected text with appropriate speed, accuracy, and expression.
5. Students read grade level texts with decodable and irregularly spelled words at a minimum rate of 45 words per minute.

E. Comprehension

1. Students read grade-level texts for different purposes. (e.g., for information, for pleasure,)
2. Students notice their own difficulties in understanding text.
3. Students predict what will happen next in stories, justify his/her predictions, and later discuss whether predictions were confirmed.
4. Students ask questions in response to texts
5. Students discuss how, why, and what-if questions about both fiction and non-fiction texts.
6. Students sequence events in retelling stories
7. Students summarize main ideas from information texts.
8. Students use own background knowledge and perspectives to comprehend text.
9. Students read and understand simple written instructions.
10. Students demonstrate familiarity with a variety of fiction and non-fiction selections, including both read-aloud works and independent readings.
11. Students understand literary terms such as characters, heroes, heroines, drama, actors, and actresses, costumes, scenery, props, theater, stage and audience

F. Vocabulary

1. Students study antonyms, synonyms, and homonyms to learn new grade-level vocabulary
2. Students study categories of words (e.g., animals, place names) to learn new grade-level vocabulary
3. Students study root words, prefixes, suffixes, verb ending and plural nouns to learn new grade-level vocabulary
4. Students learn new words indirectly from reading books and other print sources
5. Students use a dictionary to learn the meaning of words

II. Writing

A. Spelling

1. Students represent most phonemes in invented spelling although not necessarily with conventional spellings
2. Students use conventional spellings to spell common grade-level irregularly spelled content and high frequency words
3. Students correctly spell three- and four-letter short vowel words (for example, cat, pig, tent), including words in word families
4. Students use knowledge of letter-sound correspondence to spell independently.
5. Students understand the difference between conventional spelling, and sound or invented spelling.

B. Handwriting

1. Students write legibly all uppercase and lowercase manuscript letters
2. Students write letters legibly when dictated.

C. Composition

1. Students write stories and information text that establish a topic and use words that can be understood by others.
2. Students write compositions to beginning to use the writing process (eg. prewriting, drafting, revising, proofreading, editing)

D. Spelling, Grammar and Usage

1. Students use correct end punctuation: period, question mark, exclamation point.
2. Students use capitalization for the first word of a sentence, for names of people, and for the pronoun *I*.
3. Students form the regular plural of a singular noun by adding *s*.
4. Students form the past tense of regular verbs by adding *-ed*, and write common irregular past tense verbs such as was, ran, came etc

III. Listening

- A. Students listen attentively to spoken language including grade-level books read aloud
- B. Students listen attentively for different purposes
- C. Students listen to, recite, and appreciate a wide variety of poems, stories, Aesop's Fables, and similar stories and folk tales from different lands.
- D. Sayings and Phrases
 - 1. Students understand phrases and sayings such as:
 - AM and PM
 - An apple a day keeps the doctor away.
 - Do unto others as you would have them do unto you.
 - Fish out of water
 - Hit the nail on the head.
 - If at first you don't succeed, try, try again.
 - Land of Nod
 - Let the cat out of the bag.
 - The more the merrier.
 - Never leave till tomorrow what you can do today.
 - Practice makes perfect. [also in Kindergarten]
 - Sour grapes
 - There's no place like home.
 - Wolf in sheep's clothing

IV. Speaking

- A. Students use grade-level vocabulary and conventional grammar in own speech.
- B. Students speak for different purposes (e.g. share ideas or information, retell a story, dramatize an experience or event).
- C. Students present information in a variety of oral forms such as stories.
- D. Students speak audibly
- E. Students take turns speaking.
- F. Students recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversation.

GRADE 2

I. Reading

A. Phonics

1. Students identify and produce all letter sound correspondences, including consonant blends and digraphs, and vowel digraphs and diphthongs.
2. Students accurately decode phonetically regular two-syllable words (for example, basket, rabbit).

B. Fluency

1. Students accurately read single-syllable words and most two-syllable words, including:
 - a. Irregularly spelled words (for example, tough, through).
 - b. Words with diphthongs (for example the *oy* sound in boy)
 - c. Words with vowel digraphs (for example, the *ow* sound in now and clown, the *ea* sound in head and bread).
2. Students read grade level texts with decodable irregularly spelled words at a minimum rate of 90 words per minute.

B. Comprehension

1. Students read grade-level texts with comprehension and for different purposes.
2. Students use comprehension strategies to monitor own reading including predicting and confirming, rereading, self correction and clarification.
3. Students organize text information by using graphic organizers.
4. Students ask questions when reading a text.
5. Students gain answers to specific questions from reading nonfiction materials, and interpret information from simple diagrams, charts, and graphs.
6. Students pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction.
7. Students explain and describe new concepts and information in their own words.
8. Students demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings.

1. Vocabulary Development

1. Students study antonyms, synonyms, and homonyms to learn new grade-level vocabulary.
2. Students study categories of words for example transportation or animals to learn new grade-level vocabulary.
3. Students study root words prefixes, suffixes, verb endings, plural nouns, contractions, and compound words to learn new grade-level vocabulary.
4. Students connect words and ideas in books to oral language vocabulary and background knowledge.
5. Students learn new words contextually from reading books and other print sources.
6. Students use a dictionary to learn the meaning of words.

D. Literature and Literacy Response

1. Students distinguish common forms of literature for example, poetry, myth, tall tale, fiction and nonfiction.
2. Students discuss similarities in characters and events across stories.
3. Students appreciate diverse examples of poetry such as: *Bed in Summer* (Robert Louis Stevenson); *Bee! I'm expecting you* (Emily Dickinson); *Buffalo Dusk* (Carl Sandburg); *Caterpillars* (Aileen Fisher); *Discovery* (Harry Behn); *Harriet Tubman* (Eloise Greenfield).
4. Students appreciate diverse stories such as: *The Blind Men and the Elephant* (a fable from India); *A Christmas Carol* (Charles Dickens); *Charlotte's Web* (E.B. White); *The Emperor's New Clothes* (Hans Christian Andersen).
5. Students understand key Greek Myths: Prometheus (how he brought fire from the gods to men); Pandora's Box; Oedipus and the Sphinx; Theseus and the Minotaur; Daedalus and Icarus; Arachne the Weaver; Swift-footed Atalanta; Demeter and Persephone; Hercules (Heracles) and the Labors of Hercules.

6. Students understand key American folk heroes and tall tales such as: Paul Bunyan; Johnny Appleseed; John Henry; Pecos Bill; Casey Jones.

II. Writing

A

Spelling

1. Students spell correctly previously studied word including grade-level multisyllabic, decodable words; irregularly spelled content and high frequency words) in writing.
2. Students use word family spelling patterns in writing.
3. Students represent all the sounds in a word when spelling independently.

B

Handwriting

1. Students write legibly all uppercase and lowercase manuscript letters.

C

Composition

1. Students write in response to reading fiction and non-fiction texts.
2. Students write clear and coherent sentences and paragraphs that develop a central idea.
3. Students write a variety of compositions with assistance including informational reports, stories, letters and imaginative stories and make reasonable judgments about what to include in their own words based on the purpose and type of composition.
4. Students write original text using the writing process that includes prewriting, drafting, revising, proofreading, and editing.
 1. Students, with assistance, revise original drafts to clarify and refine his/her meaning in writing, and attend to spelling, mechanics, and presentation in final drafts of selected works.

D. Grammar, and Usage

1. Students understand what a complete sentence is and identify subject and predict in simple sentences.
2. Students identify parts of speech: noun (for concrete nouns); verbs (for active verbs); and simple adjectives.
3. Students use adjectives to compare by adding *-er* and *-est*.
4. Students change regular verbs from simple present to past tense using *-ed*.
5. Students use the correct forms for present and past tense of common irregular verbs (for example, be, have, see, do, go, come, run, give, sing).
6. Students recognize singular and plural nouns, and:
 - a. Form the regular plural by adding *s*
 - b. Know to add *es* to nouns ending in *s, ss, sh, ch, x*
 - c. Know that some nouns change their spelling in plural form (for example, man, men; woman, women; child, children; tooth, teeth; foot, feet)
7. Students use capital letters for:
 - a. The first word of a sentence
 - b. Proper nouns
 - c. The pronoun *I*
 - d. Holidays and months and days of the week
 - e. Names of countries, cities, states
 - f. Main words in titles
 - g. Initials
7. Students consistently use correct end punctuation: period, question mark, or exclamation point.
8. Students recognize the comma and how to use it between day and year when writing a date, and between city and state in an address.
9. Students recognize the apostrophe and how it is used in common contractions (for example, isn't, aren't, can't, don't, I'm, you're).
10. Students recognize common abbreviations (e.g., St., Rd., Mr., Mrs., Dr.).
11. Students understand what synonyms and antonyms are, and provide synonyms or antonyms for given words (e.g., happy, glad; hot, cold).

III. Listening

- A. Student listen appropriately to spoken language include read alouds or oral directions.
- B. Students listen attentively for different purposes.
- C. Students attend to a listening activity for a specified period of time
- D. Students understand sayings and phrases such as:
 - Back to the drawing board
 - Better late than never
 - Cold feet
 - Don't cry over spilled milk.
 - Don't judge a book by its cover.
 - Easier said than done
 - Eaten out of house and home
 - Get a taste of your own medicine
 - Get up on the wrong side of the bed
 - In hot water
 - Keep your fingers crossed.
 - Practice what you preach.
 - Two heads are better than one.
 - Turn over a new leaf
 - Where there's a will there's a way.

IV. Speaking

- A. Students use grade-level vocabulary and conventional grammar in own speech.
- B. Students speak for different purposes. For example, students present information in a variety of oral forms such as summaries, paraphrases, brief reports, and stories.
- C. Students listen attentively and recognize when it is appropriate for them to speak.
- D. Students take turns speaking and respond respectfully when speaking in a group.
- E. Students recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversation.
- F. Students participate in group discussions.

GRADE 3

I. Reading

A. Phonics

1. Students use knowledge of all letter-sound correspondences to blend sounds when reading unfamiliar, but decodable grade-level words.
2. Students use word families to decode unfamiliar words.
3. Students decode grade-level words using knowledge of word structures like roots, prefixes, suffixes and verb endings.

B. Fluency

1. Students sight-read automatically grade-level high frequency words and irregularly spelled content words.
2. Student read grade level texts with decodable irregularly spelled words at a minimum rate of 110 words per minute.

C. Comprehension

1. Students read grade-level texts with comprehension and for different purposes.
2. Students use comprehension strategies to monitor own reading including predicting and confirming, rereading, self correction and clarification.
3. Students explain and describe new concepts and information in their own words.
4. Students demonstrate familiarity with a variety of fiction and nonfiction selections, including both read-aloud works and independent readings.
5. Students point to specific words or passages that are causing difficulties in comprehension.
6. Students summarize main points from fiction and nonfiction readings.
7. Students ask and pose plausible answers to how, why, and what-if questions in interpreting texts, both fiction and nonfiction.
8. Students use a dictionary to answer questions regarding meaning and usage of words with which he or she is unfamiliar.
9. Students use titles, tables of contents, chapter heading, glossaries, and indexes to locate information in text.

D. Vocabulary Development

1. Study categories of words to learn grade-level vocabulary.
2. Analyze word structure for example, roots prefixes, and suffixes to learn word meanings.
3. Students connect words and ideas in books to spoken language vocabulary and background knowledge.
4. Use a dictionary to learn the meanings of words and a thesaurus to identify synonyms and antonyms.

E. Literature and Literacy Response

1. Students distinguish common forms of literature such as biography and memoir.
2. Students determine what characters are like by what they say or do and by how the author portrays them.
3. Students are exposed to and appreciate a wide range of poetry such as:
Adventures of Isabel (Ogden Nash)
The Bee (Isaac Watts; see also below, "The Crocodile")
By Myself (Eloise Greenfield)
Catch a Little Rhyme (Eve Merriam)
The Crocodile (Lewis Carroll)
Dream Vacation (Langston Hughes)
Eletelephony (Laura Richards)
Father William (Lewis Carroll)
First Thanksgiving of All (Nancy Byrd Turner)
For want of a nail, the shoe was lost... (traditional)
Jimmy Jet and His TV Set (Shel Silverstein)
Knoxville, Tennessee (Nikki Giovanni)

- Trees (Sergeant Joyce Kilmer)
2. Students are exposed to and appreciate a wide range of stories such as:
 - Alice in Wonderland (Lewis Carroll)
 - from *The Arabian Nights*: Aladdin and the Wonderful Lamp and Ali Baba and the Forty Thieves
 - The Hunting of the Great Bear (an Iroquois legend about the origin of the Big Dipper)
 - The Husband Who Was to Mind the House (a Norse/English Folk tale, also known as "Gone is Gone")
 - The Little Match Girl (Hans Christian Andersen)
 - The People Who Could Fly (an African American folk tale)
 - Three Words of Wisdom (a folk tale from Mexico)
 - William Tell selections from *The Wind in the Willows*:
 - "The River Bank" and "The Open Road" (Kenneth Grahame)
 3. Students are exposed to and appreciate myths & legends of Ancient Greece and Rome such as:
 - Jason and the Golden Fleece
 - Perseus and Medusa
 - Cupid and Psyche
 - The Sword of Damocles
 - Damon and Pythias
 - Androcles and the Lion
 - Horatius at the Bridge

II. Writing

A. Spelling

1. Students spell correctly previously studied word including grade-level multisyllabic, decodable words; irregularly spelled content and high frequency words) in writing.

B. Handwriting

1. Students write legibly all uppercase and lowercase manuscript letters.
2. Students write legibly all uppercase and lowercase manuscript letters.

C. Composition

1. Students write in response to reading fiction and non-fiction texts.
2. Students write clear and coherent sentences and paragraphs that develop a central idea.
3. Students write a variety of compositions with assistance including informational reports, stories, letters and imaginative stories and make reasonable judgments about what to include in their own words based on the purpose and type of composition.
4. Students write original text using the writing process that includes prewriting, drafting, revising, proofreading, and editing.
5. Students revise original drafts to clarify and refine his/her meaning in writing, and attend to spelling, mechanics, and presentation in final drafts of selected works.

D. Written Genres

1. Students write narratives which:
 - a. Provide a context within which an action takes place.
 - b. Include well-chosen details to develop the plot
 - c. Provide insight into why the selected incident is memorable.
2. Students write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.
3. Students write personal and formal letters, thank you notes and invitations.

E. Grammar, and Usage

1. Students understand what a complete sentence is, and:
 - a. Identify subject and predicate in single-clause sentences
 - b. Distinguish complete sentences from fragments

2. Students identify and use different sentence types:
 - a. Declarative (makes a statement)
 - b. Interrogative (asks a question)
 - c. Imperative (gives a command)
 - d. Exclamatory (for example, "What a hit!")
3. Students know the following parts of speech and how they are used:
 - a. Nouns (for concrete nouns)
 - b. Pronouns (singular and plural)
 - c. Verbs: action verbs and auxiliary (helping) verbs.
 - d. Adjectives (including articles: *a* before a consonant, *an* before a vowel, and *the*)
 - e. Adverbs
4. Students know how to use the following punctuation:
 - a. End punctuation: period, question mark, or exclamation point
 - b. Comma: between day and year when writing a date; between city and state in an address; in a series; after *yes* and *no*
 - c. Apostrophe: in contractions; in singular and plural possessive nouns
5. Students recognize and avoid the double negative.

III. Listening

- A. Students connect and relate prior experience, insights, and ideas to those of a speaker.
- B. Students distinguish between the speaker's opinions and verifiable facts.
- C. Students listen attentively and recognize when it is appropriate for them to speak.
- D. Students understand sayings and phrases such as:

Actions speak louder than words.
 His bark is worse than his bite.
 Beat around the bush
 Beggars can't be choosers.
 Clean bill of health
 Cold shoulder
 A feather in your cap
 Last straw
 Let bygones be bygones
 One rotten apple spoils the whole barrel.
 On its last legs
 Rule the roost
 The show must go on.
 Touch and go
 When in Rome do as the Romans do.

IV. Speaking

- A. Students use grade level vocabulary and conventional grammar in their own speech.
- B. Students speak for different purposes. For example, students present information in a variety of oral forms such as summaries, paraphrases, brief reports, and stories.
- C. Students select a focus, organization, and point of view for oral presentations.
- D. Students gather information from audio and media presentations and oral interviews.
- E. Students take turns speaking and respond respectfully when speaking in a group.
- F. Students recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversation.
- G. Students participate in group discussions.

GRADE 4

I. Reading

A. Phonics and Fluency

1. Students sight-read automatically grade-level high frequency words and irregularly spelled content words.
2. Student read grade level texts with decodable irregularly spelled words at a minimum rate of 125 words per minute.

B. Comprehension

1. Students read grade-level texts with comprehension and for different purposes.
2. Students use comprehension strategies to monitor own reading including predicting and confirming, rereading, self correction and clarification.
3. Students point to specific words or passages that are causing difficulties in comprehension.
4. Students evaluate new information and hypotheses by testing them against known information and ideas.
5. Students compare and contrast information on the same topic after reading several passages or articles.
6. Students distinguish between cause and effect and between fact and opinion in expository text.

C. Vocabulary Development

1. Students apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.
2. Students use knowledge of root words to determine the meaning of unknown words within a passage.
3. Students know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words.
4. Students use a thesaurus to determine related words and concepts.
5. Students distinguish and interpret words with multiple meanings.

D. Literature and Literary Response

1. Students identify the main events of the plot, their causes, and the influence of each event on future actions.
2. Students use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for the character's actions.
3. Students define figurative language terms such as simile, metaphor, hyperbole, personification and identify its use in literary works.
4. Students are exposed to and appreciate a variety of poems such as:

Afternoon on a Hill (Edna St. Vincent Millay)

Clarence (Shel Silverstein)

Clouds (Christina Rossetti)

Concord Hymn (Ralph Waldo Emerson)

Dreams (Langston Hughs)

the drum (Nikki Giovanni)

The Fog (Carl Sandburg)

George Washington (Rosemary and Stephen Vincent Benet)

Humanity (Elma Stuckey)

Life Doesn't Frighten Me (Maya Angelou)

Monday's Child is Fair of Face (traditional)

Paul Revere's Ride (Henry Wadsworth Longfellow)

The Pobble Who Has No Toes (Edward Lear)

The Rhinoceros (Odgen Nash)

Things (Eloise Greenfield)

A Tragic Story (William Makepeace Thackeray)

5. Students are exposed to and appreciate stories such as:
 - The Fire on the Mountain* (Ethiopian folk tale)
 - From *Gulliver's Travels*: Gulliver's adventures in Lilliput and Brobdingnag (Jonathan Swift)
 - The Legend of Sleepy Hollow* and *Rip Van Winkle* (Washington Irving)
 - The Magic Brocade (Chinese folk tale)
 - Polyanna* (Eleanor Porter)
 - Robinson Crusoe* (Daniel Defoe)
 - Robin Hood*
 - St. George and the Dragon*
 - Treasure Island* (Robert Louis Stevenson)
6. Students are exposed to and appreciate legends of King Arthur and the Knights of the Round Table such as
 - How Arthur Became King
 - The Sword in the Stone
 - The Sword Excalibur
 - Guinevere
 - Merlin and the Lady of the Lake
 - Sir Lancelot
7. Students recognize speeches such as: Patrick Henry: "Give me liberty or give me death"; Sojourner Truth: "Ain't I a Woman."

II. Writing

- A. Spelling
 1. Students spell correctly previously studied word including grade-level multisyllabic, decodable words, irregularly spelled content and high frequency words in writing.
- B. Handwriting
 1. Students write fluidly and legibly in cursive.
- C. Composition
 1. Students write in response to reading fiction and nonfiction texts.
 2. Students select a focus, an organization structure, and a point of view based upon purpose, audience and format requirements.
 3. Students edit and revise selected drafts to improve coherence and organization by adding, deleting, consolidating, and rearranging text.
- D. Research Skills
 1. Students quote or paraphrase information sources, citing them appropriately.
 2. Students locate information in reference texts by using organizational features (eg. prefaces, appendixes.)
 3. Use various reference materials including dictionary, thesaurus, encyclopedia and online information as an aid to writing.
- E. Written Genres
 1. Students write narratives:
 - a. Students provide a context to enable the reader to imagine the world of the event or experience.
 - b. Student use concrete sensory details.
 - c. Students provide insight into why the selected event or experience is memorable.
 2. Students write information reports:
 - a. Students frame a central question about an issue or situation.
 - b. Students include facts and details for focus.
 - c. Students draw from more than one source of information.

3. Students write summaries that contain the main ideas of the reading selection and the most significant details.

F. Grammar and Usage

1. Students understand what a complete sentence is, and:
 - a. identify subject and predicate in single-clause sentences
 - b. distinguish complete sentences from fragments
 - c. identify and correct run-on sentences
2. Students identify subject and verb in a sentence and understand that they must agree.
3. Students identify and use different sentence types: declarative, interrogative, imperative, and exclamatory.
4. Students know the following parts of speech and how they are used: nouns, pronouns, verbs (action verbs and auxiliary verbs), adverbs, conjunctions (*and, but, or*), interjections.
5. Students know how to use the following punctuation:
 - a. end punctuation: period, question mark, or exclamation point
 - b. comma: between day and year when writing a date; between city and state in an address; in a series; after *yes* and *no*; before conjunctions that combine sentences; inside quotation marks in dialogue
 - c. apostrophe: in contractions; in singular and plural possessive nouns
 - d. quotation marks: in dialogue; for titles of poems, songs, short stories, magazine articles
6. Students understand what synonyms and antonyms are, and provide synonyms or antonyms for given words.
7. Students use underlining or italics for titles of books.
8. Students know how the following prefixes and suffixes affect word meaning:

Prefixes:

 - im*, *in* (as in impossible, incorrect)
 - non* (as in nonfiction, nonviolent)
 - mis* (as in misbehave, misspell)
 - en* (as in enable, endanger)
 - pre* (as in prehistoric, pregame)

Suffixes:

 - ily*, *y* (as in easily, speedily, tricky)
 - ful* (as in thoughtful, wonderful)
 - able*, *ible* (as in washable, flexible)
 - ment* (as in agreement, amazement)
9. Students review correct usage of problematic homophones:
 - their, there, they're
 - your, you're
 - its, it's
 - here, hear
 - to, too, two

III. Listening

- A. Students listen appropriately to spoken language include read alouds, oral directions, and oral presentations.
- B. Students listen attentively for different purposes.
- C. Students attend to a listening activity for a specified period of time.
- D. Student understand sayings and phrases such as:
 - As the crow flies
 - Beauty is only skin deep.
 - The bigger they are, the harder they fall.
 - Birds of a feather flock together.
 - Blow hot and cold
 - Break the ice

Bull in a china shop
Can't hold a candle to
Don't count your chickens before they hatch.
Don't put all of your eggs in one basket.
Etc.
Go to pot
Half a loaf is better than none.
Haste makes waste.
Laugh and the world laughs with you.
Lightning never strikes twice in the same place.
Live and let live.
Make ends meet.
Make hay while the sun shines.
Money burning a hole in your pocket
An ounce of prevention is worth a pound of cure.
Once in a blue moon
One picture is worth a thousand words.
On the warpath
RSVP
Run-of-the-mill
Seeing is believing.
Shipshape
Through thick and thin
Two wrongs don't make a right.
When it rains, it pours.
You can lead a horse to water, but you can't make it drink.

IV. Speaking

- A. Students use grade level vocabulary and conventional grammar in their own speech.
- B. Students select a focus, organization, and point of view for oral presentations.
- C. Students present information clearly in a variety of oral forms such as summaries, paraphrases, brief reports, and stories.
- D. Students ask thoughtful questions and respond to relevant questions with appropriate elaboration in oral settings.
- E. Students give precise directions and instructions.
- F. Students recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversation.
- G. Students give oral presentations with effective delivery, diction, posture, poise, and eye contact.
- H. Students evaluate the effectiveness of their presentation and modify their speaking accordingly.

New York State Performance Standards for English / Language Arts Standard # 1: Reading, Writing, Listening, and Speaking for Understanding <i>Students will read, write, listen, and speak for information and understanding.</i>	
Key Ideas	Corresponding Leadership Prep Standards
As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.	Kindergarten ELA: I.A-F; II.A-C; III.A-D; IV.A-E Grade 1 ELA: I.A-F; II.A, B, C.2, D; III.A, B; IV Grade 2 ELA: I.A-D; II.A-D; III.AA-D; IV Grade 3 ELA: I.A-E; II.A-C; III.A-D; IV Grade 4 ELA: I.A-D; II.A-B; III.A-D; IV

New York State Performance Standards for English / Language Arts Standard # 2: Reading, Writing, Listening, and Speaking for Expression <i>Students will read, write, listen, and speak for literary response and expression.</i>	
Key Ideas	Corresponding Leadership Prep Standards
Students will read and listen to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.	Kindergarten ELA: I.A.1, F.3, 4, 6; II.B.2, 3; III.C, D; IV Grade 1 ELA: I.A-F; II.A, B, C.1; III.A-D; IV Grade 2 ELA: I.B.7; II.C, D; III.B, D; IV Grade 3 ELA: I.C; II.C, D.3, G; III.C, D; IV Grade 4 ELA: II.C, E, F; IV

<p>New York State Performance Standards for English / Language Arts Standard # 3: Reading, Writing, Listening, and Speaking for Literary Analysis <i>Students will read, write, listen, and speak for critical analysis and evaluation.</i></p>	
<p>Key Ideas</p>	<p>Corresponding Leadership Prep Standards</p>
<p>As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.</p>	<p>Kindergarten ELA: I.A.5, E, F.6-8; II.B.3,4; III.C; IV Grade 1 ELA: I.A-F; II.A, B, C.2, D; III.A-D; IV Grade 2 ELA: I.B, D; II.C, D, III.A-D, IV Grade 3 ELA: I.C, E; II. C, D-E; III.B; IV Grade 4 ELA: I.B, D; II.F; III; IV</p>

<p>New York State Performance Standards for English / Language Arts Standard # 4: Reading, Writing, Listening, and Speaking for Social Interaction <i>Students will read, write, listen, and speak for social interaction.</i></p>	
<p>Key Ideas</p>	<p>Corresponding Leadership Prep Standards</p>
<p>Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.</p>	<p>Kindergarten ELA: I.E.3, 4, F.3 II.B.2-4; IV Grade 1 ELA: I.E.3-7; II.C; IV Grade 2 ELA: I.B; III; IV Grade 3 ELA: III.C; IV Grade 4 ELA: III; IV</p>

Math

The Math curriculum at Leadership Prep Charter School is designed to ensure that students master math procedures and problem-solving skills. Students are expected to:

- Master math procedures by fourth grade;
- Apply mathematical knowledge and skill to solve problems by eighth grade; and
- Master one year of high school Algebra by the end of eighth grade.

The Math curriculum is based on standards developed by the Core Knowledge Foundation. The implementation of these standards improves number sense, computation, operations, problem-solving, and measurement skills.

Leadership Prep Charter School intends to use a functional math program such as Saxon math which will be supplemented to ensure that students master the problem-solving and critical thinking skills required by the NYS performance standards. This augmentation will draw on the work our Lead Founder and proposed Head of School, Max Koltuv, has done at Elm City College Prep to modify the Saxon curriculum to ensure that it meets Connecticut State standards. The curriculum will include approximately 80 minutes of daily math instruction in the early years and will increase to 100 minutes per day in grade 4.

The Leadership Prep Charter School K-4 Math Standards are as follows:

KINDERGARTEN

I. Patterns and Classification

- A. Students establish concepts of likeness and difference by sorting and classifying objects according to various attributes: size, shape, color, amount, function, etc.
- B. Students define a set by the common property of its elements.
- C. Students, in a given set, indicate which item does not belong.
- D. Students, moving from concrete objects to pictorial representations, recognize patterns and predict the extension of a pattern.
- E. Students extend a sequence of ordered concrete objects.

II. Numbers and Number Sense

- A. Students, using concrete objects and pictorial representations, compare sets:
 1. same as (equal to)
 2. more than
 3. less than
 4. most
 5. least
- B. Students count:
 1. forward from 1 to 31, first beginning with 1, and later from any given number
 2. backward from 10
 3. from 1 to 10 by twos
 4. by fives and tens to 50
- C. Students recognize and write numbers 1 to 31 (with special attention to the difference between certain written symbols, such as: 6 and 9; 2 and 5; 1 and 7; 12 and 21, etc.).
- D. Students count and write the number of objects in a set.
- E. Students, given a number, identify one more, one less.
- F. Students identify ordinal position, first (1st) through sixth (6th).
- G. Students identify pairs.
- H. Students interpret simple pictorial graphs.

- I. Students identify $\frac{1}{2}$ as one of two equal parts of a region or object; find $\frac{1}{2}$ of a set of concrete objects.

III. Money

- A. Students identify pennies, nickels, dimes, and quarters.
- B. Students identify the one-dollar bill.
- C. Students identify the dollar sign (\$) and cents sign (¢).
- D. Students write money amounts using the cents sign (¢).

IV. Computation

- A. Students add and subtract to ten, using concrete objects.
- B. Students recognize the meaning of the plus sign (+).
- C. Students understand subtraction: the concept of "taking away"; recognize the meaning of the minus sign (-).

V. Measurement

- A. Students identify familiar instruments of measurement, such as ruler, scale, thermometer.
- B. Students compare objects according to:
 1. Linear measure
 - a. long and short; longer than, shorter than
 - b. measure length using non-standards units
 - c. begin to measure length in inches
 - d. height: taller than, shorter than
 2. Weight (mass)
 - a. heavy, light
 - b. heavier than, lighter than
 3. Capacity (volume)
 - a. full and empty
 - b. less full than, as full as, fuller than
 4. Temperature: hotter and cooler
- C. Students demonstrate understanding of time by:
 1. Sequencing events: before and after; first, next, last
 2. Comparing duration of events: which takes more or less time.
 3. Reading a clock face and tell time to the hour.
 4. Knowing the days of the week and the months of the year.
 5. Identifying orientation in time: today, yesterday, tomorrow; morning, afternoon; this morning vs. yesterday morning, etc.

VI. Geometry

- A. Students identify left and right hand.
- B. Students identify top, bottom, middle.
- C. Students know and use terms of orientation and relative position, such as:
 - closed, open
 - on, under, over
 - in front, in back (behind)
 - between, in the middle of
 - next to, beside
 - inside, outside
 - around
 - far from, near
 - above, below
 - to the right of, to the left of
 - here, there
- D. Students identify and sort basic plane figures: square, rectangle, triangle, circle.

- E. Students identify basic shapes in a variety of common objects and artifacts (windows, pictures, books, buildings, cars, etc.).
- F. Students recognize shapes as the same or different.
- G. Students make congruent shapes and designs.
- H. Students compare size of basic plane figures (larger, smaller).

VII. Information Systems

- A. Explore the use of mathematical tools and technology (e.g., computers, four-function calculators, balances).

GRADE 1

I. Patterns and Classification

- A. Students establish concepts of likeness and difference by sorting and classifying objects according to various attributes: size, shape, color, amount, function, etc.
- B. Students define a set by the common property of its elements.
- C. Students, in a given set, indicate which item does not belong.
- D. Students recognize patterns and predict the extension of a pattern.

II. Numbers and Number Sense

- A. Students recognize and write numbers 0-100.
- B. Students count from 0-100 by ones; two; fives; tens.
- C. Students count by tens from a given single-digit number.
- D. Students count forward and backwards.
- E. Students use tallies.
- F. Students identify ordinal position, 1st to 10th.
- G. Students identify dozen; half-dozen; pair.
- H. Students recognize place value: ones, tens, hundreds.
- I. Students identify more and less; counting how many more or less.
- J. Students, given a number, identify one more and one less; ten more and ten less.
- K. Students compare quantities using the sign $<$, $>$, and $=$.
- L. Students recognize fractions as part of a whole: $1/2$, $1/3$, $1/4$
- M. Students create and interpret simple pictorial graphs and bar graphs.

III. Money

- A. Students identify and recognize relative value of penny, nickel, dime, quarter.
- B. Students recognize and use dollar (\$) and cents (¢) signs.
- C. Students show how different combinations of coins equal the same amounts of money.

IV. Computation

- A. Addition
 1. Students know the meaning of the plus (+) sign.
 2. Students know what a "sum" is.
 3. Students know addition facts to $10 + 10$ (untimed mastery).
 4. Students add in any order.
 5. Students know what happens when you add zero.
 6. Students know how to write addition problems horizontally and vertically.
 7. Students know that when you add 3 numbers, you get the same sum regardless of grouping of addends.
 8. Students solve two-digit addition problems with and without regrouping.
- B. Subtraction
 1. Students know the relation between addition and subtraction; understand subtraction as "taking away."
 2. Students know the meaning of the minus sign (-).
 3. Students know what a "difference" is.
 4. Students know subtraction corresponding to addition facts (untimed mastery).
 5. Students know how to write subtraction problems horizontally and vertically.
 6. Students solve two-digit subtraction problems with and without regrouping.
 7. Students mentally subtract 10 from a two-digit number.
- C. Solving Problems and Equations
 1. Students solve basic one-step story and picture problems.
 2. Students solve simple equations in the form of $__ - 2 = 7$; $5 + __ = 7$.

V. Measurement

- A. Students identify familiar instruments of measurement, such as ruler, scale, and thermometer.
- B. Students compare objects according to:
 - 1. Linear measure
 - a. Measure length using non-standards units.
 - b. Measure length in inches and feet, and in centimeters.
 - c. Measure and draw line segments in inches and centimeters.
 - 2. Weight (mass)
 - a. Compare weights of objects using a balance scale.
 - b. Measure weight in non-standard units and in pounds.
 - 3. Capacity (volume)
 - a. Estimate and measure capacity in cups.
 - b. Identify quart, gallon.
 - 4. Temperature: associate temperature in degrees Fahrenheit with weather.
- C. Students demonstrate understanding of time by:
 - 1. Sequencing events: before and after; first, next, last.
 - 2. Comparing duration of events which takes more or less time.
 - 3. Reading a clock face and tell time to the half-hour.
 - 4. Knowing the days of the week and the months of the year, both in order and out of sequence.
 - 5. Orientation in time: today, yesterday, tomorrow; morning, afternoon, evening, night; this morning vs. yesterday morning, etc.

VI. Geometry

- A. Students identify left and right hand.
- B. Students identify top, bottom, middle.
- C. Students know and use terms of orientation and relative position, such as: closed, open; around; inside, outside; on, under, over; far from, near; in front, in back (behind); above, below; between, in the middle of; to the right of, to the left of; next to, beside; here, there.
- D. Students identify and draw basic plane figures: square, rectangle, triangle, circle.
- E. Students describe square, rectangle, triangle according to number of sides.
- F. Students identify basic solid figures: sphere, cube, cone.
- G. Students identify basic shapes in a variety of common objects and artifacts (balls, cans, windows, pictures, books, buildings, cars, etc.).
- H. Students make congruent shapes and designs.

VII. Information Systems

- A. Explore the use of appropriate mathematical tools and technology (e.g., computers, basic four-function calculators, measuring cups, scales, rulers).

GRADE 2

I. Numbers and Number Sense

- A. Students recognize and write numbers to 1,000.
- B. Students read and write words for numbers from one to one-hundred.
- C. Students order and compare numbers to 1,000, using the signs $<$, $>$, and $=$.
- D. Students count:
 - 1. by twos, threes, fives, and tens
 - 2. by tens from any given number
 - 3. by hundreds to 1,000; by fifties to 1,000
 - 4. forward and backward
- E. Students use a number line.
- F. Students use tallies.
- G. Students identify ordinal position, 1st to 20th, and write words for ordinal numbers, first to twentieth.
- H. Students identify even and odd numbers.
- I. Students identify dozen; half-dozen; pair.
- J. Students recognize place value: ones, tens, hundreds, thousands.
- K. Students write numbers up to hundreds in expanded form (for example $64 = 60 + 4$; $367 = 300 + 60 + 7$).
- L. Students, given a number, identify one more and one less; ten more and ten less.
- M. Students round to the nearest ten.
- N. Students create and interpret simple bar graphs.
- O. Students identify and extend numerical and symbolic patterns.

II. Fractions

- A. Students recognize fractions as part of a whole set or region: $1/2$, $1/3$, $1/4$, $1/5$, $1/6$, $1/8$, $1/10$, and write the corresponding numerical symbols.

III. Money

- A. Students recognize relative values of a penny, nickel, dime, quarter and dollar.
- B. Students write amounts of money using \$ and (¢) signs, and the decimal point.
- C. Students show how different combinations of coins equal the same amounts of money.

IV. Computation

A. Addition

- 1. Students achieve timed mastery of addition facts (2 seconds).
- 2. Students recognize what an addend is.
- 3. Students know how to write addition problems horizontally and vertically.
- 4. Students know how to add in any order and check a sum by changing the order of the addends.
- 5. Students estimate the sum.
- 6. Students solve two-digit and three-digit addition problems with and without regrouping.
- 7. Students find the sum (up to 999) of any two whole numbers.
- 8. Students add three two-digit numbers.
- 9. Students practice doubling (adding a number to itself).

B. Subtraction

- 1. Students understand the inverse relation between addition and subtraction; use addition to check subtraction.
- 2. Students know addition and subtraction "fact families."
- 3. Students achieve mastery of subtraction facts.
- 4. Students estimate the difference.
- 5. Students know how to write subtraction problems horizontally and vertically.

6. Students solve two-digit and three-digit subtraction problems with or without regrouping.
 7. Students, given two whole numbers of 999 or less, find the difference.
- C. Introduction to Multiplication
1. Students recognize the "times" sign (\times).
 2. Students know what "factor" and "product" mean.
 3. Students understand that you can multiply numbers in any order.
 4. Students multiplication facts: know the product of any single-digit number \times 1, 2, 3, 4, 5.
 5. Students know what happens when you multiply by 1, by 0, and by 10.
 6. Students practice simple word problems involving multiplication.
- D. Solving Problems and Equations
1. Students solve basic word problems.
 2. Students solve simple equations in the form of $_ - 9 = 7$; $7 + _ = 16$; $4 \times _ = 8$.

V. Measurement

A. Linear Measure

1. Students make linear measurements in feet and inches, and in centimeters.
2. Students know that one foot = 12 inches.
3. Students know abbreviations: ft. in.
4. Students measure and draw line segments in inches to $\frac{1}{2}$ inch, and in centimeters.
5. Students estimate linear measurements, then measure to check estimates.

B. Weight (Mass)

1. Students compare weights of objects using a balance scale.
2. Students estimate and measure weight in pounds, and know abbreviation: lb.

C. Capacity (Volume)

1. Students estimate and measure capacity in cups.
2. Students measure liquid volumes: cups, pints, quarts, gallons.
3. Students compare U.S. and metric liquid volumes: quart and liter (one liter is a little more than one quart).

D. Temperature

1. Students measure and record temperature in degrees Fahrenheit to the nearest 2 degrees.
2. Students know the degree sign.

E. Time

1. Students read a clock face and tell time to five-minute intervals.
2. Students know how to distinguish time as AM or PM.
3. Students understand noon and midnight.
4. Students solve problems on elapsed time (how much time has passed?).
5. Students, using a calendar, identify the date, day of the week, month, year.
6. Students write the date using words and numbers.

VI. Geometry

- A. Students identify and draw basic plane figures: square, rectangle, triangle, circle.
- B. Students describe square, rectangle, triangle according to number of sides; distinguish between square and rectangle as regards length of sides (a square has sides of equal length).
- C. Students measure perimeter in inches of squares and rectangles.
- D. Students identify solid figures - sphere, cube, pyramid, cone, cylinder - and associate solid figures with planar shape: sphere (circle), cube (square), pyramid (triangle).
- E. Students make congruent shapes and designs.
- F. Students identify lines as horizontal; vertical; perpendicular; parallel.
- G. Students name lines and line segments (for example, line AB; segment CD).
- H. Students identify a line of symmetry, and create simple symmetric figures.

VII. Information Systems

- A. Explore the use of appropriate mathematical tools and technology (e.g., computers, basic four-function calculators, measuring cups, scales, and rulers - metric and U.S. Standard).**

GRADE 3

I. Numbers and Number Sense

- A. Students read and write numbers (in digits and words) up to six digits.
- B. Students recognize place value up to hundred-thousands.
- C. Students are able to order and compare numbers to 999,999, using the signs $<$, $>$, and $=$.
- D. Students are able to count by twos, threes, fives, and tens; count by tens from any given number.
- E. Students are able to write numbers in expanded form.
- F. Students use a number line.
- G. Students identify ordinal position, 1st to 100th.
- H. Students review: even and odd numbers; dozen; half-dozen; pair.
- I. Students are able to round to the nearest ten; to the nearest hundred.
- J. Students identify perfect squares (and square roots) to 100, and recognize the square root sign: $\sqrt{\quad}$.
- K. Students identify Roman numerals from 1 to 20 (I - XX).
- L. Students understand what negative numbers are in relation to familiar uses (such as temperatures below zero).
- M. Students locate positive and negative whole numbers on a number line.
- N. Students create and interpret bar graphs and line graphs.

II. Fractions and decimals

- A. Students recognize fractions to $\frac{1}{10}$.
- B. Students identify numerator and denominator.
- C. Students are able to write mixed numbers.
- D. Students recognize equivalent fractions (for example, $\frac{1}{2} = \frac{3}{6}$).
- E. Students compare fractions with like denominators, using the signs $<$, $>$, and $=$.
- F. Students are able to read and write decimals to the hundredths.
- G. Students know and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$.

III. Money

- A. Students are able to write amounts of money using \$ and \cent signs, and the decimal point.
- B. Students are able to make change, using as few coins as possible.
- C. Students add and subtract amounts of money.
- D. Students multiply and divide amounts of money by small whole numbers.

IV. Computation

- A. Addition
 1. Students are able to mentally estimate a sum.
 2. Students use mental computation strategies.
 3. Students are able to use addition with and without regrouping: find the sum (up to 10,000) of any two whole numbers.
- B. Subtraction
 1. Students understand the inverse relation between addition and subtraction; use addition to check subtraction.
 2. Students are able to mentally estimate the difference.
 3. Students use mental computation strategies.
 4. Students are able to use subtraction with and without regrouping: given two whole numbers of 10,000 or less, find the difference.
- C. Multiplication
 1. Students know basic multiplication facts to 10×10 .
 2. Students know what happens when you multiply, by 10, 100, and 1,000.
 3. Students multiply two whole numbers, with and without regrouping, in which one factor is 9 or less and the other is a multi-digit number up to three digits.
 4. Students write numbers in expanded form using multiplication, for example: $9,278 = (9 \times 1,000) + (2 \times 100) + (7 \times 10) + 8$.

5. Students estimate a product.
6. Students solve word problems involving multiplication.

D. Division

1. Students understand multiplication and division as opposite operations.
2. Students know the meaning of dividend, divisor, and quotient.
3. Students know basic division facts to 100) 10.
4. Students know that you cannot divide by 0.
5. Students know that any given number divided by 1 = that number.
6. Students divide two- and three-digit dividends by one-digit divisors.
7. Students solve division problems with remainders.
8. Students check division by multiplying (and adding remainder).

E. Solving Problems and Equations

1. Students solve two-step word problems.
2. Students solve equations in the form of $_ \times 9 = 63$; $81 \div _ = 9$.
3. Students solve problems with more than one operation, as in $(43-32) \times (5 + 3) = _$.
4. Students read and write expressions that use parentheses to indicate order of multiple operations.

V. Measurement

A. Linear Measure

1. Students make linear measurements in yards, feet, and inches; and, in centimeters and meters.
2. Students know that one foot = 12 inches; one yard = 36 inches; 3 feet = 1 yard; 1 meter = 100 centimeters; 1 meter is a little more than one yard.
3. Students measure and draw line segments in inches (to 1/4 inch), and in centimeters.
4. Students estimate linear measurements, then measure to check estimates.

B. Weight (Mass)

1. Students compare weights of objects using a balance scale.
2. Students are able to estimate and measure weight in pounds and ounces; grams and kilograms.
3. Students know abbreviations: lb., oz., g., kg.

C. Capacity (Volume)

1. Students are able to estimate and measure liquid capacity in cups, pints, quarts, gallons, and liters.
2. Students know that 1 quart = 2 pints; 1 gallon = 4 quarts.
3. Students compare U.S. and metric liquid volumes: quart and liter (one liter is a little more than one quart).

D. Temperature

1. Students measure and record temperature in degrees Fahrenheit and Celsius.
2. Students know the degree sign: °.
3. Students identify freezing point of water as $32^{\circ}\text{F} = 0^{\circ}\text{C}$.

E. Time

1. Students are able to read a clock face and tell time to the minute as either AM or PM; tell time in terms of both "minutes before" and "minutes after" the hour.
2. Students solve problems on elapsed time (how much time has passed?).
3. Students are able to use a calendar, identify the date, day of the week, month, and year.
4. Students write the date using words (for name of month) and numbers, and only numbers.

VI. Geometry

- A. Students identify lines as horizontal, vertical, perpendicular, or parallel.
- B. Students name lines and line segments (for example, line AB; segment CD).
- C. Students identify polygons: recognize vertex (plural: vertices); identify sides as line segments (for example, side CD); identify pentagon, hexagon, octagon (regular).

- D. Students identify angles by letter names (for example, $\angle ABC$); identify a right angle; know that there are four right angles in a square or rectangle.
- E. Students compute area in square inches (in^2) and square centimeters (cm^2).
- F. Students recognize and draw congruent figures; identify a line of symmetry, and create symmetric figures.
- G. Students identify solid figures: sphere, cube, rectangle, solid, pyramid, cone, cylinder.

VII. Information Systems

- A. Explore the use of appropriate mathematical tools and technology (e.g., computers, basic four function or fraction calculators, measuring cups, scales, and rulers - metric and U.S. Standard, thermometers, and tape measures).

GRADE 4

I. Numbers and Number Sense

- A. Students read and write numbers (in digits and words) up to nine digits.
- B. Students place value up to hundred-millions.
- C. Students order and compare numbers to 999,999,999 using the signs $<$, $>$, and $=$.
- D. Students write numbers in expanded form.
- E. Students use a number line; locate positive and negative whole numbers on a number line.
- F. Students round to the nearest ten; to the nearest hundred; to the nearest thousand.
- G. Students identify perfect squares (and square roots) to 144; recognize the square root sign: $\sqrt{\quad}$.
- H. Students identify Roman numerals from 1 to 1,000 (I-M), and identify years as written in Roman numerals.
- I. Students create and interpret bar graphs and line graphs.
- J. Students plot points on a coordinate plane (grid), using ordered pairs of positive whole numbers.

II. Fractions and Decimals

A. Fractions

1. Students recognize fractions to one-twelfth.
2. Students identify numerator and denominator.
3. Students write mixed numbers; change improper fractions to mixed numbers.
4. Students recognize equivalent fractions (for example, $1/2 = 3/6$).
5. Students put fractions in lowest terms.
6. Students rename fractions with unlike denominators to fractions with common denominators.
7. Students compare fractions with like and unlike denominators, using the signs $<$, $>$, and $=$.
8. Students solve problems in the form of $2/3 = ?/12$.

B. Decimals

1. Students read and write decimals to the nearest thousandth.
2. Students read and write decimals as fractions (for example, $0.39 = 39/100$).
3. Students write decimals in expanded form.
4. Students round decimals to the nearest tenth; to the nearest hundredth.
5. Students compare decimals, using the signs $<$, $>$, and $=$.
6. Students read and write decimals on a number line.

III. Money

- A. Students solve problems involving making change in amounts up to \$100.00.
- B. Students solve multiplication and division problems with money.

IV. Computation

A. Multiplication

1. Students know basic multiplication facts to 10×10 .
2. Students know what happens when you multiply by 10, 100, and 1,000.
3. Students identify multiples of a given number, common multiples of two given numbers.
4. Students multiply by two-digit and three-digit numbers.
5. Students write numbers in expanded form using multiplication.
6. Students estimate a product.
7. Students use mental computation strategies for multiplication, such as breaking a problem in to partial products, for example: $3 \times 27 = (3 \times 20) + (3 \times 7) = 60 + 21 = 81$.
8. Students check multiplication by changing the order of the factors.
9. Students solve word problems involving multiplication.

B. Division

1. Students understand multiplication and division as opposite operations.
2. Students know the meaning of dividend, divisor, and quotient.
3. Students know basic division facts to $100/10$.
4. Students identify different ways of writing division problems: $28 \div 7 = 28/7$

5. Students identify factors of a given number; common factors of two given numbers.
6. Students know that you cannot divide by 0; that any number divided by 1 = that number.
7. Students estimate the quotient.
8. Students divide dividends up to four-digits by one-digit and two-digit divisors.
9. Students solve division problems with remainders.
10. Students check division by multiplying (and adding remainder).

C. Solving Problems and Equations

1. Students solve two-step word problems.
2. Students solve equations in the form of $_ \times 9 = 63$; $81 \div _ = 9$.
3. Students solve problems with more than one operation, as in $(72,9) \times (36,4) = _$.

V. Measurement

- A. Students use linear measure: estimate and make linear measurements in yards, feet, and inches (to $1/8$ in.) and in meters, centimeters, and millimeters.
- B. Students use weight (mass): estimate and measure weight in pounds and ounces; grams and kilograms.
- C. Students use capacity (volume): estimate and measure liquid capacity in teaspoons, tablespoons, cups, pints, quarts, gallons; and in milliliters and liters.
- D. Students know the following equivalences among U.S. customary units of measurement, and solve problems involving changing units of measurement:

<u>Linear measure</u>	<u>Weight</u>	<u>Capacity</u>
1 ft. = 12 in.	1 lb. = 16 oz.	1 cup = 8 fl. oz.
1 yd. = 3 ft. = 36 in.	1 ton = 2,000 lb.	1 pt. = 2 c.
1 mi. = 5,280 ft.		1 qt. = 2 pt.
1 mi. = 1,760 yd.		1 gal. = 4 qt.

- E. Students know the following equivalences among metric units of measurement, and solve problems involving changing units of measurement:

<u>Linear measure</u>	<u>Weight</u>	<u>Capacity</u>
1 cm = 10 mm	1 cg = 10 mg	1 cl = 10 ml
1 m = 1,000 mm	1 g = 1,000 mg	1 liter = 1,000 ml
1 m = 100 cm	1 g = 100 cg	1 liter = 100 cl
1 km = 1,000 m	1 kg = 1,000 g	

- F. Students use time: solve problems on elapsed time.

VI. Geometry

- A. Students identify and draw points, segments, rays, lines.
- B. Students identify and draw lines: horizontal; vertical; perpendicular; parallel; intersecting.
- C. Students identify angles; identify angles as right, acute, or obtuse.
- D. Students identify polygons:
 1. Triangle, quadrilateral, pentagon, hexagon, and octagon (regular)
 2. Parallelogram, trapezoid, rectangle, square
- E. Students identify and draw diagonals of quadrilaterals.
- F. Circles: Students identify radius (plural: radii) and diameter; radius = $1/2$ diameter.
- G. Students recognize similar and congruent figures.
- H. Students know the formula for the area of a rectangle (Area = length x width) and solve problems involving finding area in a variety of square units (such as mi^2 ; yd^2 ; ft^2 ; in^2 ; km^2 ; m^2 ; cm^2 ; mm^2).
- I. Students compute volume of rectangle prisms in cubic units (cm^3 , in^3).

VII. Information Systems

- A. Explore the use of appropriate mathematical tools and technology (e.g., computers, basic four-function or fraction calculators, measuring cups, scales, and rulers – metric and U.S. Standard, thermometers, tape measures, and protractors).

New York State Performance Standards for Mathematics, Science, and Technology: Standard # 1: Mathematical Analysis, Scientific Inquiry, and Engineering Design <i>Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.</i>	
Key Ideas	Corresponding Leadership Prep Standards
Mathematical Analysis: Abstraction and symbolic representation are used to communicate mathematically.	Kindergarten Math: II.A; III.A, H; IV.A Grade 1 Math: II.E, M Grade 2 Math: I.F, N, O; II.A Grade 3 Math: I.K, N Grade 4 Math: I.H, I
Scientific Inquiry: The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process. The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.	Kindergarten Science: I.A; IV.B; V.B, D; VI.D Grade 1 Science: IV; V.A-C Grade 2 Science: I.B, C; II.A-D; IV.A-H; V.A, B Grade 3 Science: III.D-F Grade 4 Science: I.A; III.D; IV.A; V
Engineering Design: Engineering design is an iterative process involving modeling and optimization finding the best solution within given constraints which is used to develop technological solutions to problems within given constraints.	Kindergarten Science: VII Grade 1 Science: VIII Grade 2 Science: V; VI Grade 3 Science: VII Grade 4 Science: VI

New York State Performance Standards for Mathematics, Science, and Technology: Standard # 2: Information Systems <i>Students will access, generate, process, and transfer information using appropriate technologies.</i>	
Key Ideas	Corresponding Leadership Prep Standards
Information Systems: Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning.	Kindergarten Math: I.H; V.A, B.2,4, C.3; VII.A Grade 1 Math: II.M; V.A, B.4; VII. A Grade 1 Science: V Grade 2 Math: I.N; III.C; V.E.1,5; VII.A Grade 3 Math: I.N; III.B,C; VII.A Grade 3 Science: III.A; IV.A Grade 4 Math: II.B; VII.A
Information Systems: Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use.	Kindergarten Science: II; V; VI; VIII Grade 1 Science: I; V; VIII; IV Grade 2 Science: I; V; VI; VII Grade 3 Science: V; VII; VIII Grade 4 Science: V; VI; VII
Information Systems: Information technology can have positive and negative impacts on society, depending upon how it is used.	Kindergarten Science: II; V; VI; VIII Grade 1 Science: I; V; VIII; IV Grade 2 Science: I; V; VI; VII Grade 3 Science: V; VII; VIII Grade 4 Science: V; VI; VII

New York State Performance Standards for Mathematics, Science, and Technology:

Standard # 3: Mathematics

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Key Ideas	Corresponding Leadership Prep Standards
Mathematical Reasoning: Students use mathematical reasoning to analyze mathematical situations, make conjectures, gather evidence, and construct an argument.	Kindergarten Math: I.A-E; II.A, D, I; V.B, C; VI.C, D, F, G, H Grade 1 Math: I.A-D; II.H, K, M; III.C; IV.C; V.B, C; VI.C, E, H Grade 2 Math: I.C, J, N, O; II.A; III.C; IV.A, B, D; V.B, C, E; VI.C, F, H Grade 3 Math: I.C, F, L, N; II.D, E; III.B; IV.A-E; V.A-E; VI.F, G Grade 4: Math: I.C, E, F, G, I, J; II. A, B; III.A, B; IV.A-C, V. A-F; VI.G-I
Numbers and Numeration: Students use number sense and numeration to develop an understanding of the multiple uses of numbers in the real world, the use of numbers to communicate mathematically, and the use of numbers in the development of mathematical ideas.	Kindergarten Math: II.A-H; III.A-D; IV.A-C; V.A-C Grade 1 Math: II.A-M; III.A-C; IV.A-C; V.A-C Grade 2 Math: I.A-O; II.A; III.A-C; IV.A-D; V.A-E Grade 3 Math: I.A-N; II.A-G; III.A-D; IV.A-E; V.A-E; VI.E Grade 4 Math: I.A-J; II.A-B; III.A-B; IV.A-C; V.A-F; VI.H, I
Operations: Students use mathematical operations and relationships among them to understand mathematics.	Kindergarten Math: IV.A-C Grade 1 Math: III.C; IV.A-C Grade 2 Math: I.K, L; III.C; IV.A-D Grade 3 Math: I.J; III.C, D; IV.A-E; VI.E Grade 4 Math: II.A, B; III.A, B; IV.A-C; VI.H, I
Modeling / Multiple Representation: Students use mathematical modeling/multiple representation to provide a means of presenting, interpreting, communicating, and connecting mathematical information and relationships.	Kindergarten Math: I.D, E; II.A, H; III.A-C; IV.A; V.C Grade 1 Math: II.M Grade 2 Math: I.K; II.A; V.A-C Grade 3 Math: I.E, N; II.G; IV.C Grade 4 Math: II, J; II.A, B
Measurement: Students use measurement in both metric and English measure to provide a major link between the abstractions of mathematics and the real world in order to describe and compare objects and data.	Kindergarten Math: V.A-C Grade 1 Math: V.A-C Grade 1 Science: IV.A Grade 2 Math: V.A-C Grade 3 Math: V.A-C Grade 4 Math: V.A-C Grade 4 Science: II.B

<p>Uncertainty: Students use ideas of uncertainty to illustrate that mathematics involves more than exactness when dealing with everyday situations.</p>	<p>Grade 2 Math: I.M; IV.A, B; V.A-C Grade 3 Math: II; IV.A-D; V.A-C Grade 4 Math: I.F; II.B; IV.A, B; V.A-C</p>
<p>Patterns and Functions: Students use patterns and functions to develop mathematical power, appreciate the true beauty of mathematics, and construct generalizations that describe patterns simply and efficiently.</p>	<p>Kindergarten Math: I.A-E Grade 1 Math: I.A-D Grade 1 Science: VLE Grade 2 Science: IA</p>

Science

The Science curriculum at Leadership Prep Charter School is designed to ensure that students become active scientific explorers who:

- Identify key scientific concepts by fourth grade; and
- Apply scientific knowledge and methods to solve problems and conduct experiments by eighth grade.

The Science curriculum is based on standards developed by the Core Knowledge Foundation. The implementation of these standards improves student knowledge of life science, physical sciences, and earth sciences.

Since many parts of our curriculum are structured and because science is best learned through doing, we employ a more hands-on science program such as the FOSS science program. This program comes in kits that combine reading, research, and experiments to ensure students learning. We will select the FOSS units that best align with the Core Knowledge sequence and the New York and NYS performance standards. We will supplement this program where required to ensure alignment between our science curriculum and the NYS performance standards. The curriculum will include approximately 25 minutes of daily Science instruction in the early years. By fourth grade, students have 50 minutes of Science instruction each day.

The Leadership Prep Charter School K-4 Science Standards are as follows:

KINDERGARTEN

I. Plants and Plant Growth

- A. Students identify what plants need to grow: sufficient warmth, light, and water.
- B. Students identify the basic parts of plants: seed, root, stem, branch, leaf.
- C. Student understand that plants make their own food.
- D. Students understand flowers and seeds, and identify seeds as food for plants and animals (for example, rice, nuts, wheat, corn).
- E. Students identify the two kinds of plants: deciduous and evergreen.
- F. Students understand farming, including:
 1. How some food comes from farms as crops
 2. How farmers must take special care to protect their crops from weeds and pests
 3. How crops are harvested, kept fresh, packaged, and transported for people to buy and consume

II. Animals and Their Needs

- A. Students understand that animals, like plants, need food, water, and space to live and grow.
- B. Students understand that plants make their own food, but animals get food from eating plants or other living things.
- C. Students understand that offspring are very much (but not exactly) like their parents.
- D. Students understand that most animal babies need to be fed and cared for by their parents; human babies are especially in need of care when young.
- E. Students understand that pets have special needs and must be cared for by their owners.

III. The Human Body

- A. Students identify the five senses and associated body parts:
 1. Sight: eyes
 2. Hearing: ears
 3. Smell: nose
 4. Taste: tongue
 5. Touch: skin

- B. Students understand the importance of taking care of your body: exercise, cleanliness, healthy foods, rest.

IV. Introduction to Magnetism

- A. Students identify familiar everyday uses of magnets (for example, in toys, in cabinet locks, in "refrigerator magnets," etc.).
- B. Students classify materials according to whether they are or are not attracted by a magnet.

V. Seasons and Weather

- A. Students identify the four seasons.
- B. Students track the characteristics of local weather patterns during the different seasons.
- C. Students identify the sun as a source of light and warmth.
- D. Students identify daily weather changes in the following ways:
 1. Temperature: thermometers are used to measure temperature
 2. Clouds
 3. Rainfall: how the condition of the ground varies with rainfall; rainbows
 4. Thunderstorms: lightening and thunder; hail; safety during thunderstorms
 5. Snow and snowflakes; blizzard

VI. Taking Care of the Earth

- A. Students understand conservation and that some natural resources are limited, so people must be careful not to use too much of them (example: logging and reforestation).
- B. Students identify practical measures for conserving energy and resources (for example, turning off unnecessary lights, tightly turning off faucets, etc.).
- C. Students understand that some materials can be recycled (for example, aluminum, glass, paper).
- D. Students understand that pollution (for example, littering, smog, water pollution) can be harmful, but if people are careful they can help reduce pollution.

VII. Science Biographies

- A. Students identify key biographical figures in science such as: George Washington Carver, Jane Goodall, and Wilbur and Orville Wright.

VIII. Scientific Communication

- A. Begin to acquire information from observation, simple experiments, print and non-print sources.
- B. Begin to communicate individual and shared scientific ideas through talking, drawing, and simple writing.

IV. Scientific Thinking and Investigation

- A. Begin to ask questions and construct explanations based on observations of objects and events.
- B. Begin to work individually and in groups to collect and share information and ideas.
- C. Begin to conduct simple experiments and share discoveries.
- D. Begin to build models to help represent scientific understandings, such as building a ramp to show how changing the ramp angle affects a toy car's speed.

GRADE 1

I. Living Things and Their Environments

A. Habitats

1. Students understand that living things live in environments to which they are particularly suited.
2. Students identify specific habitats and what lives there, for example:
 - a. Forest [oak trees, squirrels, raccoons, snails, mice]
 - b. Meadow and prairie [wildflowers, grasses, prairie dogs]
 - c. Underground [fungi, moles, worms]
 - d. Desert [cactus, lizard, scorpion]
 - e. Water [fish, oysters, starfish]
3. Students understand the food chain.

B. Oceans and Undersea Life

1. Students understand that most of the earth is covered with water.
2. Students locate oceans: Pacific, Atlantic, Indian, Arctic.
3. Students understand oceans are salt water (unlike fresh water rivers and lakes).
4. Students identify coast, shore, waves, tides (high and low).
5. Students identify the landscape of the ocean floor (mountain peaks and deep valleys).
6. Students understand the diversity of ocean life: from organisms too small for the eye to see (plankton), to giant whales.
7. Students understand dangers to ocean life (for example, overfishing, pollution, oil spills).

C. Students understand that environments are constantly changing, and this can sometimes pose dangers to specific habitats, for example: effects of population and development, rainforest clearing, pollution, litter.

D. Students identify special classifications of animals, including:

1. Herbivores: plant-eaters (for example, elephants, cows, deer)
2. Carnivores: flesh-eaters (for example, lions, tigers)
3. Omnivores: plant and animal-eaters (for example, bears)
4. Extinct animals (for example, dinosaurs)

II. The Human Body

A. Students list the major body systems, including:

1. Skeletal system: skeleton, bones, skull
2. Muscular system: muscles
3. Digestive system: mouth, stomach
4. Circulatory system: heart and blood
5. Nervous system: brain, nerves

B. Germs, Diseases, and Preventing Illness

1. Students understand that taking care of your body includes: exercise, cleanliness, healthy foods, rest.
2. Students understand the role of vaccinations.

III. Matter

A. Students understand the basic concept of atoms.

B. Students identify names and common examples of three states of matter:

1. solid (for example, wood, rocks)
2. liquid (for example, water)
3. gas (for example, air, steam).

C. Students identify water as an example of changing states of matter of a single substance.

IV. Properties of Matter: Measurement

A. Students identify units of measurement: length (centimeter, inch, foot) and volume (gallon, quart).

B. Students understand measurement of temperature: degrees Fahrenheit.

V. Introduction to Electricity

- A. Students understand static electricity.
- B. Students identify basic parts of simple electric circuits (for example, batteries, wire, bulb, or buzzer, switch).
- C. Students understand the difference between conductive and nonconductive materials and identify examples of each.
- D. Students understand safety rules for electricity (for example, never put your finger, or anything metallic, in an electrical outlet; never touch a switch or electrical appliance when your hands are wet or when you're in the bathtub; never put your finger in a lamp socket; etc.).

VI. Astronomy: Introduction to Solar System

- A. Students understand the sun as a source of energy, light, heat.
- B. Students list the phases of the moon (full, half, crescent, new).
- C. Students list the nine planets (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto).
- D. Students identify constellations of stars, the Big Dipper, and that the sun is a star.
- E. Students understand about the earth and its place in the solar system that:
 - 1. the earth moves around the sun and the sun does not move
 - 2. the earth rotates (spins)
 - 3. one rotation takes one day (24 hours)
 - 4. sunrise and sunset
 - 5. when it is day where you are, it is night for people on the opposite side of the earth

VII. The Earth

- A. Geographical Features of the Earth's Surface
 - 1. Students identify the shape of the earth and the horizon.
 - 2. Students identify oceans and continents on a map and globe.
 - 3. Students locate the North Pole, South Pole and Equator on a globe.
- B. What's Inside the Earth
 - 1. Students understand what is inside the earth:
 - a. Layers: crust, mantle, core
 - b. High temperatures
 - 2. Students understand volcanoes and geysers.
 - 3. Students understand rocks and minerals, including:
 - a. Formation and characteristics of different kinds of rocks: metamorphic, igneous, sedimentary
 - b. Important minerals in the earth (such as quartz, gold, sulfur, coal, diamond, iron ore)

VIII. Science Biographies

- A. Students identify key biographical figures in science such as: Rachel Carson, Thomas Edison, Edward Jenner, and Louis Pasteur.

IX. Scientific Communication

- A. Begin to acquire information from observation, simple experiments, print and non-print sources.
- B. Begin to communicate individual and shared scientific ideas through talking, drawing, and simple writing.

X. Scientific Thinking and Investigation

- A. Begin to ask questions and construct explanations based on observations and the results of simple experiments. (Will a magnet attract a penny?)
- B. Begin to work individually and in groups to collect and share information and ideas.
- C. Conduct simple experiments and share discoveries.
- D. Complete a whole-class project that includes one or more of the following investigations: an experiment, a field study, a design, or non-experimental research. By the end of fourth grade, students should have completed at least one of each of these four types of investigations.

GRADE 2

I. Cycles in Nature

A. Seasonal Cycles

1. Students understand the four seasons and earth's orbit around the sun (one year).
2. Students understand seasons and life processes:
 - a. Spring: sprouting; sap flow in plants; mating and hatching
 - b. Summer: growth
 - c. Fall: ripening; migration
 - d. Winter: plant dormancy; animal hibernation

B. Life Cycles

1. Students understand the life cycle: birth, growth, reproduction, death.
2. Students understand reproduction in plants and animals:
 - a. From seed to seed with a plant
 - b. From egg to egg with a chicken
 - c. From frog to frog
 - d. From butterfly to butterfly: metamorphosis (see below: Insects)

C. The Water Cycle

1. Students understand that most of the earth's surface is covered by water.
2. Students understand the water cycle:
 - a. Evaporation and condensation
 - b. Water vapor in the air; humidity
 - c. Clouds: cirrus, cumulus, stratus
 - d. Precipitation: groundwater

II. Insects

A. Students understand that insects can be helpful and harmful to people.

1. Helpful: pollination; products like honey, beeswax, and silk; eat harmful insects
2. Harmful: destroy crops, trees, wooden buildings, clothes; carry diseases; bite or sting

B. Students identify distinguishing characteristics.

1. Exoskeleton; chitin
2. Six legs and three body parts: head, thorax and abdomen
3. Most but not all insects have wings.

C. Students understand life cycles: metamorphosis.

1. Some insects look like miniature adults when born from eggs, and they molt to grow (examples: grasshopper, cricket).
2. Some insects go through distinct stages of egg, larva, pupa, adult (examples: butterflies; ants).

D. Students understand social insects.

1. Most insects live solitary lives, but some are social (such as ants, honeybees, termites, wasps).
2. Ants: colonies
3. Honeybees: workers, drones, queen

III. The Human Body

A. Students understand that all living things are made up of cells, too small to be seen without a microscope.

- a. Cells make up tissues.
- b. Tissues make up organs.
- c. Organs work in systems.

B. Students identify components of digestive and excretory systems:

- a. Salivary glands, taste buds
- b. Teeth: incisors, bicuspids, molars
- c. Esophagus, stomach, liver, small intestine, large intestine
- d. Kidneys, urine, bladder, urethra, anus, appendix

C. Taking Care of Your Body: A Healthy Diet

1. Students explain the "food pyramid".
2. Students understand the role of vitamins and minerals.

IV. Magnetism

- A. Students recognize that magnetism demonstrates that there are forces we cannot see that act upon objects.
- B. Students recognize that most magnets contain iron.
- C. Students understand lodestones: naturally occurring magnets.
- D. Students understand magnetic poles: north-seeking; south-seeking.
- E. Students understand magnetic fields (strongest at the poles).
- F. Students understand the law of magnetic attraction: unlike poles attract, like poles repel.
- G. Students understand that the earth behaves as if it were a huge magnet: north and south magnetic poles (near, but not the same as, geographic North Pole and South Pole).
- H. Students understand orienteering: use of a magnetized needle in a compass, which will always point to the north.

V. Simple Machines

- A. Students identify and understand simple machines:
 1. Lever
 2. Pulley
 3. Wheel-and-axle
 4. gears:
 - a. wheels with teeth and notches
 - b. how gears work, and familiar uses (for example, in bicycles)
 5. Inclined plane
 6. Wedge
 7. Screw
- B. Students understand the concept of friction, and ways to reduce friction (lubricants, rollers, etc.).

VI. Science Biographies

- A. Students identify key biographical figures in science such as: Anton van Leeuwenhoek, Elijah McCoy, Florence Nightingale, and Daniel Hale Williams.

VII. Scientific Communication

- A. Begin to acquire information from observation, simple experiments, print and non-print sources.
- B. Begin to communicate individual and shared scientific ideas through talking, drawing, and simple writing.
- C. Report orally and in writing using appropriate science vocabulary.

VIII. Scientific Thinking and Investigation

- A. Ask questions that can be investigated by performing simple experiments.
- B. Use evidence from observations and reliable sources to construct explanations for experiment results.
- C. Work individually and in groups to collect, describe, record, and share information and ideas, such as observing the changes that occur to an apple decomposing in a closed jar.
- D. Begin to predict that similar experiments should produce similar results and identify reasons when they do not.
- E. Complete a whole-class project that includes one or more of the following investigations: an experiment, a field study, a design, or non-experimental research. By the end of fourth grade, students should have completed at least one of each of these four types of investigations.

GRADE 3

I. Introduction to Classification of Animals

- A. Students understand that scientists classify animals according to the characteristics they share, for example:
1. Cold-blooded or warm-blooded
 2. Vertebrates (have backbones and internal skeletons) or invertebrates (do not have backbones or internal skeletons)
- B. Students identify different classes of vertebrates:
1. Fish: aquatic animals; breathe through gills; cold-blooded; most have scales; most develop from eggs that the female lays outside her body
 2. Amphibians: live part of their lives in water and part on land; have gills when young, later develop lungs; cold-blooded; usually have moist skin
 3. Reptiles: dry, thick, scaly skin; hatch from eggs; cold-blooded
 4. Birds: most can fly; have feathers and wings; most build nests; hatch from eggs; most baby birds must be fed by parents and cared for until they can survive on their own (though some, like baby chickens and quail, can search for food a few hours after hatching); warm-blooded
 5. Mammals: warm-blooded; have hair on their bodies; parents care for the young; females produce milk for their babies; breathe through lungs; most are terrestrial (live on land) though some are aquatic

II. The Human Body

- A. Students identify involuntary and voluntary muscles.
- B. The Skeletal System
1. Students identify the skeleton; bones; marrow.
 2. Students understand musculo-skeletal connections.
 - a. Ligaments
 - b. Tendons; Achilles tendon
 - c. Cartilage
 3. Students identify:
 - a. the skull; cranium
 - b. Spinal column; vertebrae
 - c. Joints
 - d. Ribs, rib cage, sternum
 - e. Scapula (shoulder blades); pelvis; tibia; fibula
 - f. Broken bones, x-rays
- C. The Nervous System
1. Students identify and locate the brain: medulla, cerebellum, cerebrum, cerebral cortex.
 2. Students identify and locate the spinal cord.
 3. Students identify nerves.
 4. Students identify reflexes.
- D. Vision: How the Eye Works
1. Students identify parts of the eye: cornea, iris and pupil, lens, retina.
 2. Students identify the optic nerve.
 3. Students understand farsighted and nearsighted.
- E. Hearing: How the Ear Works
1. Students understand sound as vibration.
 2. Students identify and locate outer ear; ear canal.
 3. Students identify the eardrum.
 4. Students understand three tiny bones (hammer, anvil, and stirrup) pass vibrations to the cochlea.
 5. Students identify auditory nerve.

III. Light and Optics

- A. Students understand the speed of light: light travels at an amazingly high speed.
- B. Students understand light travels in straight lines (as can be demonstrated by forming shadows).
- C. Students identify transparent and opaque objects.
- D. Students identify reflection.
 - 1. Mirrors: plane, concave, convex
 - 2. Uses of mirrors in telescopes and some microscopes
- E. Students know the spectrum: use a prism to demonstrate that white light is made up of a spectrum of colors.
- F. Students understand lenses can be used for magnifying and bending light (as in magnifying glass, microscopes, camera, telescope, binoculars).

IV. Sound

- A. Students recognize that sound is caused by an object vibrating rapidly.
- B. Students recognize that sounds travel through solids, liquids, and gases.
- C. Students understand qualities of sound.
 - 1. Students understand sound waves are much slower than light waves.
 - 2. Students identify pitch: high or low; faster vibrations = higher pitch, slower vibrations = lower pitch a. Intensity: loudness and quietness.
- D. Students understand the human voice.
 - 1. Larynx (voice box)
 - 2. Vibrating vocal chords: longer, thicker vocal chords create lower, deeper voices
- E. Students understand how the human ear works.
- F. Students understand how protect hearing.

V. Ecology

- A. Students understand habitats; interdependence of organisms and their environment.
- B. Students understand the concept of a "balance of nature" (constantly changing, not a static condition).
- C. Students understand the food chain: producer, consumers, decomposers.
- D. Students identify ecosystems: how they can be affected by changes in environment (for example, rainfall, food supply, etc.) and by man-made changes.
- E. Students understand man-made threats to the environment.
 - 1. Air-pollution: emissions, smog
 - 2. Water pollution: industrial waste, run-off from farming
- F. Students know the measures we can take to protect the environment (for example, conservation, recycling).

VI. Astronomy

- A. Students understand the theory of the "Big Bang."
- B. Students understand the universe: an extent almost beyond imagining.
- C. Students understand galaxies: Milky Way and Andromeda.
- D. Students understand and identify our solar system.
 - 1. Sun: source of energy (heat and light)
 - 2. The nine planets and their moons Mercury Mars Uranus Venus Jupiter Neptune Earth Saturn Pluto
- E. Students understand planetary motion: orbit and rotation.
 - 1. How day and night on earth are caused by the earth's rotation
 - 2. Sunrise in the east and sunset in the west
 - 3. How the seasons are caused by the earth's orbit around the sun; tilt of the earth's axis
- F. Students understand gravity: gravitational pull.
 - 1. Gravitational pull of the moon (and to a lesser degree, the sun) causes ocean tides on earth
 - 2. Gravitational pull of "black holes" prevents even light from escaping

- G. Students identify asteroids: meteors ("shooting stars"); comets, Halley's Comet.
- H. Students understand how an eclipse happens.
- I. Students identify stars and constellations.
- J. Students understand orienteering (finding your way) by using: North Star, Big Dipper.
- K. Students identify exploration of space.
 1. Observation: telescopes
 2. Rockets and satellites: from unmanned to manned flights
 3. Apollo 11, first landing on the moon: "One small step for man, one giant leap for mankind."
 4. Space shuttle

VII. Science Biographies

- A. Students identify key biographical figures in science such as: Alexander Graham Bell Copernicus Mae Jemison John Muir.

VIII. Scientific Communication

- A. Begin to acquire information from observation, simple experiments, print and non-print sources.
- B. Begin to communicate individual and shared scientific ideas through talking, drawing, and simple writing.
- C. Report orally and in writing using appropriate science vocabulary.
- A. Ask questions that can be investigated by performing simple experiments.

IX. Scientific Thinking and Investigation

- A. Use evidence from observations and reliable sources to construct explanations for experiment results.
- B. Work individually and in groups to collect, describe, record, and share information and ideas, such as observing changes in mealworms.
- C. Begin to predict that similar experiments should produce similar results and identify reasons when they do not.
- D. Design and conduct experiments and other investigations individually and in groups, such as investigating how changing or varying the amount of water can affect the growth of plants.
- E. Use diagrams, charts, graphs, artwork and writing to report on the results of an investigation.
- F. Complete a small-group (two-to-four students) project that includes one or more of the following investigations: an experiment, a field study, a design, or non-experimental research. By the end of fourth grade, students should have completed at least one of each of these four types of investigations.

GRADE 4

I. The Human Body

A. The Circulatory System

1. Students identify the pioneering work of William Harvey.
2. Students identify and locate the heart: four chambers (auricles and ventricles); aorta.
3. Students understand the purpose of blood.
 - a. Red blood cells (corpuscles); white blood cells (corpuscles); platelets; hemoglobin; plasma; antibodies
 - b. Blood vessels: arteries; veins; capillaries
 - c. Blood pressure; pulse
 - d. Coagulation (clotting)
4. Students understand the filtering function of the liver and spleen.
5. Students understand that fatty deposits can clog blood vessels and cause a heart attack.
6. Students know the different blood types (four basic types: A, B, AB, O) and transfusions.

B. The Respiratory System

1. Students understand the process of taking in oxygen and getting rid of carbon dioxide.
2. Students identify the nose; throat; voice box; trachea (windpipe).
3. Students identify the lungs; bronchi; bronchial tubes; diaphragm; ribs; alveoli (air sacs).
4. Students understand the dangers of smoking: damage to lung tissue; lung cancer.

II. Chemistry: Basic Terms and Concepts

A. Atoms

1. Students understand that all matter is made up of particles too small for the eye to see, called atoms.
2. Students understand that scientists have developed models of atoms; while these models have changed over time as scientists make new discoveries, the models help us imagine what we cannot see.
3. Students understand that atoms are made up of even tinier particles: protons, neutrons, electrons.
4. Students understand the concept of electrical charge.
 1. Positive charge (+): proton
 2. Negative charge (-): electron
 3. Neutral charge (neither positive nor negative): neutron
 4. "Unlike charges attract, like charges repel" (relate to magnetic attraction and repulsion)

B. Properties of Matter

1. Students define mass: the amount of matter in an object; similar to weight.
2. Students define volume: the amount of space a thing fills.
3. Students define density: how much matter is packed into the space an object fills.
4. Students define vacuum: the absence of matter.

C. Students understand that elements are the basic kinds of matter, of which there are a little more than one-hundred. There are many different kinds of atoms, but an element has only one kind of atom. Familiar elements, such as gold, copper, aluminum, oxygen, iron. Most things are made up of a combination of elements.

D. Solutions

1. Students understand a solution is formed when a substance (the solute) is dissolved in another substance (the solvent), such as when sugar or salt is dissolved in water; the dissolved substance is present in the solution even though you cannot see it.
2. Students understand concentration and saturation (as demonstrated through simple experiments with crystallization).

III. Geology: The Earth and Its Changes

A. The Earth's Layers

1. Students identify crust; mantle; core (outer core and inner core).

2. Students understand the movement of crustal plates.
 3. Students understand earthquakes.
 - a. Faults; San Andreas fault
 - b. Measuring intensity: seismograph and Richter Scale
 - c. Tsunamis (also called tidal waves)
 4. Students understand volcanoes.
 - a. Magma
 - b. Lava and lava flow
 - c. Active, dormant, or extinct
 5. Students identify hot springs and geysers: Old Faithful (in Yellowstone National Park).
 6. Students understand theories of how the continents and oceans were formed: Pangaea and continental drift.
- B. How Mountains are Formed**
1. Students explain volcanic mountains; folded mountains; fault-block mountains; dome-shaped mountains.
 2. Students identify undersea mountain peaks and trenches (Mariana Trench).
- C. Students understand the formation and characteristics of metamorphic, igneous, and sedimentary rock.**
- D. Weathering and Erosion**
1. Students identify physical and chemical weathering.
 2. Students identify weathering and erosion by water, wind, and glaciers.
 3. Students understand the formation of soil: topsoil, subsoil; bedrock.

IV. History of The Earth

A. Paleontology

1. Students identify fossils as a record of the Earth's history and past life forms.
2. Students understand how fossils are formed, and types of fossils (molds, cast, trace, true-form).

B. Geologic Time

1. Students understand that the ancient age of the earth: the earth's history goes back millions, even billions, of years.
2. Students understand what is meant by "prehistoric" times.
3. Students identify the organizing of geologic time: Scientists have organized the earth's history into four major eras:
 - a. Precambrian Era - earliest forms of life, such as bacteria and blue-green algae; later in the period, invertebrates such as jellyfish
 - b. Paleozoic Era - Pangaea; invertebrate life, such as trilobites, early in this era, followed by development of vertebrates later in the era, including fish; development of insects, amphibians, and the beginning of reptiles; development of simple plants, such as mosses and ferns
 - c. Mesozoic Era - Pangaea separates into continents, small mammals and birds; "Age of Reptiles"; dinosaurs, & flowering plants
 - d. Cenozoic (Present) Era - Ice Age; mammoths; gradual development of mammals, birds and other animals recognizable today; humans, flowering plants, forests, grasslands

V. Meteorology

- A. Students understand the hydrologic cycle (or water cycle; review from grade 2).
- B. Students identify clouds: cirrus, stratus, cumulus (review from grade 2).
- C. Students understand the atmosphere.
 1. Troposphere, stratosphere, mesosphere, ionosphere
 2. How the sun and the earth heat the atmosphere
- D. Students understand air movement: wind direction and speed, prevailing winds, air pressure, low and high pressure, air masses.

- E. Students identify cold and warm fronts: thunderheads, lightening and electric charge, thunder, tornadoes, hurricanes.
- F. Students understand forecasting the weather: barometers (relation between changes in atmospheric pressure and weather), weather maps, weather satellites.
- G. Students understand that "weather" refers to daily changes in temperature, rainfall, sunshine, etc., while "climate" refers to weather trends that are longer than the cycle of the seasons.

VI. Science Biographies

- A. Students identify key biographical figures in science such as: Benjamin Banneker, Elizabeth Blackwell, Charles Drew, and Michael Faraday.

VII. Scientific Communication

- A. Begin to acquire information from observation, simple experiments, print and non-print sources.
- B. Begin to communicate individual and shared scientific ideas through talking, drawing, and simple writing.
- C. Report orally and in writing using appropriate science vocabulary.

VIII. Scientific Thinking and Investigation

- A. Use evidence from observations and reliable sources to construct explanations for experiment results.
- B. Work individually and in groups to collect, describe, record, and share information and ideas, such as observing changes in mealworms.
- C. Begin to predict that similar experiments should produce similar results and identify reasons when they do not.
- D. Design and conduct experiments and other investigations individually and in groups, such as investigating how changing or varying the amount of water can affect the growth of plants.
- E. Use diagrams, charts, graphs, artwork and writing to report on the results of an investigation.
- F. Plan and conduct a small-group project that includes at least one of the following investigations: an experiment with conclusions supported by data; secondary research using a variety of print and non-print sources; a student-designed and constructed working model meant to duplicate something from the natural or human-made world, such as a model of a light bulb, or a design meant to solve a problem such as streamlining cars to increase their rate of speed. By the end of fourth grade, students should have completed at least one of each of these four types of investigations.

<p>New York State Performance Standards for Mathematics, Science, and Technology: Standard # 4: Physical Setting and Living Environment <i>Students will understand and apply concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of the ideas in science.</i></p>	
<p>Key Ideas</p>	<p>Corresponding Leadership Prep Standards</p>
<p>Physical Setting: The Earth and celestial phenomena can be described by principles of relative motion and perspective. Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land. Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity. Energy exists in many forms, and when these forms change energy is conserved.</p>	<p>Kindergarten Science: V.A-D; VII.A Grade 1 Science: I.B; III.A-C; V.A-D; VII.A, B; VIII.A Grade 2 Science: V.A, B; VI.A Grade 3 Science: III.A-F; IV.A-F; VI.A-K; VII.A Grade 4 Science: II.A-D; III.A-D; IV.A, B; V.A-G; VI.A</p>
<p>The Living Environment: Living things are both similar to and different from each other and nonliving things. Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring. Individual organisms and species change over time. The continuity of life is sustained through reproduction and development. Organisms maintain a dynamic equilibrium that sustains life. Plants and animals depend on each other and their physical environment. Human decisions and activities have had a profound impact on the physical and living environment.</p>	<p>Kindergarten Science: I.A-F; II.A-E; III.A, B; VI.A-D; VII.A Grade 1 Science: I.A-D; II.A, B; VI.A-E; I.A, B; VIII.A Grade 2 Science: I.A-C; II.A-D; III.A-C; VI.A Grade 3 Science: I.A, B; II.A-E; IV.D-F; V.A-F; VII.A Grade 4 Science: I.A, B; III.A-D; IV.A, B; V.A-G; VI.A</p>

New York State Performance Standards for Mathematics, Science, and Technology:

Standard # 5: Technology

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Key Ideas	Corresponding Leadership Prep Standards
<p>Engineering Design: Engineering design is an iterative process involving modeling and optimization used to develop technological solutions to problems within given constraints.</p>	<p>Kindergarten Science: VII; VIII; IX Grade 1 Science: V.B; VIII; IX; X Grade 2 Science: V; VI; VII; VIII Grade 3 Science: VII; VIII; IX Grade 4 Science: VI; VII; VIII</p>
<p>Technological Tools, Materials, and Other Resources: should be selected on the basis of safety, cost, availability, appropriateness, and environmental impact; technological processes change energy, information, and material resources into more useful forms.</p>	<p>Kindergarten Science: VII; VI; VIII; IX Grade 1 Science: I; III; V; VIII; IX; X Grade 2 Science: I; IV; V; VI; VII; VIII Grade 3 Science: III; IV; V; VII; VIII; IX Grade 4 Science: II; VI; VII; VIII</p>
<p>Computer Technology: Computers, as tools for design, modeling, information processing, communication, and system control, have greatly increased human productivity and knowledge.</p>	<p>Kindergarten Science: II; V; VI; VIII Grade 1 Science: I; V; VIII; IV Grade 2 Science: I; V; VI; VII Grade 3 Science: V; VII; VIII Grade 4 Science: V; VI; VII</p>
<p>Technological Systems: are designed to achieve specific results and produce outputs, such as products, structures, services, energy, or other systems.</p>	<p>Kindergarten Science: II; V; VI; VIII; XI Grade 1 Science: I; V; VIII; IV; V Grade 2 Science: I; V; VI; VII; VIII Grade 3 Science: V; VII; VIII; IX Grade 4 Science: V; VI; VII; VIII</p>
<p>History of Technology: Technology has been the driving force in the evolution of society from an agricultural to an industrial to an information base.</p>	<p>Kindergarten Science: II; V; VI; VIII Kindergarten Social Studies: IV; V Grade 1 Science: I; V; VIII; IV Grade 1 Social Studies: II; III; IV; V; VI; VII Grade 2 Science: I; V; VI; VII Grade 2 Social Studies: II; III; IV; V; VI; VII Grade 3 Science: V; VII; VIII Grade 3 Social Studies: II; III; IV; V; VI Grade 4 Science: V; VI; VII Grade 4 Social Studies: II; III; IV; V; VI; VII; VIII; IX</p>

<p>Impact of Technology: Technology can have positive and negative impacts on individuals, society, and the environment and humans have the capability and responsibility to constrain or promote technological development.</p>	<p>Kindergarten Science: II; V; VI; VIII Grade 1 Science: I; V; VIII; IV Grade 2 Science: I; V; VI; VII Grade 3 Science: V; VII; VIII Grade 4 Science: V; VI; VII</p>
<p>Project Management: is essential to ensuring that technological endeavors are profitable and that products and systems are of high quality and built safely, on schedule, and within budget.</p>	<p>Kindergarten Science: IV.B, D Grade 1 Science: X.B, D Grade 2 Science: VIII.C, E Grade 3 Science: IX.B, D, F Grade 4 Science: VIII.B, D, F</p>

<p>New York State Performance Standards for Mathematics, Science, and Technology: Standard # 6: Relationships and Common Themes <i>Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.</i></p>	
<p>Key Ideas</p>	<p>Corresponding Leadership Prep Standards</p>
<p>Systems Thinking: Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions.</p>	<p>Kindergarten Science: I; II; III; IV Grade 1 Science: I; II; VI; VII Grade 2 Science: I; III; V Grade 3 Science: II; V, VI Grade 4 Science: I, III; IV; V</p>
<p>Models: Models are simplified representations of objects, structures, or systems used in analysis, explanation, interpretation, or design.</p>	<p>Kindergarten Math: I.D, E; II. A, H; IV.A Kindergarten Science: I; II; III; IV Grade 1 Science: I; II; VI; VII Grade 2 Science: I; III; V Grade 3 Science: II; V, VI Grade 4 Science: I, III; IV; V</p>
<p>Magnitude and Scale: The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems.</p>	<p>Kindergarten Math: II.A, H; V.B, C; VI Grade 1 Math: II.F, H, K, M; V.B, C; VI Grade 1 Science: IV.A, B Grade 2 Math: I.C, E, J, N; II.A; III.A; V.A-E; VI Grade 3 Math: I.C, L, M; II.E; IV.C; V.A-E; VI Grade 4 Math: I.B, C, D; II.A, B; IV.A; V.A-E; VI</p>

<p>Equilibrium and Stability: Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium).</p>	<p>Kindergarten Science: III.B; VI.A-D; VII Grade 1 Science: I.A-C; II.B; III.B, C; VI.A-E; VIII.A, B, VIII Grade 2 Science: I.A-C; II.D; V.A, B; VI Grade 3 Science: V. A-F; VI.A-K; VII Grade 4 Science: II.A-D; III.A-D; IV.A, B; V.A-G; VI</p>
<p>Patterns and Change: Identifying patterns of change is necessary for making predictions about future behavior and conditions.</p>	<p>Kindergarten Math: I.D, E, Kindergarten Science: V.A-D; VII Grade 1 Math: I.D Grade 1 Science: VI.A-E; VIII Grade 2 Math: I.O Grade 2 Science: I.A-C; IV. A-H; V.A, B; VI Grade 3 Science: VI.A-K; VII Grade 4 Science: III.A-D; IV.A, B; V.A-G; VI</p>
<p>Optimization: In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.</p>	<p>Kindergarten Science: VII Grade 1 Science: VIII Grade 2 Science: V; VI Grade 3 Science: VII Grade 4 Science: VI</p>

New York State Performance Standards for Mathematics, Science, and Technology:

Standard # 7: Interdisciplinary Problem Solving

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Key Ideas	Corresponding Leadership Prep Standards
<p>Connections: The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision making, design, and inquiry into phenomena.</p>	<p>Kindergarten Math: IV; V; VI Kindergarten Science: I; II; III; IV; V; VI; VII Grade 1 Math: I; II; IV; V; VI Grade 1 Science: I; II; III; IV; V; VI; VII; VIII Grade 2 Math: I; II; III; IV; V; VI Grade 2 Science: I; II; III; IV; V; VI Grade 3 Math: II; IV; V; VI Grade 3 Science: I; II; III; IV; V; VI; VII Grade 4 Math: II; III; IV; V; VI Grade 4 Science: I; II; III; IV; V; VI</p>
<p>Strategies: Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results.</p>	<p>Kindergarten Math: IV; V; VI Kindergarten Science: I; II; III; IV; V; VI; VII Grade 1 Math: I; II; IV; V; VI Grade 1 Science: I; II; III; IV; V; VI; VII; VIII Grade 2 Math: I; II; III; IV; V; VI Grade 2 Science: I; II; III; IV; V; VI Grade 3 Math: II; IV; V; VI Grade 3 Science: I; II; III; IV; V; VI; VII Grade 4 Math: II; III; IV; V; VI Grade 4 Science: I; II; III; IV; V; VI</p>

History

The History curriculum Leadership Prep Charter School is designed to ensure that students become critical-thinking historians who:

- Identify key historical events, places, and people by fourth grade;
- Understand historical events from a variety of perspectives by eighth grade;
- Identify key elements of the United States Constitutional government by fourth grade; and
- Understand the United States political system and its development by eighth grade.

The History curriculum is based on standards developed by the Core Knowledge Foundation and on social studies standards developed by the Brighter Choice Charter School in Albany. The implementation of these standards improves student knowledge of the history of New York State, the United States, and the world. This social studies curriculum will be presented in a way that is engaging and challenging. Teachers will expect students to master the key concepts and vocabulary, and they will also teach them to analyze primary sources, debate different points of view, and make cause-and-effect connections. Social studies class will be a fast-paced, multi-modal class in which students hone their non-fiction reading skills, learn important content, and apply it in written essays and oral presentations.

Leadership Prep will use primary documents and a textbook series such as the history and geography textbooks currently being developed by the Core Knowledge Foundation or the Oxford University Press History of US series. These books will be supplemented to ensure that that students master all aspects of the NYS performance standards including material relating specifically to the history and government of New York State. The curriculum will include approximately 25 minutes of daily social studies instruction in the early years. By fourth grade, students have roughly 50 minutes of social studies instruction each day.

The Leadership Prep Charter School K-4 Social Studies Standards are as follows:

KINDERGARTEN

WORLD HISTORY AND GEOGRAPHY

I. Geography

A. Spatial Sense (working with maps, globes, and other geographic tools)

1. Students work with maps and globes and understand what they represent and how we use them.
2. Students understand the words "rivers," "lakes" and "mountains," what they are, and how they are represented on maps and globes.
3. Students locate the Atlantic and Pacific Oceans on a globe and a world map.
4. Students locate the North and South Poles.

II. An Overview of the Seven Continents

- A. Students identify and locate the seven continents on a map and globe (Asia, Europe, Africa, North America, South America, Antarctica, and Australia).

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III. Geography

- A. Students locate Brooklyn, New York City, New York State, North America, the continental United States, Alaska, and Hawaii on a map and globe.

IV. Native American People, Past and Present

- A. Students become familiar with the people and ways of life of at least one Native American tribe or nation such as:
1. Pacific Northwest: Kwakiutl, Chinook
 2. Plateau: Nez Perce
 3. Great Basin: Shoshone, Ute
 4. Southwest: Dine [Navajo], Hopi, Apache
 5. Plains: Blackfoot, Comanche, Crow, Kiowa, Dakota, Cheyenne, Arapaho, Lakota (Sioux)
 6. Northeast: Huron, Iroquois
 7. Eastern Woodlands: Cherokee, Seminole, Delaware, Susquehanna, Mohican, Massachusetts, Wampanoag, Powhatan

V. Early Exploration and Settlement

- A. Students understand key elements of the voyage of Christopher Columbus in 1492, including:
1. The role of Queen Isabella and King Ferdinand of Spain
 2. The names of the ships (the Niña, Pinta, and Santa Maria)
 3. Columbus's mistaken identification of "Indies" and "Indians"
 4. The idea of what was, for Europeans, a "New World"
- B. Students understand key elements of the Pilgrims' experience, including:
1. Their reasons for settling in America
 2. The Mayflower
 3. Plymouth Rock and its location on a map
 4. The meaning and origin of the Thanksgiving Day celebration
- C. Students identify July 4th as Independence Day, and:
1. Identify its significance as our nation's "birthday"
 2. Explain the Declaration of Independence (a statement of grievances against King George III and an assertion of fundamental human rights)
 3. Recite a key passage from the Declaration of Independence ("We hold these truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness...")
 4. Contrast democracy (rule of the people) with rule by a king
 5. Identify the nation from which we sought independence
 6. Understand that some people were not free (slavery in early America)
- D. American Presidency
1. Students understand the American presidency, including its role, selection process, and formal constitutional qualifications.
 2. Students identify key presidents and their major accomplishment(s) and legends such as:
 - a. George Washington ("Father of His Country," legend of George Washington and the cherry tree, freely stepped down after two terms);
 - b. Thomas Jefferson (author of Declaration of Independence);
 - c. Abraham Lincoln (fought to save the union and free the slaves, "Honest Abe," came from humble origins)
 - d. Theodore Roosevelt
 - e. Current U.S. president
 3. Students identify presidents who came from humble origins (Abraham Lincoln, Harry S. Truman, Richard M. Nixon).
- E. Students recognize and become familiar with the significance of key American symbols and figures such as: American Flag, Statue of Liberty, Mount Rushmore, and the White House.

GRADE 1

WORLD HISTORY AND GEOGRAPHY

I. Geography

A. Spatial Sense (working with maps, globes, and other geographic tools)

1. Students name their continent, country, state, and community.
2. Students understand that maps have keys or legends with symbols and their uses.
3. Students find directions on a map: east, west, north, south.
4. Students identify major oceans: Pacific, Atlantic, Indian, Arctic.
5. Students review the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia.
6. Students locate Canada, United States, Mexico, Central America.
7. Students locate the Equator, Northern Hemisphere and Southern Hemisphere, and North and South Poles.

B. Students understand the following Geographical terms: peninsula, harbor, bay, island.

II. Early Civilizations

A. Mesopotamia: The "Cradle of Civilization"

1. Students understand the importance of Tigris and Euphrates Rivers.
2. Students appreciate why writing is important to the development of civilization.
3. Students understand the Code of Hammurabi (early code of laws).
4. Students explain why rules and laws are important to the development of civilization.

B. Ancient Egypt

1. Students identify Africa on a map or globe.
2. Students identify the Sahara Desert on a map.
3. Students understand the importance of Nile River.
4. Students identify Pharaohs (Tutankhamen; Hatshepsut: woman pharaoh).
5. Students understand pyramids and mummies, good gods, Sphinx.
6. Students understand hieroglyphics as a form of writing.

C. History of World Religions

1. Students understand key elements of Judaism, including:
 - a. Belief in one God
 - b. Story of the Exodus: Moses leads the Hebrews out of Egypt
 - c. Israel: Chanukah; Star of David; Torah; synagogue
2. Students understand key elements of Christianity, including:
 - a. Christianity grew out of Judaism
 - b. Jesus; meaning of "messiah"
 - c. Christmas and Easter; symbol of the cross
3. Student understand key elements of Islam, including:
 - a. Originated in Arabia, since spread worldwide
 - b. Followers are called Muslims
 - c. Allah; Muhammed; Makkah; Qur'an; mosque
 - d. Symbol of crescent and star (found on the flags of many mainly Islamic nations)
4. Students understand key elements of the world's other major religions (Hinduism, Buddhism, etc.).

III. Modern Civilization and Culture: Mexico

A. Geography

1. Students find on a map or globe the North American continent, and can locate Mexico relative to Canada and the United States.
2. Students find on a map or globe Central America, and the Yucatan Peninsula.
3. Students find on a map or globe the Pacific Ocean, Gulf of Mexico, and Rio Grande.
4. Students find Mexico City on a map.

B. Culture

1. Students understand Indian and Spanish heritage.

2. Students understand the traditions of the fiesta and piñata.
3. Students identify the date and significance of September 16th as Independence Day.

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IV. Early People and Civilizations

A. The Earliest People: Hunters and Nomads

1. Students understand the crossing of the land bridge from Asia to North America.
2. Students understand the shift from hunting to farming, and the gradual development of early towns and cities.

B. Maya, Inca, and Aztec Civilizations

1. Students understand the role of the Maya in Mexico and Central America.
2. Students understand the role of the Aztecs in Mexico.
 - a. Moctezuma (also called Montezuma)
 - b. Tenochtitlan (Mexico City)
3. Students understand the role of the Incas in South America (Peru, Chile).
 - a. Cities in the Andes Mountains: Machu Picchu

V. Early Exploration and Settlement

A. Columbus

B. The Conquistadors

1. Students understand the search for gold and silver.
2. Students understand the role of Hernán Cortés and the Aztecs.
3. Students understand the role of Francisco Pizarro and the Incas.
4. Students understand the devastation wrought on Native American populations by diseases.

C. English Settlers

1. Students understand the story of the Lost Colony.
 - a. Sir Walter Raleigh
 - b. Virginia Dare
2. Students understand the importance of the Jamestown, Virginia settlement.
 - a. Captain John Smith
 - b. Pocahontas and Powhatan
3. Students understand the evolution and role of slavery in the plantations of the Southern colonies.
4. Students understand the settlement of Massachusetts.
 - a. Pilgrims; Mayflower; Thanksgiving Day
 - b. Massachusetts Bay Colony: the Puritans

VI. From Colonies to Independence: The American Revolution

- A. Students identify the original thirteen colonies.
- B. Students understand the significance of the Boston Tea Party.
- C. Students understand the story of Paul Revere's ride, and the passage "One if by land, two if by sea."
- D. Students identify the sides represented by the Minutemen and Redcoats.
- E. Students understand the origin and significance of the phrase "shot heard around the world."
- F. Students identify Thomas Jefferson's role as the primary author of the Declaration of Independence.
- G. Students recognize the passage "We hold these truths to be self-evident, that all men are created equal...."
- H. Students identify the significance of the Fourth of July.
- I. Students identify Benjamin Franklin and his varied roles as patriot, inventor, and writer.
- J. Students identify George Washington, and his role as military commander and our first president.
- K. Students identify Martha Washington.

L. Students understand why our nation's capital city is called Washington.

M. Students understand the legend of Betsy Ross and the Flag.

VII. Early Exploration of the American West

A. Students identify Daniel Boone and Wilderness Road.

B. Students understand the significance, origin, and geography of the Louisiana Purchase (the explorations of Lewis and Clark, Sacagawea).

C. Students locate the Appalachian Mountains, the Rocky Mountains, and the Mississippi River.

VIII. Symbols and Figures

A. Students recognize and are familiar with the significance of the following:

1. Liberty Bell

2. Current United States president

3. American flag

4. Eagle

GRADE 2

WORLD HISTORY AND GEOGRAPHY

I. Geography

- A. Spatial Sense (Working with maps, globes, and other geographic tools)
 - 1. Students name their continent, country, state, and community.
 - 2. Students understand that maps have keys or legends with symbols and their uses.
 - 3. Students find directions on a map: east, west, north, south.
 - 4. Students identify major oceans: Pacific, Atlantic, Indian, Arctic.
 - 5. Students identify the seven continents: Asia, Europe, Africa, North America, South America, Antarctica, Australia.
 - 6. Students locate on a globe or map: Canada, United States, Mexico, Central America.
 - 7. Students locate on a globe or map: the Equator; Northern Hemisphere, Southern Hemisphere; North and South Poles.
- B. Students understand the following geographical terms and features: coast; valley, prairie; desert; oasis.

II. Early Civilizations: Asia

- A. Geography of Asia
 - 1. Students identify Asia as the largest continent, with the most populous countries in the world.
 - 2. Students locate, on a map or globe, China, India, Japan, Korea, and Taiwan.
- B. India
 - 1. Students locate the Indus River and Ganges River.
 - 2. Students understand the key elements of Hinduism.
 - 3. Students understand the key elements of Buddhism.
- C. China
 - 1. Students locate the Yellow (Huang He) and Yangtze (Chang Jiang) Rivers.
 - 2. Students understand the teachings of Confucius (for example, honor your ancestors).
 - 3. Students locate the Great Wall of China and understand its origin and significance.
 - 4. Students understand the Chinese role in inventing paper and its significance.
 - 5. Students understand the importance of silk.
 - 6. Students identify the Chinese New Year.

III. Modern Civilization and Culture: Japan

- A. Geography
 - 1. Students locate Japan relative to continental Asia: "land of the rising sun."
 - 2. Students understand that Japan is made up of four major islands.
 - 3. Students locate the Pacific Ocean and the Sea of Japan.
 - 4. Students locate Mt. Fuji.
 - 5. Students locate Tokyo.
- B. Students understand several elements of Japanese culture, including:
 - 1. Japanese flag
 - 2. Big modern cities, centers of industry and business
 - 3. Traditional craft: origami
 - 4. Traditional costume: kimono

IV. Ancient Greece

- A. Students locate Mediterranean Sea and Aegean Sea; Crete.
- B. Students locate Sparta.
- C. Students understand the Persian Wars: Marathon and Thermopylae.
- D. Students understand Athens position as a city-state and its significance as the beginnings of democracy.
- E. Students identify Greece as the origin of the Olympic games.
- F. Students appreciate the role of the worship of gods and goddesses in Greece.

- G. Students identify the great thinkers of Greece: Socrates, Plato, and Aristotle.
- H. Students understand who Alexander the Great was and place him in time.

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V. American Government: The Constitution

- A. Students understand that the American government is based on the Constitution, the highest law of our land.
- B. Students identify James Madison as the "Father of the Constitution."
- C. Students understand the concept of government by the consent of the governed, embodied in the phrase "We the people."

VI. The War of 1812

- A. Students understand the contributions of President James Madison and Dolly Madison.
- B. Students understand the role that British impressments of American sailors played in precipitating the War of 1812.
- C. Students identify Old Ironsides.
- D. Students understand that the British burned the White House during the War of 1812.
- E. Students understand the origin of the "Star-Spangled Banner" in the battle at Fort McHenry, and Francis Scott Key's authorship.
- F. Students are knowledgeable about the Battle of New Orleans, Andrew Jackson.

VII. Westward Expansion

- A. Pioneers Head West
 - 1. Students understand the development of new means of travel.
 - 2. Students appreciate routes west: wagon trains on the Oregon Trail.
 - 3. Students understand the Pony Express.
- B. Students understand the role of Native Americans in our nation's history and the consequences of Westward expansion on Native Americans:
 - 1. Sequoyah and the Cherokee alphabet
 - 2. Forced removal to reservations: "Trail of Tears"
 - 3. Some Native Americans Displaced from their homes and ways of life by railroads (the "iron horse")
 - 4. Effect of near extermination of buffalo on Plains Indians
- C. Students understand key aspects of the Civil War such as:
 - 1. Controversy over slavery
 - 2. Harriet Tubman, the "underground railroad"
 - 3. Northern vs. Southern states: Yankees and Rebels
 - 4. Ulysses S. Grant and Robert E. Lee
 - 5. Clara Barton, "Angel of the Battlefield," founded Red Cross
 - 6. President Abraham Lincoln: keeping the Union together
 - 7. Emancipation Proclamation and the end of slavery
- D. Immigration and Citizenship
 - 1. Students understand why America is perceived as the "land of opportunity."
 - 2. Students understand the meaning of "e pluribus unum" (a national motto you can see on the back of coins).
 - 3. Students locate Ellis Island and understand its role.
 - 4. Students locate the Statue of Liberty and understand its significance and origin.
 - 5. Students understand the concept of immigration and the major waves of immigration and their settlement in major cities (such as New York, Chicago, Philadelphia, Detroit, Cleveland, Boston, San Francisco).
 - 6. Students understand the concept of citizenship:
 - a. What it means to be a citizen of a nation

- b. American citizens have certain rights and responsibilities (for example, voting, eligible to hold public office; paying taxes)
 - c. Becoming an American citizen (by birth; naturalization)
- E. Students understand the steady expansion of civil rights in the United States, giving meaning to the proposition that "all men are created equal":
1. The "Bill of Rights"
 2. Susan B. Anthony and the right to vote
 3. Eleanor Roosevelt and civil rights and human rights
 4. Mary McLeod Bethune and educational opportunity
 5. Jackie Robinson and the integration of major league baseball
 6. Rosa Parks and the bus boycott in Montgomery, Alabama
 7. Martin Luther King, Jr. and the dream of equal rights for all
 8. Cesar Chavez and the rights of migrant workers

VIII. Geography of the Americas

A. North America

1. Students locate North America and Canada, United States, Mexico.
2. Students locate the United States and:
 - a. The Fifty states: 48 contiguous states, plus Alaska and Hawaii
 - b. Territories
 - c. Mississippi River, Appalachian and Rocky Mountains, Great Lakes
3. Students locate the following: Atlantic and Pacific Oceans; Gulf of Mexico; Caribbean Sea; West Indies.
4. Students locate Central America.

B. South America

1. Students locate Brazil: largest country in South America; Amazon River; rain forests.
2. Students locate Peru and Chile: Andes Mountains.
3. Students locate Venezuela; Columbia; Ecuador.
4. Students locate Bolivia.
5. Students locate Argentina: the Pampas.
6. Students identify the main languages of South America -- Spanish and (in Brazil) Portuguese— and understand why these are the dominant languages.

IX. Symbols and Figures

- A. Students recognize the U.S. flag (current and earlier versions) and identify its colors.
- B. Students indicate how many stars and stripes are on the U.S. flag, and understand why it has 50 stars and 13 stripes.
- C. Students recognize and become familiar with the significance of the Statue of Liberty and the Lincoln Memorial.

GRADE 3

WORLD HISTORY AND GEOGRAPHY

I. Geography

A. Spatial Sense (Working with Maps, Globes, and Other Geographical Tools)

1. Students name their continent, country, state, and community.
2. Students understand that maps have keys or legends with symbols and their uses.
3. Students find directions on a map: east, west, north, south.
4. Students identify major oceans: Pacific, Atlantic, Indian, Arctic.
5. Students identify the seven continents: Asia, Europe, North America, South America, Antarctica, Australia.
6. Students locate Canada, United States, Mexico, Central America.
7. Students locate the Equator, Northern Hemisphere and Southern Hemisphere; North and South Poles.
8. Students measure straight-line distances using a bar scale.
9. Students use an atlas and, if available, on-line sources to find geographical information.

B. Students understand the following Geographical terms and features: boundary; channel; delta; isthmus; plateau; reservoir; strait.

C. Canada

1. Students locate Canada relative to United States.
2. Students understand Canada's French and British heritage; French-speaking Quebec.
3. Students locate the Rocky Mountains.
4. Students locate the Hudson Bay, St. Lawrence River, Yukon River.
5. Students understand the division of Canada into provinces.
6. Students identify the major cities of Canada, including: Montreal, Quebec, Toronto.

D. Important Rivers of the World

1. Students understand the terms: source, mouth, tributary, drainage basin.
2. Students identify important rivers of Asia: Ob, Yellow (Huang He), Yangtze (Chang Jiang), Ganges, Indus.
3. Students identify important rivers of Africa: Nile, Niger, Congo.
4. Students identify important rivers of South America: Amazon, Parana, Orinoco.
5. Students identify important rivers of North America: Mississippi and major tributaries; Mackenzie, Yukon.
6. Students identify Australia's Murray-Darling.
7. Students identify important rivers of Europe: Volga, Danube, Rhine .

II. Ancient Rome

A. Students identify geography of the Mediterranean Region such as:

1. Mediterranean Sea, Aegean Sea, Adriatic Sea
2. Greece, Italy (peninsula), France, Spain
3. Strait of Gibraltar, Atlantic Ocean
4. North Africa, Asia Minor (peninsula), Turkey
5. Bosphorus (strait); the Black Sea; Istanbul (Constantinople)
6. Red Sea; Persian Gulf; Indian Ocean

B. Background

1. Students understand the terms A.D./ B.C. and B.CE./ C.E.
2. Students recognize the legend of Romulus and Remus.
3. Students recognize Latin as the language of Rome.
4. Students understand the worship of gods and goddesses, largely based on Greek religion.
5. Students identify the Republic: Senate, Patricians, Plebeians.
6. Students identify the Punic Wars: Carthage, Hannibal.

C. Students identify key elements of the Empire such as

1. Julius Caesar
 - a. Defeats Pompey in civil war; becomes dictator

- b. "Veni, Vidi, Vici" ("I came, I saw, I conquered")
- c. Cleopatra of Egypt
- d. Caesar assassinated in the Senate; Brutus
- 2. Augustus Caesar
- 3. Life in the Roman Empire.
 - a. The Forum: temples, marketplaces, etc.
 - b. The Coliseum: circuses, gladiator combat, chariot races
 - c. Roads, bridges, and aqueducts
 - d. Eruption of Mt. Vesuvius; destruction of Pompeii
 - e. Persecution of Christians
- D. The "Decline and Fall" of Rome
 - 1. Students identify weak and corrupt emperors; legend of Nero fiddling as Rome burns.
 - 2. Students identify civil wars.
 - 3. Students recognize that the City of Rome was sacked in 410 A.D.
- E. The Eastern Roman Empire: Byzantine Civilization
 - 1. Students understand the rise of the Eastern Roman Empire, known as the Byzantine Empire.
 - 2. Students identify Constantine, first Christian emperor.
 - 3. Students recognize Constantinople (now called Istanbul) merges diverse influences and cultures.
 - 4. Students identify the term Justinian; Justinian's Code.

III. The Vikings

- A. Students know the Vikings were from the area now called Scandinavia (Sweden, Denmark, Norway).
- B. Students know the Vikings were also called Norsemen, they were skilled sailors and shipbuilders.
- C. Students know they were traders, sometimes raiders, of the European coast.
- D. Students identify Eric the Red and Leif Ericson (Leif "the Lucky").
- E. Students identify Vikings as the earliest Europeans (long before Columbus) we know of to come to North America.
- F. Students locate: Greenland, Canada, Newfoundland.

NEW YORK STATE AND AMERICAN HISTORY AND GEOGRAPHY

IV. The Earliest Americans

- A. Students understand that during the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now the Bering Strait). Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents. These early people include:
 - a. Inuits (Eskimos)
 - b. Anasazi: pueblo builders and cliff dwellers
 - c. Mound builders
- B. Native Americans
 - 1. Students identify in the Southwest:
 - a. Pueblos (Hopi, Zuni)
 - b. Dine (Navajo)
 - c. Apaches
 - 2. Students identify Eastern "Woodland" Indians.
 - a. Woodland culture: wigwams, longhouses, farming; peace pipe;
 - b. Shaman and Sachem
 - c. Major tribes and nations (such as Cherokee Confederacy; Seminole; Powhatan; Delaware; Susquehanna; Mohican; Massachusett; Iroquois Confederacy)

V. Early Exploration of North America

- A. Students understand key elements of early Spanish Exploration and settlement such as:
 - 1. Settlement of Florida
 - 2. Ponce de Leon, legend of the Fountain of Youth
 - 3. Hernando de Soto
 - 4. Founding of St. Augustine (oldest continuous European settlement in what is now the U.S.)
 - 5. Caribbean Sea, West Indies, Puerto Rico, Cuba, Gulf of Mexico, Mississippi River.
- B. Students understand key elements of exploration and settlement of the American Southwest such as:
 - 1. Early Spanish explorers in the lands that are now the states of Texas, New Mexico, Arizona, and California; missionary settlements (missions), especially in Texas and California
 - 2. Coronado and the legend of the "Seven Cities of Cibola" (of Gold)
 - 3. Grand Canyon and Rio Grande.
 - 4. Conflicts with Pueblo Indians.
- C. Students understand key elements of the search for the Northwest Passage such as:
 - 1. Explorers who undertook the perilous, sometimes fatal, voyage to find a short cut across North America to Asia:
 - a. John Cabot: Newfoundland
 - b. Champlain: "New France" and Quebec
 - c. Henry Hudson: the Hudson River
 - 2. Identifying and locating geographically, the following:
 - a. "New France" and Quebec
 - b. Canada, St. Lawrence River
 - c. The Great Lakes: Superior, Michigan, Huron, Erie, Ontario

VI. The Thirteen Colonies: Life and Times before the Revolution

- A. Geography
 - 1. Students identify the thirteen colonies by region: New England, Middle Atlantic, Southern.
 - 2. Students understand the differences in climate from north to south: corresponding differences in agriculture (subsistence farming in New England; gradual development of large plantations in the South).
 - 3. Students know the important cities in the development of trade and government: Philadelphia; Boston; New York; Charleston.
- B. Southern Colonies
 - 1. Students identify the Southern colonies: Virginia, Maryland, North Carolina, South Carolina, Georgia.
 - 2. Virginia
 - a. Chesapeake Bay; James River
 - b. 1607: three ships of the London Company (later called the Virginia Company) arrive in Virginia, seeking gold and other riches
 - c. Establishment of Jamestown, first continuous English colony in the New World
 - d. Trade with Powhatan Indians (see also Eastern "Woodland" Indians, above)
 - e. John Smith
 - f. Pocahontas; marriage to John Rolfe
 - g. Diseases kill many people, both colonists and Indians
 - h. The Starving Time
 - i. Clashes between American Indians and English colonists
 - j. Development of tobacco as a cash crop; development of plantations
 - k. 1619: slaves brought to Virginia
 - 3. Maryland
 - d. A colony established mainly for Catholics
 - e. Lord Baltimore

3. South Carolina
 - a. Charleston
 - b. Plantations (rice, indigo) and slave labor
4. Georgia
 - a. James Oglethorpe's plan to establish a colony for English debtors
5. Students acknowledge slavery in the Southern colonies.
 - a. Economic reasons that the Southern colonies came to rely on slavery (for example, slave labor on large plantations)
 - b. The difference between indentured servant and slaves: slaves as property
 - c. The Middle Passage
- C. New England Colonies
 1. Students identify New England colonies: Massachusetts, New Hampshire, Connecticut, Rhode Island.
 2. Students understand the gradual development of maritime economy: fishing and shipbuilding.
 3. Massachusetts
 - a. Colonists seeking religious freedom: in England, an official "established" church (the Church of England), which did not allow people to worship as they chose
 - b. The Pilgrims
 - i. From England to Holland to Massachusetts
 - ii. 1620: Voyage of the Mayflower
 - iii. Significance of the Mayflower Compact
 - iv. Plymouth: William Bradford
 - v. Helped by Wampanoag Indians: Massasoit, Tisquantum (Squanto)
 - c. The Puritans
 - i. Massachusetts Bay Colony, Governor John Winthrop: "We shall be as a city upon a hill."
 - ii. Emphasis on reading and education; the New England Primer
 4. Rhode Island
 - a. Roger Williams: belief in religious toleration
 - b. Anne Hutchinson
- D. Middle Atlantic Colonies
 1. Students identify Middle Atlantic colonies: New York, New Jersey, Delaware, Pennsylvania.
 - a. New York
 - i. Dutch settlements and trading posts in "New Netherland"
 - ii. Dutch West India Company acquires Manhattan Island and Long Island through a (probably misunderstood) purchase from the Indians; Dutch establish New Amsterdam (today, New York City)
 - iii. English take over from the Dutch, and rename the colony New York
 - b. Pennsylvania
 - i. William Penn
 - ii. Society of Friends: "Quakers"
 - iii. Philadelphia

GRADE 4

WORLD HISTORY AND GEOGRAPHY

I. Geography

- A. Spatial Sense (working with maps, globes, and other geographical tools)
 - 1. Students measure distance using map scales.
 - 2. Students read maps and globes using longitude and latitude; coordinates degrees.
 - 3. Students know the Prime Meridian (0 degrees); Greenwich, England; 180 Line (International Date Line).
 - 4. Students understand relief maps: elevations and depressions.
- B. Mountains and Mountain Peaks
 - 1. Students locate major mountain ranges:
 - a. South America: Andes
 - b. North America: Rockies and Appalachians
 - c. Asia: Himalayas and Urals
 - d. Africa: Atlas Mountains
 - e. Europe: Alps
 - 2. Students locate high mountains of the world:
 - a. Asia: Everest
 - b. North America: McKinley
 - c. South America: Aconcagua
 - d. Europe: Mont Blanc
 - e. Africa: Kilimanjaro

II. Europe in the Middle Ages

- A. Background
 - 1. Students understand that beginning about 200 A.D., nomadic, warlike tribes began moving into western Europe attacking the western Roman Empire: Rome sacked by Visigoths in 410 A.D.
 - a. The Huns: Atilla the Hun
 - 2. Students identify that peoples settling in old Roman Empire included Vandals (cf. English word "vandalism"), Franks in Gaul (now France), Angles (in England: cf. "Angle-land") and Saxons.
 - 3. Students understand the "Middle Ages" are generally dated from about 450 to 1400 A.D. Approximately the first three centuries after the fall of Rome (476 A.D.) are sometimes called the "Dark Ages."
- B. Students understand geography Related to the Development of Western Europe such as:
 - 1. Danube, Rhine, Rhone, and Oder
 - 2. Alps, Pyrenees
 - 3. Iberian Peninsula: Spain and Portugal, proximity to North Africa
 - 4. France: the region known as Normandy
 - 5. Mediterranean Sea, North Sea, Baltic Sea
 - 6. British Isles: England, Ireland, Scotland, Wales; the English Channel
- C. Students understand developments in the History of the Christian Church such as:
 - 1. Growing power of the pope (Bishop of Rome).
 - 2. Arguments among Christians: split into Roman Catholic Church and Eastern Orthodox Church.
 - 3. Conversion of many Germanic peoples to Christianity.
 - 4. Rise of monasteries; preservation of classical learning.
 - 5. Charlemagne.
 - a. Temporarily unites the western Roman Empire
 - b. Crowned Emperor by the pope, 800 A.D.: the idea of a united "Holy Roman Empire"
 - c. Charlemagne's love and encouragement of learning

- D. Students understand key elements of Feudalism such as:
 1. Life on a manor; castles
 2. Lords, vassals, knights, freedmen, serfs
 3. Meaning of a code of chivalry
 4. Roles of knights, squires, pages
- E. Students understand key elements of the Norman Conquest such as:
 1. Region called Normandy
 2. William the Conqueror: Battle of Hastings, 1066
- F. Students understand key elements of the growth of towns such as:
 1. Towns as centers of commerce; guilds and apprentices
 2. Weakening of feudal ties.
- G. Students understand key elements of England in the Middle Ages such as:
 1. Henry II.
 - a. Beginnings of trial by jury
 - b. Murder of Thomas Becket in Canterbury Cathedral
 - c. Eleanor of Aquitaine
 2. Significance of the Magna Carta; King John, 1215
 3. Parliament: beginnings of representative government.
 4. Hundred Years' War and Joan of Arc
 5. Timing and significance of the Black Death sweeping across Europe.

III. The Spread of Islam and "The Holy Wars"

- A. Students understand key elements of Islam such as:
 1. Muhammed: the last prophet
 2. Allah; The Qur'an
 3. Sacred city of Makkah; mosques
 4. "Five Pillars" of Islam:
 - a. Declaration of faith
 - b. Prayer (five times daily), facing toward Makkah
 - c. Fasting in the month of Ramadan
 - d. Help the needy
 - e. Pilgrimage to Makkah
 5. First Muslims were Arabs, but today diverse people around the world are Muslims
 6. Arab peoples unite to spread Islam in northern Africa, through the Eastern Roman empire, and as far west as Spain; jihad = holy war
 7. Islamic Turks conquer region around the Mediterranean: in 1453, Constantinople becomes Istanbul
- B. Students understand key elements of development of Islamic civilization such as:
 1. Contributions to science and mathematics: Avicenna (Ibn Sina); Arabic numerals
 2. Role of Muslim scholars in translating and preserving writings of Greeks and Romans
 3. Thriving cities as centers of Islamic art and learning, such as Cordoba (Spain):
- C. Students understand key elements of wars between Muslims and Christians such as:
 1. Holy Land; Jerusalem
 2. Crusades
 3. Saladin and Richard the Lion-Hearted
 4. Significance of growing trade and cultural exchange between east and west

IV. Early and Medieval African Kingdoms

- A. Students understand key elements of early African kingdoms such as:
 1. Kush (in a region also called Nubia): once ruled by Egypt, then became rulers of Egypt
 2. Axum: a trading kingdom in what is now Ethiopia
- B. Students understand key elements of Medieval kingdoms of the Sudan such as:
 1. Trans-Sahara trade led to a succession of flourishing kingdoms: Ghana, Mali, and Songhai.
 - a. Camel caravans

- b. Trade in gold, iron, salt, ivory, and slaves
- c. The city of Timbuktu: center of trade and learning
- d. Spread of Islam into West Africa through merchants and travelers
- e. Ibn Batuta (world traveler and geographer)
- 2. Mali: Sundiata Keita; Mansa Musa.
- 3. Songhai: Askia Muhammed.
- C. Students understand key elements of geography of Africa such as:
 - 1. Mediterranean Sea and Red Sea; Atlantic and Indian Oceans
 - 2. Cape of Good Hope
 - 3. Madagascar
 - 4. Nile, Niger, Congo
 - 5. Atlas Mountains; Mt. Kilimanjaro
 - 6. Contrasting climate in different regions:
 - a. Deserts: Sahara, Kalahari
 - b. Tropical rain forests (along lower West African coast and Congo River)
 - c. Savanna (grasslands)
 - d. The Sudan (the fertile region below the Sahara, not the modern-day country)
- V. China: Dynasties and Conquerors
 - A. Students identify Qin Shihuangdi, first emperor, begins construction of Great Wall.
 - B. Students identify the Han dynasty: trade in silk and spices; the Silk Road; invention of paper.
 - C. Students identify the Tang and Song dynasties: highly developed civilization, extensive trade, important inventions (including compass, gunpowder, paper money).
 - D. Students are familiar with Mongol invasions and rule.
 - 1. Chinggis Khan and the "Golden Horde"
 - 2. Khubilai Khan: establishes capital at what is now Beijing
 - 3. Marco Polo
 - E. Students identify the Ming dynasty.
 - 1. The "Forbidden City"
 - 2. Explorations of Zheng He
- VI. The American Revolution
 - A. Background: The French and Indian War
 - 1. Students know the French and Indian War is also known as the Seven Years' War; part of an ongoing struggle between Britain and France for control of colonies in various regions around the world (in this case, in North America).
 - 2. Students understand alliances with Native Americans.
 - 3. Students identify the Battle of Quebec.
 - 4. Students explain the results of the war.
 - a. British victory gains territory but leaves Britain weakened.
 - b. American colonists begin to see themselves as more independent of Britain.
 - B. Causes and Provocations
 - 1. Students explain the origin and meaning of British taxes, "No taxation without representation."
 - 2. Students explain the significance of the Boston Massacre; Crispus Attucks.
 - 3. Students understand the reason of the Boston Tea Party.
 - 4. Students understand the Intolerable Acts closed the port of Boston and required Americans to provide quarters for British troops.
 - 5. Students explain the First Continental Congress' protests to King George III.
 - 6. Students recognize Thomas Paine's Common Sense.
 - C. The Revolution
 - 1. Students recognize Paul Revere's ride, "One if by land, two if by sea."
 - 2. Students identify events in Concord and Lexington.

- a. The "shot heard 'round the world"
- b. Redcoats and Minute Men
3. Students identify Bunker Hill.
4. Students explain the Second Continental Congress: George Washington appointed commander in chief of Continental Army.
5. Students understand about the Declaration of Independence:
 - a. Primarily written by Thomas Jefferson
 - b. Adopted July 4, 1776
 - c. "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness."
6. Students identify key women in the Revolution: Elizabeth Freeman; Deborah Sampson; Phillis Wheatley; Molly Pitcher.
7. Students identify Loyalists (Tories).
8. Students recognize our victory at Saratoga; alliance with France.
9. Students identify European helpers (Lafayette; the French fleet; Bernardo de Galvez; Kosciusko; von Steuben).
10. Students identify Valley Forge.
11. Students identify Benedict Arnold.
12. Students identify John Paul Jones: "I have not yet begun to fight."
13. Students identify Nathan Hale: "I only regret that I have but one life to lose for my country."
14. Students identify Cornwallis: surrender at Yorktown.

VII. Making a Constitutional Government

- A. Main Ideas behind the Declaration of Independence
 1. Students understand the proposition that "All men are created equal."
 2. Students understand the responsibility of government to protect the "unalienable rights" of the people.
 3. Students understand natural rights: "Life, Liberty, and the pursuit of happiness."
 4. Students understand the "rights of the people to institute new government."
- B. Making a New Government: From the Declaration to the Constitution
 1. Students know the definition of "republican" government: republican = government by elected representatives of the people.
 2. Students understand that the Articles of Confederation lead to a: weak central government.
 3. Students identify the "Founding Fathers": James Madison as "Father of the Constitution."
 4. Students understand key facts about the Constitutional Convention.
 - a. Arguments between small and large states
 - b. The divisive issue of slavery: "three-fifths" compromise
- C. The Constitution of the United States
 1. Students know the preamble to the Constitution: "We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."
 2. Students identify the separation and sharing of powers in American government: three branches of government.
 - a. Legislative branch: Congress = House of Representatives and Senate; makes laws
 - b. Executive branch: headed by the president; carries out laws
 - c. Judicial branch: a court system headed by the Supreme Court (itself headed by the Chief Justice); deals with those who break laws and with disagreements about laws
 3. Students understand the reason behind checks and balances; limits on government power; veto.

4. Students know the Bill of Rights: first ten amendments to the Constitution, including:
 - a. Freedom of religion, speech, and the press (First Amendment)
 - b. Protection against "unreasonable searches and seizures"
 - c. The right to "due process of law"
 - d. The right to trial by jury
 - e. Protection against "cruel and unusual punishments"
- D. Levels and Functions of Government (National, State, Local)
 1. Students identify current government officials, including:
 - a. President and vice-president of the U.S.
 - b. State governor
 2. Students recognize the role of State governments: establish by state constitutions (which are subordinate to the U.S. Constitution, the highest law in the land); like the national government, each state government has its legislative, executive, and judicial branches.
 3. Students understand local governments: purposes, functions, and officials.
 4. Students understand how government services are paid for (taxes on individuals and businesses; fees; tolls; etc.).
 5. Students know how people can participate in government.

VIII. Early Presidents and Politics

- A. Students define cabinet and administration.
- B. Students identify George Washington as first President and Vice-President John Adams.
- C. Students identify John Adams, second president, and Abigail Adams.
- D. Students identify the national capitol is established at Washington, D.C.
- E. Students understand the growth of political parties.
 1. Arguments between Thomas Jefferson and Alexander Hamilton: two opposed visions of America, as an agricultural or industrial society
 2. Modern-day system: two main parties (Democrats and Republicans), and independents
- F. Students identify Thomas Jefferson, third president.
 1. Correspondence between Jefferson and Benjamin Banneker
 2. Jefferson as multifaceted leader (architect, inventor, musician, etc.)
 3. The Louisiana Purchase (review from grade 1) doubles the nation's size and gains control of Mississippi River.
- G. Students identify James Madison, fourth president.
 1. War of 1812 (briefly review from grade 2)
- H. Students identify James Monroe, fifth president, and the Monroe Doctrine.
- I. Students identify John Quincy Adams, sixth president.
- J. Students identify Andrew Jackson, seventh president.
 1. Popular military hero, Battle of New Orleans in War of 1812
 2. Presidency of "the common man"
 3. Indian removal policies

IX. Reformers

- A. Students understand who the abolitionists were.
- B. Students identify Dorothea Dix and the treatment of the insane.
- C. Students identify Horace Mann and public schools.
- D. Students recognize key figures in advancing women's rights such as.
 1. Seneca Falls convention
 2. Elizabeth Cady Stanton
 3. Lucretia Mott
 4. Amelia Bloomer
 5. Sojourner Truth

X. Symbols and Figures

- A. Students recognize and become familiar with the significance of Spirit of '76 (painting).
 1. White House and Capitol Building
 2. Great Seal of the United States

XI. Native American Indians of New York State

- A. Students understand that Native American Indians were the first inhabitants of our local region and State.
- B. Students understand that the Iroquois (Haudenosaunee -- People of the Longhouse) and the Algonquian were the early inhabitants of our State.
- C. Students understand the importance of meeting basic needs— food, clothing, and shelter.
- D. Students understand the uses of the environment and how Native American Indian settlements were influenced by environmental and geographic factors.
- E. Students identify important accomplishments and contributions of Native American Indians who lived in our community and State.

XII. Three Worlds (Europe, the Americas, Africa) Meet in the Americas

- A. Students identify the major explorers of New York State.
- B. Students understand the impacts of major explorers of New York State— social/cultural, economic, political, and geographic.
- C. Students understand the slave trade and slavery in the colonies.
- D. Students identify groups of people who migrated to our local region and into our State.
- E. Students identify ways that people depended on and modified their physical environments.

XIII. Colonial and Revolutionary Periods

- A. Students identify Dutch, English, and French influences in New York State.
- B. Students compare lifestyles in the colonies -- comparisons during different time periods.
- C. Students identify different types of daily activities including social/cultural, political, economic, scientific/technological, or religious.
- D. Students identify ways that colonists depended on and modified their physical environments.
- E. Students identify cultural similarities and differences, including folklore, ideas, and other cultural contributions that helped shape our community, local region, and State.
- F. Students understand that colonial societies were organized to answer three fundamental economic questions: What goods and services do we produce? How do we produce them? For whom do we produce them?
- G. Students understand ways of making a living in our local region and State during colonial times.
- H. Students understand and can explain causes for revolution: social, political, economic.

XIV. The Revolutionary War in New York State

- A. Students locate New York State.
- B. Students understand the significance of New York State's location and its relationship to the locations of other people and places.
- C. Students understand the geographic features that influenced the War.
- D. Students understand the how Native American Indians in New York State influenced the War.
- E. Students understand the war strategy: Saratoga and other local battles.
- F. Students identify loyalists and patriots in New York State.
- G. Students identify leaders of the Revolution in New York.
- H. Students identify the effects of the Revolutionary War on New York.

XV. Industrial Growth and Expansion

- A. Students understand the following developments: transportation, inventions, communication, and technology (e.g., 1800s— Erie Canal, railroads, steamboats, turnpikes, telegraph, cable; 1900s— auto-mobiles, subways, air travel, seaways, telephones, radios and televisions, computer).
- B. Students understand New York's unique role in immigration and migration (e.g., Ellis Island; the mass starvation in Ireland, 1845-50; forced relocation of Native American Indians in New York State).

- C. Students understand the important contributions of immigrants to New York State.
- D. Students understand the geographic influences of industrialization and expansion (e.g., natural resources, location), and the interactions between economic and geographic factors.

XVI. Local and State Governments

- A. Students identify the structure and function of the branches of government of New York State and local governments, including executive, legislative, and judicial branches.
- B. Students understand the meaning of key terms and concepts related to government, including democracy, power, and citizenship.
- C. Students understand the United States Constitution and the Constitution of the State of New York and their respective Bills of Rights were developed as written plans for organizing the functions of government and safeguarding individual liberties.
- D. Students understand the role of legislative, executive, and judicial branches at the local, State, and national levels of government and how they are elected or appointed to office.
- E. Students understand that people elect and/or appoint leaders who make, enforce, and interpret laws.
- F. Students understand citizenship and the rules and responsibilities of citizenship in the classroom, school, home, and local community.
- G. Students understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation, including the flag of the United States of America, its proper display, and use.
- H. Students understand that effective, informed citizenship involves duties such as voting, jury service, and other service to the local community.
- I. Students understand that citizens can participate in political decision making and problem solving at the local, State, and national levels.

New York State Performance Standards for Social Studies Standard # 1: History of the United States and New York <i>Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</i>	
Key Ideas	Corresponding Leadership Prep Standards
The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.	Kindergarten SS: III.A; IV.A; V.A-E Grade 1 SS: V.A, B; V.A-C; VI. A-M; VII.A-C; VIII.A Grade 2 SS: V.A-C; VI.A-F; VIII.A-E; VIII.A, B; IX.A-C Grade 3 SS: IV. A, B; V. A-C; VI.A-D Grade 4 SS:VI.A-C; VII.A-D; IX.A-D; X.A; XI; XII; XIII; XIV; XV; XVI
Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.	Kindergarten SS: III.A; IV.A; V.A-E Grade 1 SS: V.A, B; V.A-C; VI. A-M; VII.A-C; VIII.A Grade 2 SS: V.A-C; VI.A-F; VIII.A-E; VIII.A, B; IX.A-C Grade 3 SS: IV. A, B; V. A-C; VI.A-D Grade 4 SS:VI.A-C; VII.A-D; IX.A-D; X.A, XI; XII; XIII; XIV; XV; XVI
Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.	Kindergarten SS: III.A; IV.A; V.A-E Grade 1 SS: V.A, B; V.A-C; VI. A-M; VII.A-C; VIII.A Grade 2 SS: V.A-C; VI.A-F; VIII.A-E; VIII.A, B; IX.A-C Grade 3 SS: IV. A, B; V. A-C; VI.A-D Grade 4 SS:VI.A-C; VII.A-D; IX.A-D; X.A, XI; XII; XIII; XIV; XV; XVI
The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.	Kindergarten SS: IV; V Grade 1 SS: II; III; IV; V; VI; VII; VIII Grade 2 SS: II.B, C; III; IV; V; VI; VII Grade 3 SS: II; III; IV; V; VI Grade 4 SS: II; III; IV; V; VI; VII; VIII; IX, XI; XII; XIII; XIV; XV; XVI

New York State Performance Standards for Social Studies

Standard # 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Key Ideas	Corresponding Leadership Prep Standards
<p>The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p>	<p>Kindergarten SS: V.A, B Grade 1 SS: II.A-C; III.A, B; IV.A, B; V.A, B Grade 2 SS: II.A-C; III.B; IV.GH Grade 3 SS: II.B-E; III.A-E; V.A, C Grade 4 SS: II.A, C-G; III.A-C; IV.A, B; V.A-E</p>
<p>Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.</p>	<p>Kindergarten SS: V.A, B Grade 1 SS: II.A-C; III.A, B; IV.A, B; V.A, B Grade 2 SS: II.A-C; III.B; IV.GH Grade 3 SS: II.B-E; III.A-E; V.A, C Grade 4 SS: II.A, C-G; III.A-C; IV.A, B; V.A-E</p>
<p>Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>	<p>Kindergarten SS: V.A, B Grade 1 SS: II.A-C; III.A, B; IV.A, B; V.A, B Grade 2 SS: II.A-C; III.B; IV.GH Grade 3 SS: II.B-E; III.A-E; V.A, C Grade 4 SS: II.A, C-G; III.A-C; IV.A, B; V.A-E</p>
<p>The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.</p>	<p>Kindergarten SS: IV; V Grade 1 SS: II; III; IV; V; VI; VII; VIII Grade 2 SS: II.B, C; III; IV; V; VI; VII Grade 3 SS: II; III; IV; V; VI Grade 4 SS: II; III; IV; V; VI; VII; VIII; IX, XI; XII; XIII; XIV; XV; XVI</p>

New York State Performance Standards for Social Studies	
Standard # 3: Geography <i>Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live— local, national, and global— including the distribution of people, places, and environments over the Earth's surface.</i>	
Key Ideas	Corresponding Leadership Prep Standards
Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (Adapted from The National Geography Standards, 1994: Geography for Life)	Kindergarten SS: I; II; III; V.A.3, B.3 Grade 1 SS: I; II.A.1, B.1-3; III.A; VI.A; VII.A-C Grade 2 SS:I; II.A, B.1, C.1, 3; III.A; IV.A, B; VII.A.2; VIII.A, B Grade 3 SS: I; II.A; III.A, F; V.A.5, C.2; VI.A, B Grade 4 SS: I; II.B; IV.C
Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (Adapted from: The National Geography Standards, 1994: Geography for Life)	Kindergarten SS: I; II; III; V.A.3, B.3 Grade 1 SS: I; II.A.1, B.1-3; III.A; VI.A; VII.A-C Grade 2 SS:I; II.A, B.1, C.1, 3; III.A; IV.A, B; VII.A.2; VIII.A, B Grade 3 SS: I; II.A; III.A, F; V.A.5, C.2; VI.A, B Grade 4 SS: I; II.B; IV.C

New York State Performance Standards for Social Studies

Standard # 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Key Ideas	Corresponding Leadership Prep Standards
The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.	Grade 1 SS: IV.A.2; V.B.2, C.3; VI.B; VII.B Grade 2 SS: II.C.5; III.B.2; VII.A, B.3, 4, D.1, 5, E.6, 8 Grade 3 SS: II.C.3.a; V.B.2, C; VI.A.2, 3, B.2.b, j, 3.b, 4.a, 5, C.2, D.1.a.i Grade 4 SS: IV.B.1; V.B, C; VI.B; VII.B.4, D.4; VIII.E.1, J.2; XI.C; XII.C; XIII.F, G, H; XV
Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.	Grade 1 SS: IV.A.2; V.B.2, C.3; VI.B; VII.B Grade 2 SS: II.C.5; III.B.2; VII.A, B.3, 4, D.1, 5, E.6, 8 Grade 3 SS: II.C.3.a; V.B.2, C; VI.A.2, 3, B.2.b, j, 3.b, 4.a, 5, C.2, D.1.a.i Grade 4 SS: IV.B.1; V.B, C; VI.B; VII.B.4, D.4; VIII.E.1, J.2; XI.C; XII.C; XIII.F, G, H; XV

New York State Performance Standards for Social Studies Standard # 5: Civics, Citizenship, and Government <i>Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</i>	
Key Ideas	Corresponding Leadership Prep Standards
<p>The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (Adapted from The National Standards for Civics and Government, 1994)</p>	<p>Kindergarten SS: IV.A; V.A-E Grade 1 SS: II.A-C; III.B; IV.A, B; V.A-C; VI.A-M; VII.A-C; VIII.A Grade 2 SS: II.B, C; III.B; IV.C-H; V.A-C; VI.A-F; VII.A-E; IX.A-C Grade 3 SS: II.B; III.C-E; IV.A, B; V.A-C; VI.B-D Grade 4 SS: II.A, C-G; III.A-C; IV.A, B; V.A-E; VI.A-C; VII.A-D; VIII.A-J; IX.A-D; XA</p>
<p>The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from The National Standards for Civics and Government, 1994)</p>	<p>Kindergarten SS: V.A-E Grade 1 SS: II.A.3, C; V.A-C; VI.A-M; VII.A Grade 2 SS: V.A-C; VI.A-F; VII.A-E; IX Grade 3 SS: II.D; VI.B-D Grade 4 SS: II.A, D, F, G; VI.A-C; VII.A-D; VIII.A-J; IX.A-D; X</p>
<p>Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.</p>	<p>Kindergarten SS: V.C-E; Grade 1 SS: II.A.3; VI.B, G; VIII.A Grade 2 SS: IV.C, D; V.A-CVII.B-E; IX Grade 3 SS: II.B.5, D; VI.B.2-5, C.3, 4; II.D; VI.B, C; VII.A-D; VII.A-J; IX.A-D; X Grade 4 SS: XVI.A-I</p>
<p>The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.</p>	<p>Kindergarten SS: V.A-E Grade 1 SS: II.A.3, C; V.A-C; VI.A-M; VII.A Grade 2 SS: V.A-C; VI.A-F; VII.A-E; IX Grade 3 SS: II.D; VI.B-D Grade 4 SS: II.A, D, F, G; VI.A-C; VII.A-D; VIII.A-J; IX.A-D; X</p>

Additional Content Areas

Values Time

As indicated in our Executive Summary, on the long road through college, our students will encounter many challenges. In order to overcome these obstacles, our student will need not only superior academic preparation, but also a set personal qualities, habits, and beliefs. In our study of high-performing schools, we found that many had a core set of values which they sought to instill in students in order to foster academic success. While each school has uses different words to express these values, there are common themes: perseverance, courage, integrity, enthusiasm, and compassion.

The founding educational team of Leadership Prep will develop an age-appropriate set of core values for the school. This will ensure that teachers are "bought into" the values and are committed to developing them in their students. Teachers will seek to inculcate these values in all lessons and interactions with students as part of preparing them to prosper along the long road to college and beyond. We will explicitly "teach" these values during values time each day. Instruction will be primarily based in literature and discussion. During this time each day, students will share stories, poems, current event articles, myths, fables, and folklore that illustrate these values. This literature-based approach is modeled after the Pro-activity Program at Marva Collins Prep in Milwaukee (now Milwaukee College Prep). It has been adapted successfully by several other schools which serve an elementary-aged population including Elm City Academy in New Haven, KIPP SHINE in Houston, and Excellence Charter School of Bedford-Stuyvesant.

Arts

Providing students with exposure to the world of the visual and performing arts is an integral part of both of preparing them to succeed at the finest college prep high schools in the country and of providing a well-rounded education. For this reason, students will receive instruction in these subjects twice each week. Instruction will be hands-on and participatory (which will balance out our other more structured aspects of our program) and will follow the Core Knowledge Sequence.

P.E. & Exercise

We are facing an epidemic of childhood obesity in this country. The knowledge and habits that children develop in their early years can have a major impact in turning this tide. For this reason, students at Leadership Prep have P.E. class twice each week and exercise every day. The curriculum for these sessions emphasizes exercise and active lifestyles as well as nutrition and healthy choices. Instruction will follow the award-winning CATCH-PE program. This program focuses on developing student skills while teaching them about healthy lifestyles. Lessons are designed to keep students moving throughout, and teamwork lessons are integrated throughout the curriculum.

Exhibit D. Proposed By-laws

ARTICLE I: NAME

The name of the Corporation is Leadership Preparatory Charter School (hereinafter the "Corporation").

ARTICLE II: PURPOSE

The purpose for which Leadership Preparatory Charter School is organized is to establish and operate a Charter School (the "Charter School") to ensure academic success for K through 8 children from Central Brooklyn. We prepare our students to excel in demanding high schools and colleges and to contribute to their communities as leaders. Through educational success, our students earn opportunities in life for themselves and their communities.

ARTICLE III: 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 of Trustees (hereinafter the "Board").

ARTICLE IV: BOARD OF TRUSTEES

A) **Powers.** The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, the Corporation's Charter (the "Charter") and these Bylaws. All references in these Bylaws to the Charter shall be construed to mean the Charter as from time to time amended.

The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and

10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.
- B) **Number of Trustees.** The number of Trustees of the Corporation shall be not fewer than nine (9) and shall not exceed seventeen (17).
- C) **Qualifications of Trustees.** The Board may elect any person who in its discretion it believes will serve the Corporation faithfully and effectively. The Board shall, however, seek to elect Trustees with the following qualifications:
1. An unwavering commitment to seeing our students superbly prepared for high school, college, and leadership;
 2. A set of personal and professional skills which will further this effort, including but not limited to:
 - (a) A commitment to improving access to quality education for all children regardless of race or economic status;
 - (b) An understanding of the Board's obligation to act as effective and vigilant stewards of public funds;
 - (c) The ability to be a good judge of information regarding the Head of School's educational and fiscal management of the school and a willingness to replace the Head of School if results are less than satisfactory;
 - (d) A willingness to focus on the academic achievement of children in the school, and not to divert the board's attention to matters that are peripheral to this mission;
 - (e) An ability to fairly and accurately assess the needs of the community, and to represent the school to the community and others;
 - (f) Attainment of at least 21 years of age; and,
 - (g) Financial and/or legal, business, fundraising, management, governance, real estate development, or educational experience;
 3. A willingness to accept and support decisions made in accordance with these Bylaws;
 4. An ability and willingness to give time and energy to the school; and,
 5. A willingness and ability to provide access to resources, both financial and other, in order to support and strengthen the school.
- D) **Election of Trustees.**
1. **Nomination.** The Governance Committee shall present a slate of qualified candidates to the Board at the Annual Meeting.
 2. **Election.** The Board shall elect Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum. Trustees-elect assume office subject to approval by the Charter Entity.
 3. **Term of Office.**
 - (a) At the first Board Meeting immediately following issuance of the Charter, Trustees will be elected to one, two, and three year terms so as to establish staggered terms. Thereafter, the term of office for a Trustee shall be three (3) years from the date of election. A Trustee's term of office shall end at the conclusion of the second Annual Meeting after the Regular, Special or Annual Meeting at which the Trustee was elected or at an earlier Annual Meeting in the case of Trustees elected for terms shorter than three years
 - (b) Any vacancy occurring in the Board of Trustees and any position to be filled by reason of an increase in the number of Trustees may be filled, upon recommendation of a qualified candidate by the Governance Committee, by vote of a majority of the Trustees then in office. A Trustee elected to fill the vacancy shall

be elected for the unexpired term of his/her predecessor in office. The Board may exercise all of its powers notwithstanding the existence of one or more vacancies in the Board. If the number of Trustees in office has become less than nine (9), the Board must elect additional Trustees until there are at least nine (9) before taking action on any other business

- (c) 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.
 - (d) A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.
 - (e) No Trustee shall serve more than two (2) consecutive, three-year terms without at least a one (1) year break between terms.
4. Time of Elections. The Board shall elect Trustees at the Annual Meeting or, in the case of a Trustee elected to fill a vacancy, at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.
- E) Removal of Trustees. The Board may remove a Trustee with or without cause in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.
 - F) Resignation by Trustee. A Trustee may resign by giving written notice to the Board President or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board President or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.
 - G) Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.
 - H) Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.
 - I) Code of Conduct, Conflict of Interest and Confidentiality. The Board shall establish a Code of Conduct and Conflict of Interest and Confidentiality policies for the Board.
 - J) Financial Interests. Trustees shall have no direct or indirect financial interest in the assets or leases of the Charter School; any Trustee who individually or as part of a business or professional firm is involved in business transactions with, or in providing professional services to the Charter School shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services as provided in Article XI E.
 - K) Head of School. The Board may appoint a Head of School to be responsible for carrying out the work of the Charter School in accordance with the policies established from time to time by the Board of Trustees. Any such Head of School shall be an ex-officio, non-voting member of the Board of Trustees.

ARTICLE V: PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address _____

or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE VI: MEETINGS OF THE BOARD

- A) Place of Meetings. Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.
- B) Annual Meetings. The Annual Meeting of the Board shall be held in the last quarter of each fiscal year.
- C) Regular Meetings. A minimum of ten Regular Meetings shall be held each year on dates determined by the Board.
- D) Special Meetings. Special meetings of the Board may be called by the President or by a majority of the Board filing a written request for such a meeting with the President and stating the object, date, and hour therefore.
- E) Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.
- F) Notices. Notices to Trustees of Board Meetings shall be given as follows:
1. Notice of Annual Meetings and Regular Meetings shall be given to each Trustee at least thirty (30) days in advance and Trustees shall also receive a written agenda a reasonable time in advance of each meeting. Meetings may be held without additional notice if the Bylaws fix the time and place of such Meetings or if the Board has established a meeting calendar.
 2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.
- G) Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the Meeting.
- H) Absence. An absentee Board member may not designate an alternate to represent him or her at a Board meeting. The Board will create and maintain a written policy regarding Trustee absences from Board Meetings.
- I) Open Meetings. The Board shall comply with New York Open Meetings Law and Article 7 of the Public Officers Law as follows:

1. All meetings of the Board of Trustees and all committees of the Board will be open to the general public.
2. A calendar of all scheduled Board meetings will be posted at the school as soon as it becomes available.
3. The Charter School will provide notice of the time and place of any Board meeting that is scheduled more than one week in advance to the news media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
4. The Charter School will provide the time and place of any Board meeting that is scheduled less than one week in advance to the news media (to the extent practicable) and will conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting.
5. To the extent possible, the Charter School will publicly post notices of Board meetings immediately after each meeting date is determined.
6. For the purposes of determining a quorum, Trustees must be physically present at the meeting; members not physically present may join discussions via electronic means but may not vote.
7. Written minutes will be recorded of all Board meetings. Minutes will include:
 - (a) The date and time of the meeting
 - (b) A summary of all motions, proposals, resolutions, and any other matters formally voted upon
 - (c) A record of how each Trustee voted on each matter
 - (d) In the case of an executive session, the minutes will include a record of the final determination of any action that was taken.
8. Minutes of open sessions will be available to the public upon request from the Head of School within two weeks of the date of the meeting; minutes of executive sessions will be available within one week of the meeting.
9. All executive sessions shall be conducted as part of an open meeting; they are not considered separate meetings per se. An executive session may be called via motion and majority vote by the Board; the motion must specifically identify the general area or areas to be considered
10. All Trustees may participate in the executive session, and the Board may authorize others to be present as well.
11. No public funds may be appropriated during an executive session.
12. An executive session can only be conducted by the Board for consideration of one or more of the following matters:
 - (a) Matters which imperil the public safety if disclosed;
 - (b) Any matter which may disclose the identity of a law enforcement agent or informer;
 - (c) Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
 - (d) Discussions regarding proposed or pending litigation;
 - (e) Matters which apply to school employees or collective negotiations which are within the scope of Article 14 of the Civil Service Law;
 - (f) The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation;
 - (g) The preparation, grading, or administration of examinations; and
 - (h) The proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

ARTICLE VII: ACTION BY THE BOARD

- A) Quorum. One-half of the Trustees then in office shall constitute a quorum for the transaction of business at any Annual, Regular or Special Meeting of the Board except where otherwise required by these Bylaws or by statute.
- B) Action by the Board. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board.
- C) Committees
1. Standing Committees. There shall be three (3) standing committees: the Academic Achievement Committee, the Governance Committee and the Finance Committee
 2. Membership of Committees. Persons other than Trustees may be appointed as members of Committees provided that, that any committee to which the powers of the Trustees are delegated shall consist solely of Trustees; and further provided, that all committees shall be chaired by a Trustee.
 3. Responsibilities of Committees. The responsibilities of the standing committees may include but shall not be limited to the following:
 - (a) Academic Achievement Committee:
 - (i) to work with the Head of School to review the school's academic results and
 - (ii) monitor progress towards the goals set by the Board
 - (iii) to present, with the Head of School, periodic reports informing the entire Board
 - (iv) of progress towards these goals
 - (b) Governance Committee:
 - (i) to study the qualifications of candidates for Trustees and present qualified nominees to the Board;
 - (ii) to present nominees for Officers to the Board;
 - (iii) to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process;
 - (iv) to provide ongoing orientation to Trustees;
 - (v) to oversee a Trustee assessment process to ensure optimum performance; and
 - (c) Finance Committee:
 - (i) to develop in conjunction with the Head of School a proposed annual budget for the Board's consideration;
 - (ii) to monitor the school's financial standing and make recommendations to the Board on financial matters when required
 - (iii) to ensure that the school is operating under adequate and proper financial controls
 - (iv) to develop in conjunction with the Head of School an annual fund raising plan to work with the Head of School to ensure that the annual fund raising plan is achieved involving the remainder of the Board in this effort when appropriate
 4. Appointment of Committees. The Board may create committees for any additional purpose, The President of the Board shall appoint members to and designate the chairs of all committees. Trustees shall serve as committee members at the pleasure of the President of the Board.
 5. Authority of Committees. The President of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:
 - (a) The election of Trustees;
 - (b) Filling vacancies on the Board or any committee which has the authority of the Board;

- (c) The fixing of Trustee compensation for serving on the Board or on any committee;
- (d) The amendment or repeal of Bylaws or the adoption of new Bylaws; and
- (e) The appointment of other committees of the Board, or the members of the committees.

6. Procedures of Committees. At any meeting of a committee a quorum for the transaction of all business properly before the meeting shall consist of a majority of the members of such committee. The Board may prescribe the manner in which the proceedings of any committee are to be conducted. In the absence of such prescription, a committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

D) Standard of Care.

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any committee, in good faith, with undivided loyalty and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
 2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
 - (a) One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
 - (b) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
 - (c) A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
 3. Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.
- E) Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.
- F) Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that a Trustee shall not be permitted to participate in the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a

majority of the Trustees then present.

- G) Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

- A) Officers. The Officers of the Corporation consist of a President (hereinafter "President"), Vice-President (hereinafter "Vice-President"), a Secretary and a Treasurer. The Corporation also may have such other officers as the Board deems advisable.
1. President. Subject to Board control, the President has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the President shall preside at Board meetings.
 2. Vice President. If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all the President's powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.
 3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.
 4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the President and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.
- B) Election, Eligibility and Term of Office
1. Nomination. The Governance Committee shall present nominations for Officers to the Board. The nominated Officers shall be Trustees.
 2. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.
 3. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chairman.
 4. Term of Office. Officers shall take office immediately following the close of the meeting at which they are elected and the term of office for an Officer shall be one year, or until a successor assumes office. A Trustee may serve more than one (1) term in the same office, but not more than three (3) consecutive terms in the same office.

- C) **Removal and Resignation.** The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the President (or in the case of resignation of the President, to the Vice President) or to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

The Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by § 721 through § 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE X: SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE XI: OTHER PROVISIONS

- A) **Fiscal Year.** The fiscal year of the Corporation begins on July 1 of each year and ends June 30.
- B) **Execution of Instruments.** Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.
- C) **Checks and Notes.** Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the President of the Board, the Head of School, or Treasurer. Such items for amounts of \$5,000.00 or greater must be signed by two of these individuals.

- D) **Construction and Definitions.** Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.
- E) **Conflict of Interest.** Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:
1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and
 2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.
- B) **Interpretation of Charter.** Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII: AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws subject to approval by the Charter Entity.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Charter School, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

_____, Secretary Dated: _____

Exhibit E. Freedom of Information Policy

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

Leadership Prep shall be subject to the Article 6 of the New York Public Officers Law, pursuant to Education Law § 2854(1)(e).

Requests for public information must be in writing and submitted to Leadership Prep's Records Access Officer who shall be designated by the Head of School. Upon the receipt of a request for Leadership Prep records and information, the request will be responded to in accordance with the New York State Freedom of Information Law as amended.

If the person requesting information is denied access to a record, he or she may, within 30 days, appeal such denial to the Board of Trustees, a committee thereof, or its designee. Upon timely receipt of such an appeal, Leadership Prep will, within 10 business days of the receipt of the appeal, fully explain, in writing, the reasons for further denial or provide access to the record(s) sought. Leadership Prep also will forward a copy of the appeal, as well as its ultimate determination, to the New York State Committee on Open Government.

In the event an appeal for records is denied, the person requesting the information may bring a proceeding for review of such denial in pursuant to Article 78 of the Civil Practice Law and Rules.

Leadership Prep may deny access to requested records for one or more of the following grounds:

- Such records are specifically exempted from disclosure by state or federal statute (for example FERPA).
- Such access would constitute an unwarranted invasion of personal privacy.
- Such records, if disclosed, would impair present or imminent contract awards or collective bargaining negotiations.
- Such records are trade secrets or are submitted to Leadership Prep by a commercial enterprise or derived from information obtained from a commercial enterprise and which if disclosed would cause substantial injury to the competitive position of such enterprise.
- Such records are compiled for law enforcement purposes and which, if disclosed, would meet the conditions set forth in Public Officers Law § 87(2)(3).
- Such records, if disclosed, would endanger the life or safety of any person.
- Such records are computer access codes.
- Such records are inter-agency or intra-agency materials that are not statistical or factual tabulations of data, instructions to staff that affect the public, or a final policy or external audits.
- Examination questions or answers

Leadership Prep shall maintain: a record of the final vote of each trustee in every proceeding in which the trustees vote; a record setting forth the name, public office address, title and salary of every officer or employee of the education corporation; and a reasonably detailed current list, by subject matter, of all records in the Education Corporation's custody or possession.

Leadership Prep may charge a copying fee for each page requested to be copied. The fee can be no more than the fee allowed by State law.

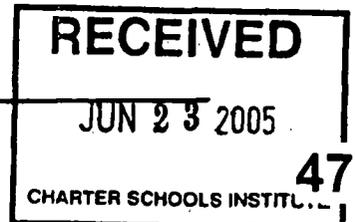


Exhibit F. Open Meeting Law Policy

LEADERSHIP PREP CHARTER SCHOOL OPEN MEETINGS POLICY

1. All meetings of the Board of Trustees and all committees of the Board ("Board meetings") will be open to the general public.
2. A calendar of all scheduled Board meetings will be posted at the school as soon as it becomes available.
3. The school will provide notice of the time and place of any Board meeting *that is scheduled more than one week in advance* to the news media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
4. The school will provide the time and place of any Board meeting *that is scheduled less than one week in advance* to the news media (to the extent practicable) and will conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting.
5. To the extent possible, the school will publicly post notices of board meetings immediately after each meeting date is determined.
6. For the purposes of determining a quorum, Trustees must be physically present at the meeting; members not physically present may join discussions via electronic means but may not vote.
7. Written minutes will be recorded of all Board meetings. Minutes will include:
 - The date and time of the meeting
 - A summary of all motions, proposals, resolutions, and any other matters formally voted upon
 - A record of how each Trustee voted on each matter
 - In the case of an executive session, the minutes will include a record of the final determination of any action that was taken.
8. Minutes of open sessions will be available to the public upon request from the Head of School within two weeks of the date of the meeting; minutes of executive sessions will be available within one week of the meeting.
9. All executive sessions shall be conducted as part of an open meeting; they are not considered separate meetings per se. An executive session may be called via motion and majority vote by the Board; the motion must specifically identify the general area or areas to be considered
10. All Board Members may participate in the executive session, and the Board may authorize others to be present as well.
11. No public funds may be appropriated during an executive session.
12. An executive session can only be conducted by the Board for consideration of one or more of the following matters:
 - Matters which imperil the public safety if disclosed;
 - Any matter which may disclose the identity of a law enforcement agent or informer;
 - Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
 - Discussions regarding proposed or pending litigation;
 - Matters which apply to school employees or collective negotiations which are within the scope of Article 14 of the Civil Service Law;
 - The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation;
 - The preparation, grading, or administration of examinations; and

- The proposed acquisition, sale, or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

Exhibit G. Personnel Policies

Leadership Prep is aware that employment disputes can be highly disruptive. We intend to prepare a comprehensive Employee Handbook with the help of a specialist attorney. The following is an outline of the policies that we intend to adopt.

INTRODUCTION

This Manual describes the policies and procedures that apply to all employees of Leadership Prep Charter School ("LPCS"). These policies and procedures may be amended at any time, subject to Article 56 of the New York Education Law and other applicable laws, rules and regulations. This Manual and the policies and procedures set forth herein are not intended to create or constitute a contract or to change the nature of the employment relationship between LPCS and its employees. All employees of LPCS are employees at will.

EMPLOYMENT ADMINISTRATION

I. Equal Opportunity Employer

It is the policy of LPCS to seek and employ the best qualified personnel without regard to race, religion, color, creed, national origin, citizenship, age, sex, marital status, or disability. It is further the policy of LPCS to ensure equal opportunity for advancement and non-discriminatory treatment in training, promotion, transfer, layoff and termination for all employees.

II. Hiring

Teachers and other employees will be hired according to the procedures set out in Appendix A and must have criminal background clearance in accordance with New York State Educational Law Section 2854. Upon employment, all employees are required to complete any and all necessary financial forms and benefit applications as deemed necessary by the Head of School or by his or her designee. Information provided by an employee or prospective employee in an employment application or otherwise in relation to his or her employment may be verified and falsification of such information will constitute grounds for refusal to hire a prospective employee or for termination of the employment of an existing employee.

III. Regular Full-Time and Temporary Employees

Regular full-time employees are those employees whose regularly scheduled work week is 40 hours. Regular full-time employees will be eligible for all benefits offered to such employees from time to time and will be entitled to paid vacation leave and other leave with or without pay in accordance with the policies for regular full-time employees established by LPCS from time to time. This Manual describes the benefits and policies in force at the time of its publication.

Part-time employees are those whose normal work week is less than 40 hours. Part-time employees are not eligible for benefits or paid vacation or other paid leave, unless specifically agreed in writing by the Head of School before the employee's employment begins. Part-time employees may be permitted to take time off without pay by the Head of School or his or her designee.

IV. Adjustments To Terms of Employment

The Head of School may at any time in his or her sole discretion make changes, within parameters established by the Board of Trustees, to the terms of employment of any employee, including, but not limited to changes in responsibilities, hours of work, salary and paid vacation or other leave.

V. Elimination Of Positions

LPCS may from time to time eliminate one or more positions.

LPCS will comply with all applicable laws in selecting positions for elimination.

An employee whose employment is terminated because his or her position is eliminated will be entitled to compensation for accrued and unused vacation leave as provided under in this Manual.

VI. Unauthorized Absence

An employee who is absent for a period of three days without notifying the Head of School will be considered to have resigned without notice effective on the initial date of absence and will not be entitled to compensation for accrued and unused vacation leave as provided in this Manual.

VII. Separation

Resignation

An employee may resign at any time by giving notice in writing to the Head of School at least two weeks prior to the desired resignation date. Regular full-time employees who resign in accordance with the provisions of this section will be entitled to compensation for accrued and unused vacation leave as provided in this Manual.

An employee who fails to give at least two weeks written notice will not be entitled to any compensation for accrued and unused vacation leave.

Termination

All employees serve at the will of the Head of School. The Head of School or his or her designee may terminate the employment of any employee at any time with or without cause.

Terminated regular full-time employees eligible to accrue vacation leave will be entitled to compensation for accrued and unused vacation leave as provided in this Manual.

TIME AND ATTENDANCE

I. Work Day and Work Week

All regular full-time employees are required to work a minimum of eight hours each day, Monday through Friday, and a minimum of 40 hours each week not including lunch and breaks. The Head of School will determine the working hours of instructional staff so as to ensure that sufficient staff are available at the beginning and end of each school day and that staff have sufficient time for interaction with other instructional staff and administrators. All employees will be entitled to a 45-minute lunch break each day which break will not be included in an employee's working hours.

No employee may undertake personal activities unrelated to the work of LPCS during the working day without the prior approval of the Head of School or his or her designee.

II. Pay Periods

Employees will be paid every two weeks in arrears on alternate Fridays.

BENEFITS: PAID LEAVE

I. Vacation Leave

For the purposes of this section, "administrative staff" is defined as those employees who are not regularly engaged in teaching or other classroom activities or are not in regular contact with students or their families. All other staff are referred to as "instructional staff"

Administrative Staff: Accrual

Regular full-time administrative staff will be entitled to ten days of paid vacation leave per year. In the first year of employment an employee will accrue five days of vacation leave at the end of the first five months of employment and one day at the end of each subsequent month of employment up to a total of ten days. In subsequent years of employment each such employee will accrue one day of vacation leave at the end of each of the first ten calendar months of employment

Unused vacation leave may be rolled-over from year to year up to a maximum of twenty days.

Administrative Staff: Use

Regular full-time administrative staff may take vacation leave at any time with the prior written approval of the Head of School or his or her designee, which approval may be withheld at any time for any reason.

Employees must use vacation leave in increments of one-half of a work day (four hours).

Instructional Staff

Regular full-time instructional staff will be entitled to paid vacation leave when LPCS is not in session. The Head of School will specify annually the days on which LPCS will not be in session. For the 2006-2007 school year, LPCS will not be in session on the following 40 days :

1. One day in September (4th);
2. Three days in November (22nd, 23rd, 24th);
3. Seven days in late December / January (Dec. 25th-29th; Jan. 1st & 15th)
4. Five days in February (19th -23rd);
5. Five days in April (23rd -27th);
6. One day in May (28th);
7. 18 days in July (4th-27th).

Instructional staff will not be eligible to accrue vacation leave

II. Holidays

LPCS will be closed for the following public holidays

Labor Day, Thanksgiving Day, Christmas Day, New Year's Day, Martin Luther King Jr. Day, Presidents Day, Memorial Day, and Independence Day.

III. Weather Days and Other Closures

LPCS may be closed due to inclement weather or other situations from time to time. At the discretion of the Head of School, employees may be required to work without additional pay for a number of days equal to the number of days lost to closure due to inclement weather or other reasons.

IV. Personal Leave

Accrual

Regular full-time employees will be entitled to paid personal leave as follows:

- Three days during each academic year for employees hired on or before September 1 in each year;
- A *pro rata* number of days (rounded up to the nearest half day) for employees hired after September 1 in any academic year.

Employees may not accrue personal leave from year to year and will not be entitled to compensation for unused personal leave on resignation or termination

Use

Employees may take personal leave at any time with the prior approval of the Head of School which approval may be withheld at any time for any reason. Instructional staff must make every reasonable attempt to use personal leave only when the use of such leave would not conflict with classroom instruction time.

Personal leave must be used in increments of one-half of a work day (four hours) and may not be added to vacation leave

V. Sick Leave

Accrual

Regular full-time employees will be entitled to paid sick leave as follows:

- Five days during each academic year for employees hired on or before September 1 in each year;
- A *pro rata* number of days (rounded up to the nearest half day) for employees hired after September 1 in each year.

Employees may not roll over unused sick leave from year to year and will not be entitled to any compensation for unused sick leave on resignation or termination.

The Head of School may, at his or her sole discretion, extend the sick leave of any employee on whatever terms he or she may decide.

Use

Regular full-time employees may use sick leave only in the event of illness of the employee, or of the employee's immediate family and for no other purpose. Misuse of sick leave is cause for termination of employment. For the purposes of this section, "immediate family" is defined as a spouse, child, sibling, parent, grandparent, any other relative permanently residing with the employee, or any other person designated as a member of the employee's immediate family by the Head of School.

Employees must inform the Head of School or his or her designee of an expected absence due to illness by 6:00 a.m. or as soon thereafter as reasonably possible and must give advance notice of expected absence for medical reasons whenever possible.

VI. Overtime and Compensatory Time

Exempt Employees

Exempt employees, as defined by law and including all instructional staff, are not entitled to overtime pay or to compensatory time off for hours worked in excess of 40 hours per week.

Non-Exempt Employees

Non-exempt employees, as defined by law, may not work more than eight hours in any day or more than 40 hours in any week, or, in the case of part-time employees, more than their regularly scheduled hours of work unless at the express request of a supervisor and with the approval of the Head of School.

Non-exempt employees will be paid for approved overtime work at one and a half times the appropriate rate of pay or, at the discretion of the Head of School and to the extent permitted by law will be entitled to paid compensatory leave at the rate of one and a half hours for each hour of overtime worked.

Compensatory leave may be taken in increments of one half hour.

VII. Medical Leave of Absence

Regular full-time employees who have completed at least ninety (90) days of continuous employment will be entitled to an unpaid medical leave of absence in the event of illness, injury, or pregnancy-related disability. Employees may request a medical leave of absence by providing the Head of School or his or her designee with a written notice of disability, including a doctor's certificate stating the nature of the disability, the date until which the employee will be able to work and the expected date of return to work.

Medical leaves of absence will be granted for a period of up to one month, but may be extended with the approval of the Head of School on a month-to-month basis for a maximum of three months. An employee wishing to extend a medical leave of absence must submit to the Head of School a written request prior to the beginning of each month with a certificate of continued disability. LPCS will continue to provide health insurance coverage for any employee on an authorized medical leave of absence through the first full calendar month from the date that the leave began. After that time, employees may continue health insurance coverage on payment of the appropriate monthly premium.

Employees on medical leave of absence must provide LPCS with at least one week's written notice of intended return to work and must provide a doctor's certificate that the employee is fit to return to work. LPCS reserves the right to require a medical examination by a physician of LPCS's choosing prior to an employee's resumption of duties.

LPCS will make a reasonable effort to return an employee on a medical leave of absence to the same or similar job as held prior to the leave upon his or her return to work. An employee who does not return to work after a medical leave will be deemed to have resigned at the date on which the leave ended.

VIII. Jury Duty

Regular full-time employees who are summoned for jury duty will be paid \$15.00 per day for the first three days of jury duty and will be entitled to unpaid leave for any additional days of jury service. Employees may use vacation or personal leave during jury duty with the approval of the Head of School.

An employee who is summoned for jury duty must provide a copy of the summons to the Head of School immediately upon receipt and must inform the Head of School immediately if he or she is selected for a jury.

IX. Statement Of Accrued Leave

LPCS will provide periodically to each regular full-time employee a statement of the leave taken and accrued by the employee.

X. Other Leave

The Head of School may declare a school holiday at any time and may require some or all employees to take the school holiday as an unpaid day of leave. School holidays will not affect any other leave to which an employee may be entitled.

XI. Payment for Unused Leave

As provided in this Manual, a regular full-time employee who resigns from LPCS or is terminated for any reason will be entitled to be paid for vacation leave accrued but unused at the time that his or her employment terminates. No employee will be entitled to be compensated for:

1. More than twenty days of unused vacation leave
2. Any unused vacation leave if the employee resigns with less than two weeks notice
3. Unused personal or sick leave
4. Unused compensatory leave (unless required by law)
5. Vacation leave not yet taken in the case of instructional staff employees

BENEFITS: INSURANCE

I. Medical Insurance

LCPS will offer one or more medical insurance plans to its employees on terms to be determined.

II. Workers' Compensation Insurance

Employees will be covered by workers' compensation insurance.

Any employee who suffers an injury in the course of his or her employment must file a report with the Head of School or his or her designee as soon as possible. The employee is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

III. Disability Insurance

LPCS will provide short-term disability insurance in accordance with New York State law. Any employee wishing to claim disability pay must file appropriate reports and forms with the Head of School or his or her designee. Employees also are responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

IV. Waiver of Insurance Benefits

Any employee who wishes to waive any of the insurance benefits offered by LPCS must submit a waiver in writing to the Head of School or his or her designee.

BENEFITS: OTHER BENEFITS

I. Retirement

LPCS expects to apply to join the Teachers Retirement System and the New York State and Local Employee Retirement System, and expects that all employees will be eligible for membership in the System. LPCS will assume all obligations of participating employers as determined by the System, including liabilities for employer payments and recordkeeping.

II. Deferred Compensation

LPCS may, if determined by the Head of School and the Board of Trustees, offer a deferred compensation (403(b)) program to employees who are not eligible to join the Teachers Retirement System or to all employees.

III. Tuition Payments

LPCS may establish a tuition reimbursement program for its employees.

IV. Unemployment Insurance

LPCS will contribute to the Unemployment Compensation plan administered by the State of New York.

V. Changes to Benefits

LPCS reserves the right to change the benefits offered to employees at any time, subject to applicable laws. Employees will be notified of any change in benefits..

REIMBURSEMENTS

I. Travel

Employees are eligible for reimbursement for reasonable expenses incurred while engaged in travel approved in advance by the Head of School.

III. Personal Telephone Calls

Employees may not make personal long-distance telephone calls from any LPCS telephone number unless with the approval of the Head of School. Employees are required to reimburse LPCS for the costs of any personal phone calls billed to LPCS

IV. Other Reimbursements

Employees will be reimbursed for expenditures made on behalf of LPCS provided that such expenditures have been approved in advance by the Head of School or are within the budgetary authority of the employee.

The final decision on whether to reimburse an employee for any such expenditures is vested with the Head of School or his or her designee.

V. School Credit Cards

An employee who is authorized to use a school credit card may not charge personal expenses of any kind on the card and must provide to the Head of School or his or her designee timely accounting of charges made on behalf of LPCS including all necessary receipts and justification for such expenditures.

SEXUAL HARASSMENT

I. School Policy

It is the policy of LPCS to prohibit sexual harassment in the workplace or at any other place where a school-sponsored event takes place. LPCS is committed to maintaining a workplace environment that is free of harassment of and by its employees.

It is the responsibility of all management and all employees to assure that this policy is understood, implemented, and adhered to without exception.

II. Defining Harassment

Unwelcome sexual advances, requests for sexual favors, and other verbal, physical, or visual conduct of a sexual nature constitute harassment when:

- Submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's employment;
- Submission to or rejection of such conduct by an employee is used as the basis for an employment decision affecting that employee; or
- Such conduct has the purpose or the effect of unreasonably interfering with an employee's work performance, or of creating an intimidating, hostile, or offensive work environment.
- Sexual harassment may include such actions as: repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes, or innuendo of a sexual nature; words or gestures of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive objects or pictures.

III. Investigation and Remediation

If an employee believes that he or she has experienced sexual harassment, or believes that he or she has witnessed sexual harassment, the employee must immediately notify the Head of School, the Principal or a member of the Board of Trustees.

All reports of sexual harassment will be promptly investigated by the Head of School, or a designee who is not involved in the alleged harassment, and will be kept confidential to the extent possible.

If an investigation confirms that harassment has occurred, the Head of School, in consultation with the Board of Trustees, will take appropriate corrective action which may include, but not be limited to, an official memorandum in an employee's personnel file, salary adjustment, or termination.

No employee will be subject to employment-based retaliation, intimidation, or discipline as a result of making a complaint of sexual harassment. However, disciplinary action up to and including termination may be taken against any employee who knowingly makes a false, meritless, or malicious claim of sexual harassment.

EVALUATIONS AND PROBLEM-SOLVING PROCEDURES

I. Employee Evaluations

Employees will be evaluated annually on or about an employee's anniversary date or on or about a fixed annual date, at the discretion of the Head of School. Evaluations will be conducted by the Head of School or his or her designee, with input from an employee's immediate supervisor, if applicable. These evaluations will be maintained in the personnel file for each employee.

II. Problem-Solving Procedures

Any employee wishing to make a formal complaint about a procedure, action, or directive of another employee or supervisor should notify his or her supervisor or the Head of School at the employee's discretion, as soon as possible after the event giving rise to the complaint. The Head of School or his or her designee will be the investigator and final arbiter of all such grievances.

In the event that the complaint involves a procedure, action, or directive of the Head of School, an employee may file a written complaint with the President of the Board of Trustees. In such instances, the President of the Board of Trustees or his or her designee will be the investigator and final arbiter of the complaint.

MISCELLANEOUS

I. Confidentiality

Employees may not release any information about LPCS, its activities, or the activities of its employees, students or families except as normally required by their duties, expressly permitted by the Head of School or in conformity with the requirements of The Freedom of Information Law.

Employees will maintain the confidentiality of student records at all times in accordance with the federal Family and Educational Rights and Privacy Act and other relevant state and federal legislation.

No employee shall publish, disclose, or use, or authorize anyone else to publish, disclose, or use, or in any way cause to be published, disclosed, or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with LPCS unless otherwise directed by the Head of School. Any document or other material containing such information is required to be returned to the Head of School upon an employee's termination or resignation.

II. Personnel Inquiries

No employee of LPCS other than members of the Board of Trustees, Head of School, or a designee is authorized to respond either verbally or in writing to personnel inquiries about any employee. The school will comply with requests for information from personnel files pursuant to FOIL excluding personal privacy information unless the employee otherwise designates in writing.

III. Return Of Office Materials

An employee who is terminated or who resigns must return all office keys, identification, security cards and codes, and office materials and supplies in such employee's possession to the Head of School. No information or copies of information, including but in no way limited to files, memos, computer-stored items, rosters, or other similar information, may be taken by such employee without the express permission of the Head of School.

IV. Ban On Acceptance Of Gifts

The Head of School and other school employees are not permitted to accept gifts of any kind of a value exceeding five dollars (\$5.00) -- including but not limited to money, goods, food, entertainment, or services -- directly or indirectly from: (a) individuals, schools, or companies serving as vendors or potential vendors for this school; (b) elected officials or their representatives; (c) candidates for public office or their representatives; or (d) political party officials or their representatives unless authorized by the Head of School, or in the case of a gift offered to the Head of School by the President of the Board of Trustees. Exceptions will only be made in the case of a gift intended for and used by LPCS. Offers of gifts in excess of \$5.00, even when refused, must be communicated immediately by the employee receiving such an offer to the Head of School.

V. Change In Personnel Information

Employees must notify the Head of School and any other person designated by the Head of School immediately of any change in name, family status, address, telephone number, or other relevant personnel information.

VI. Examination Of Personnel Files

Any employee may examine his or her personnel file at any time but only in the presence of the Head of School or his or her designee. An employee may take written notes about the contents of the file, and may add comments for inclusion in the file at any time. No personnel file is to be removed from the office unless expressly provided for by the Head of School or his or her designee.

VII. Intellectual Property

Copyrights, patents or other intellectual property created by any employee in the course of his or her employment and any royalties or similar payments deriving therefrom are the property of LPCS.

VIII. Code of Ethics

All employees must receive and abide by the school's Code of Ethics.

APPROVED:

Head of School

Date

CERTIFICATION OF RECEIPT OF PERSONNEL MANUAL BY EMPLOYEE

I have received a copy of LPCS's *Personnel Manual* and a copy of the Code of Ethics. I understand that I am responsible for becoming familiar with the policies described in it. I understand that the information contained in it may be modified from time to time. I understand that neither the *Manual's* policies nor any representations made by a management representative, at the time of hire or subsequently, are to be interpreted as a contract between LPCS and any of its employees. I further understand that my employment is voluntarily entered into, that I am free to resign at any time and that LCPS may terminate the employment relationship whenever it determines that it is in its best interest to do so.

Employee Signature

Date

PERONNEL POLICY
APPENDIX A
Procedures for hiring and dismissing school personnel
Qualifications for hiring employees
Responsibilities of staff members

The following procedures, qualifications and responsibilities are subject to change at any time. A single individual may assume the responsibilities of more than one position, especially during the school's early years

LPCS will comply with the New York Charter Schools Act with respect to teacher certification. In addition the school may hire teachers who are not certified but who qualify for employment under Section 2854(3) (a-1) of the Education Act. All teachers teaching core subjects, including those who lack certification, will comply with subject matter competency and all other requirements of the No Child Left Behind Act

1. Head of School

The Head of School will be hired, supervised, evaluated and, if necessary, dismissed by the Board of Trustees.

Qualifications

- Bachelor's degree and at least four years of administrative and/or leadership experience preferably in a school setting
- Indefatigable passion for the school's mission, purpose, and performance
- Values and educational philosophy in line with the school's culture and pedagogy
- Ability to effectively communicate and build bridges with a broad range of stakeholders, both within the school's local community and more broadly (with board members, government officials, donors, other high-performing charter schools, etc.)
- Competence at attracting, screening, building, and motivating a high performing team of teachers and administrators
- Competence at the wide range of complex, administrative responsibilities associated with operating a charter school effectively and stewarding public funds responsibly
- An ability to develop a data-driven, results oriented culture for the school
- Depth of expertise around design and management of successful charter schools
- High energy, tenacity, and commitment to working hard over sustained periods of time
- High level of personal and professional integrity
- Openness to feedback, willingness to take personal responsibility, and desire to learn from mistakes
- Courage to take a strong stand and not back down in the face of pressure, combined with the good judgment to know when to question or rethink a policy or position
- Sensitivity to and respect for the great diversity of race, class, gender, and perspectives that come together in our school

Responsibilities

- Assume overall responsibility for achieving the school's mission
- Ensure compliance with the school's charter and with all relevant law
- Ensure compliance with accountability requirements
- Oversee the school's finances, manage the budget, financial relationships and relationships with vendors
- Work with the Board of Trustees to create and implement the fundraising plan and identify and cultivate potential donors
- Maintain relationships with the community

- Promote the school in the community and in the media
- Hire the Principal, in consultation of the Board of Trustees, and support, supervise, evaluates and, if necessary dismiss him or her
- Work closely with the Principal to create the academic program of the school, to evaluate results, and to implement the Accountability Plan
- Hire, support, supervise and, if necessary, dismiss members of the administrative staff
- Manage the facility
- Maintain communication with the Board of Trustees

2. Principal

The Principal will be hired by the Head of School, in consultation with the Board of Trustees and will be supervised, evaluated and, if necessary, dismissed by the Head of School.

Qualifications

- Bachelor's degree and Master's Degree with at least several years of teaching experience with low income youth during which time students demonstrated significant improvements in academic performance as indicated by objective assessments
- An unwavering belief that given the right instruction all students can achieve at the highest academic levels
- Strong support of the idea that detailed assessment of academic progress must be available in order to effectively plan and tailor instruction to students' specific learning needs
- Exemplary classroom management skills as indicated by the ability to create an ordered and focused classroom environment
- An entrepreneurial spirit which embraces the opportunity for creativity and hard work inherent in a start-up

Responsibilities

- Lead the instructional program of the school
- Create a culture of high academic and behavioral expectations
- Recruit students to enter school each year
- Recruit, interview, select, develop, and retain amazing teachers
- Provide daily coaching and feedback to teachers
- Conduct regular formal observations and evaluations of teachers
- Plan and implement professional development for teachers
- Track and analyze data to support and further students achievement
- Ensure that every student shows dramatic student achievement gains
- Cultivate positive relationships with parents and families

3. Dean of Students

The Dean of Students will be hired, supervised, evaluated and, if necessary, dismissed by the Principal, in consultation with the Head of School.

Qualifications

- Strong commitment to the mission of the school
- At least four years teaching and / or administrative experience in low income schools
- Strong focus on the creation of an orderly academic environment
- Detail orientated and tenacious in following up on disciplinary issues
- Ability to be both empathetic and firm in dealing with students
- Proven ability to create excellent relationships with students and their families
- An entrepreneurial spirit which embraces the opportunity for creativity and hard work inherent in a start-up

Responsibilities

- Work with the Principal and teachers to create a system of consequences for disciplinary infractions and ensure consistent application thereof
- Work individually with students who have difficulty in meeting the behavioral requirements of the school and refer to outside resources as necessary
- Work with the Principal and teachers to create rituals that support an orderly academic environment
- Maintain records of disciplinary actions
- Ensure that each family is visited before the opening of school and maintain close contact with families
- Work with the Principal to create programs and initiatives to increase family involvement in the school

4. Business Manager

The Business Manager will be hired, supported, evaluated and, if necessary, dismissed by the Head of School

Qualifications

- Strong commitment to the mission of the school
- Bachelor's Degree with at least three years of financial management experience preferably in a school setting
- Understanding of the systems required to maintain the school's fiscal viability
- An entrepreneurial spirit which embraces the opportunity for creativity and hard work inherent in a start-up

Responsibilities

- Build systems to support fiscal viability of the school including:
 - Record and track all income and expenses
 - Record all cash receipts
 - Record invoices for accounts payable
 - Prepare vendor checks
 - Reconcile bank accounts monthly
 - Maintain payroll records, transmit payroll to the payroll service and supervise the service
 - Maintain personnel records
 - Review and maintain the general ledger and subsidiary journals
 - Record all journal entries required to close the books monthly
 - Provide unaudited financial statements monthly
 - Ensure proper financial reporting
 - Maintain audit trail and work with outside auditors
 - Prepare budget forecasts
 - Administer the benefits programs

5. Office Manager The Office Manager will be hired, supported, evaluated and, if necessary dismissed initially by the Head of School.

Qualifications

- Strong commitment to the mission of the school
- High school diploma
- At least two years administrative experience
- An entrepreneurial spirit which embraces the opportunity for creativity and hard work inherent in a start-up

Responsibilities

- Serve as receptionist and liaison with parents
- Maintain student records
- Complete purchase orders, payroll records and financial forms
- Oversee facility maintenance and supplies
- Manage breakfast and lunch program
- Maintain student records and databases
- Process applications
- Help plan and coordinate school events

6. Program Manager

The Program Manager will be hired by the Head of School and will be supported, evaluated and, if necessary, dismissed by the Head of School.

Qualifications

- Bachelor's degree with at least two years administrative experience preferably in a school setting
- Strong commitment to the mission of the school
- Detail orientated
- Strong aptitude for data collection and analysis
- An entrepreneurial spirit which embraces the opportunity for creativity and hard work inherent in a start-up

Responsibilities

- Manage all non-classroom programming (e.g. afternoon enrichment, field trips, school-wide events and performances, parent news letters)
- Support principal in recruit new students
- Manage student transport and meal programs
- Apply for and manage Title I funding
- Assist Head of School with fundraising, maintain records and prepare mailings
- Assist Head of School in complying with accountability requirements, maintain records and prepare reports

7. Master Teacher

Master teachers will be hired, supervised, evaluated and, if necessary, dismissed by the Principal, in consultation with the Head of School.

Qualifications

- Master's degree
- Five years of teaching experience
- Unwavering belief that all children can learn and commitment to achievement
- High level of professionalism
- Willingness to engage in frequent dialogue and to be relentlessly self-critical about what is working and what is not
- Commitment to analyzing results and taking action based on this analysis

Responsibilities

- Act as lead teacher in classrooms with two teachers and support the second teacher
- Maintain and communicate high academic expectations for all students
- Ensure that the school's academic standards are rigorous, clear, measurable and aligned with New York State Learning Standards
- Develop curriculum aligned to standards

- Develop curriculum that addresses different learning styles
- Develop assessments that measure student progress
- Document all syllabi, lesson plans, assignments etc.
- Use a variety of methods to engage students in the classroom
- Provide structure in the classroom by developing and reinforcing rules and expectations
- Assume responsibility for the progress of all students
- Develop and use a variety of assessment that frequently measure progress towards mastery of school and New York standards
- Continuously use assessment data to refine curriculum and instructional practice
- Continuously enable students to reflect on their own learning
- Communicate effectively with students, families and colleagues
- Maintain close relationships with parents and guardians and involve them in their children's education

8. Teacher

Teachers will be hired, supported, evaluated and, if necessary, dismissed by the Principal in consultation with the Head of School

Qualifications

- Bachelor's degree
- Two years of teaching experience
- Other qualifications under Master Teacher above

Responsibilities

- See Master Teacher above

9. Learning Support Coordinator

The Learning Support Coordinator will be hired, supported, evaluated and, if necessary, dismissed, by the Principal in consultation with the Head of School.

Qualifications

- Certified Special Education teacher or administrator
- At least two years classroom experience working with students with IEPs
- Other qualifications under Master Teacher above

Responsibilities

- Undertake "child find" activities in accordance with federal law
- Oversee the progress of students with special needs
- Support teachers in developing techniques and instructional strategies to ensure the learning of special education students
- Coordinate the development and maintenance of IEPs
- Coordinate communication about the needs of special education students within the school
- Ensure that the school is in compliance with federal and state law with respect to special education and that appropriate records are maintained
- Ensure that students with IEPs receive all mandated services from qualified providers

10. Specialty Teacher

The Specialty Teacher will be hired, supported, evaluated and, if necessary, dismissed by the Principal in consultation with the Head of School.

Qualifications

- Bachelor's degree

- At least two years teaching experience
- Expertise as a teacher of an enrichment activity such as art or music
- Other qualifications under Master Teacher above

Responsibilities

- See Master Teacher above
- Teaches enrichment classes to all students
- Coordinates with other teachers to integrate enrichment activities into the curriculum

Exhibit H. Other Helpful Information

Signed petitions indicating community support for an interest in the creation of Leadership Prep Charter School are attached.

**PETITION OF INTEREST and / or SUPPORT of LEADERSHIP PREP CHARTER SCHOOL,
a proposed charter school for Bedford-Stuyvesant**

Leadership Prep Charter School, if granted a charter by the SUNY Board of Trustees, will open in August 2006 and serve children in kindergarten and first grade. We will grow to eventually serve grades k to 8. All children would be eligible to attend the school free of charge!

As a resident, by signing this petition you are expressing your support for the creation of the proposed public charter school. As a parent of an elementary school-aged child, you are expressing your interest in the creation of such a school as an option for you and your family.

Please Note: By signing this petition, you are not reserving a place in our school. To gain admission, you will have to enter a lottery which will occur in spring of 2006 if the school is chartered. Furthermore, *all personal information given will be confidential and will not be made public.*

PRINTED NAME	SIGNATURE	ADDRESS and ZIP CODE	I have a 3 to 5 year-old who I would send to Leadership Prep	I have a 6 to 13 year-old who I would send to Leadership Prep
Tara M. Johnson	<i>Tara M. Johnson</i>	[REDACTED]	✓	
Phyllis Wong	<i>Phyllis Wong</i>	[REDACTED]	✓	
Denise Simon	<i>Denise Simon</i>	[REDACTED]	✓	✓
Shelisha Smart	<i>Shelisha Smart</i>	[REDACTED]	/	/
Sabawale Bimpe Abatan	<i>Sabawale Bimpe Abatan</i>	[REDACTED]	✓	
Adia Simon	<i>Adia Simon</i>	[REDACTED]	✓	
Victoria Johnson	<i>Victoria Johnson</i>	[REDACTED]	✓	/
Migdalia Dixon	<i>Migdalia Dixon</i>	[REDACTED]	✓	
Elmira Dupre	<i>Elmira Dupre</i>	[REDACTED]	✓	
Mary Perez	<i>Mary Perez</i>	[REDACTED]	✓	✓

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PRINTED NAME	SIGNATURE	ADDRESS and ZIP CODE	I have a 3 to 5 year-old who I would send to Leadership Prep	I have a 6 to 13 year-old who I would send to Leadership Prep
Georgette Lee	<i>Georgette Lee</i>	[REDACTED]	✓	✓
ABRIAN VAN PUTTEN	<i>Abrian Van Putten</i>	[REDACTED]	✓	✓
KERT + BUKTON	<i>Kert Bukton</i>	[REDACTED]	✓	✓
Natasha Horne	<i>Natasha Horne</i>	[REDACTED]		
Laverne Cox	<i>Laverne Cox</i>	[REDACTED]	✓	
Michelle Sica	<i>Michelle Sica</i>	[REDACTED]		
Valerie Palmer	<i>Valerie Palmer</i>	[REDACTED]		
Crystal Hollins	<i>C. Hollins</i>	[REDACTED]	✓	✓
Luz Serrano	<i>Luz Serrano</i>	[REDACTED]	✓	✓
Francine Christopher	<i>Francine Christopher</i>	[REDACTED]	✓	✓

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Dawn White	Dawn White	[REDACTED]	✓	✓
Nebraska Campbell	Melinda Campbell	[REDACTED]	✓	✓
Phillip Haynie	Phillip Haynie	[REDACTED]	✓	
Tanisha Jones	T Jones	[REDACTED]	✓	
LaYerna Kearse	LaYerna Kearse	[REDACTED]	✓	✓
MARY Strickland	Mary Strickland	[REDACTED]	✓	
Delores Jones	[REDACTED]	[REDACTED]	✓	✓
Angele Wetherford	A. Wetherford	[REDACTED]	✓	✓
Kim Christopher	K. Christopher	[REDACTED]	✓	✓
Sharon Brundage	Sharon Brundage	[REDACTED]	✓	✓

When completed, please mail this form to Max Koltov, [REDACTED]

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PRINTED NAME	SIGNATURE	ADDRESS and ZIP CODE	I have a 3 to 5 year-old who I would send to Leadership Prep	I have a 6 to 13 year-old who I would send to Leadership Prep
Michelle Casey	Michelle Casey	[REDACTED]	✓	
Damien Brown	Damien Brown	[REDACTED]	✓	
Phillip Hill	Phillip Hill	[REDACTED]	✓	
Tawasha Brant	Tawasha Brant	[REDACTED]	✓	
Nakeya Brant	Nakeya Brant	[REDACTED]	✓	
Ashley Fitzpatrick	Ashley Fitzpatrick	[REDACTED]	✓	
Tonya Brunson	Tonya Brunson	[REDACTED]	✓	
Shante Grant	Shante Grant	[REDACTED]	✓	✓
Robert Brant	Robert Brant	[REDACTED]	✓	✓
Ascherrita Bladcan	Ascherrita Bladcan	[REDACTED]	✓	
Michael Jones	Michael Jones	[REDACTED]	✓	

When completed, please mail this form to Max Koltov, [REDACTED]

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Yvonne Maynard	<i>Yvonne Maynard</i>	[REDACTED]	✓	
Margaret Wright	<i>Margaret Wright</i>	[REDACTED]	✓	
JADET McLEND	<i>Jadett McLeod</i>	[REDACTED]	✓	
Ymeka Simmons	<i>Ymeka Simmons</i>	[REDACTED]	✓	
Shawn Frazier	<i>Shawn Frazier</i>	[REDACTED]	✓	
Christina Sanders	<i>Christina Sanders</i>	[REDACTED]	✓	
CARLOS DIAZ	<i>Carlos Diaz</i>	[REDACTED]	✓	
Ida Green	<i>Ida Green</i>	[REDACTED]	✓	
ERICA LOPEZ	<i>Erica Lopez</i>	[REDACTED]	✓	✓
gloria Veliz	<i>Gloria Veliz</i>	[REDACTED]	✓	

When completed, please mail this form to Max Koltuv, [REDACTED]

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PRINTED NAME	SIGNATURE	ADDRESS and ZIP CODE	I have a 3 to 5 year-old who I would send to Leadership Prep	I have a 6 to 13 year-old who I would send to Leadership Prep
Jeanine DeHoney	<i>Jeanine DeHoney</i>	[REDACTED]	✓	
Sabrina Lencou	<i>Sabrina Lencou</i>	[REDACTED]	✓	✓
R. Melendez	<i>Roxanne Melendez</i>	[REDACTED]	✓	
Ebony Page	<i>Ebony Page</i>	[REDACTED]	✓	✓
H. Campbell	<i>H. Campbell</i>	[REDACTED]	✓	
V. Brown	<i>V. Brown</i>	[REDACTED]	✓	✓
K. Inman	<i>K. Inman</i>	[REDACTED]	✓	
Johnette Bostick	<i>Johnette Bostick</i>	[REDACTED]	✓	
Sharon Calkins	<i>Sharon Calkins</i>	[REDACTED]	✓	
Adrian King	<i>Adrian King</i>	[REDACTED]	✓	

When completed, please mail this form to Max Koltuv, [REDACTED]

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PRINTED NAME	SIGNATURE	ADDRESS and ZIP CODE	I have a 3 to 5 year-old who I would send to Leadership Prep	I have a 6' to 13 year-old who I would send to Leadership Prep
Kathrina Credle	K. Credle	[REDACTED]	✓	✓
Ada Estrigues	Ada Estrigues	[REDACTED]	✓	✓
Doreen Hernandez	Doreen Hernandez	[REDACTED]	✓	
Ravens Bracey	Ravens Bracey	[REDACTED]	✓	✓
Debbie LeSane	Debbie LeSane	[REDACTED]	✓	
Latasha Islar	Latasha Islar	[REDACTED]	✓	
Tyanna New	Tyanna New	[REDACTED]	✓	✓
Nancy Boone	Nancy Boone	[REDACTED]	✓	
Arnold Darks	Arnold Darks	[REDACTED]	✓	✓
Jose P. Hiler	JOSEPH HILER	[REDACTED]	✓	✓

When completed, please mail this form to Max Koltov, [REDACTED]

**PETITION OF INTEREST and / or SUPPORT of LEADERSHIP PREP CHARTER SCHOOL,
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Christine Ballinger	<i>Christine Ballinger</i>	[REDACTED]	✓	
Aaron Oliver	<i>A. Oliver</i>	[REDACTED]	✓	
Erma LaSalle	<i>Erma LaSalle</i>	[REDACTED]	✓	
Athia Masou	<i>A. masou</i>	[REDACTED]	✓	
Leroy Thomas	<i>Leroy Thomas</i>	[REDACTED]	✓	
KEVIN SMITH	<i>Kevin Smith</i>	[REDACTED]	✓	
J. CANNON	<i>J. Cannon</i>	[REDACTED]	✓	
S. Pritchney	<i>S. Pritchney</i>	[REDACTED]	✓	✓
Meura Jones	<i>Meura Jones</i>	[REDACTED]	✓	
Dennis Fitch	<i>Dennis Fitch</i>	[REDACTED]	✓	

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Maxine Dixon-Hall	<i>Maxine Dixon-Hall</i>	[REDACTED]	✓	
Elvira Davidson	<i>Elvira Davidson</i>	[REDACTED]	✓	✓
Raquel Lopez	<i>Raquel Lopez</i>	[REDACTED]	✓	
Linda Canchani	<i>Linda Cancha</i>	[REDACTED]	✓	
Z Williams	<i>Z. Williams</i>	[REDACTED]	✓	
Maria Abreu	<i>Maria Abreu</i>	[REDACTED]	✓	✓
Freda Necky	<i>Freda Necky</i>	[REDACTED]	✓	✓
Shannel Abford	<i>Shannel Abford</i>	[REDACTED]	✓	
Belisa Jorge	<i>B. Jorge</i>	[REDACTED]	✓	
Muriel Woodall	<i>M. Woodall</i>	[REDACTED]	✓	

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Meri Luna	[Signature]	[Redacted]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Clairmont McInnell	[Signature]	[Redacted]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Zawie Grzeszewska	[Signature]	[Redacted]	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Jula Parker	[Signature]	[Redacted]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Biselle Lantigua	[Signature]	[Redacted]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shatrice Hogue	[Signature]	[Redacted]	<input type="checkbox"/>	<input type="checkbox"/>
[Redacted]	Regina Terry	[Redacted]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
MAXINE Brewster	[Signature]	[Redacted]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Tymesha C.	[Signature]	[Redacted]	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
SARAH Thompson	[Signature]	[Redacted]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Nancy Villanueva	[Signature]	[Redacted]	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Leenie Williams	<i>[Signature]</i>	[REDACTED]	✓	
Sonyeise	Sonia HOISES	[REDACTED]	✓	
Carla Ortega	Carla Ortega	[REDACTED]	✓	
<i>[Signature]</i>	CARLOS	[REDACTED]	✓	
Baird	Baird	[REDACTED]	✓	✓
ANA RIVERA	Ana Rivera	[REDACTED]	✓	
Francine Welch	Francine Welch	[REDACTED]	✓	
Audrey Walker	Audrey Walker	[REDACTED]	✓	✓
Kelley Moore	<i>[Signature]</i>	[REDACTED]	✓	
Jamel Young	<i>[Signature]</i>	[REDACTED]	✓	

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	<i>[Signature]</i>	[REDACTED]	<input checked="" type="checkbox"/>	
Monica Walker	<i>[Signature]</i>	[REDACTED]	<input checked="" type="checkbox"/>	
Brenda B. Bunch	<i>[Signature]</i>	[REDACTED]	<input type="checkbox"/>	
Ella Tander	<i>[Signature]</i>	[REDACTED]	<input checked="" type="checkbox"/>	
Yolanda Harris	<i>[Signature]</i>	[REDACTED]	<input checked="" type="checkbox"/>	
Delores Dodson	<i>[Signature]</i>	[REDACTED]	<input type="checkbox"/>	
Bienvenida Maria	<i>[Signature]</i>	[REDACTED]	<input checked="" type="checkbox"/>	
Santos Carne	<i>[Signature]</i>	[REDACTED]	<input checked="" type="checkbox"/>	
Rosanna Palanco	<i>[Signature]</i>	[REDACTED]	<input checked="" type="checkbox"/>	
Linda Bunch	<i>[Signature]</i>	[REDACTED]		
Samantha Wilton	<i>[Signature]</i>	[REDACTED]	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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PRUDENCE FERRO	Prudence Ferguson	[REDACTED]	✓	
Terry Anne Peterson	T. Peterson	[REDACTED]	✓	
George Smith	George Smith	[REDACTED]	✓	
Doreen [unclear]	[unclear]	[REDACTED]	✓	
Schawana McLeod	S. McLeod	[REDACTED]	✓	
Dominick [unclear]	Dominick [unclear]	[REDACTED]	✓	
Shawn Gordon	S. Gordon	[REDACTED]	✓	
Reginald Stalke	R. Stalke	[REDACTED]	✓	
Nicole Franzi	N. Franzi	[REDACTED]	✓	
LAURETTA [unclear]	Lauretta [unclear]	[REDACTED]	✓	

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FRANAN [redacted]	[redacted]	[redacted]	✓	
John Scale	John Scale	[redacted]	✓	
Lakeisha McLaughlin	Lakeisha McLaughlin	[redacted]	✓	
Beverly Mosley	B. Mosley	[redacted]	✓	
Dilecia Adams	Dilecia Adams	[redacted]	✓	
TARA White	Tara White	[redacted]	✓	
Kimberly Mastore	K. Mastore	[redacted]	✓	
Janelle Lewis	J. F.	[redacted]	✓	
N. Kiya Hayes	N. Hayes	[redacted]	✓	
Margie Cunningham	Margie Cunningham	[redacted]		

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Cheryl Warner	<i>Cheryl Warner</i>	[REDACTED]	✓	
Elizabeth Rodriguez	<i>Elizabeth Rodriguez</i>	[REDACTED]	✓	
Felisha Akers	<i>Felisha Akers</i>	[REDACTED]	✓	
Shyanna McEwen	<i>Shyanna McEwen</i>	[REDACTED]	✓	
PHILLIP ADAMS	<i>Phillip Adams</i>	[REDACTED]	✓	
Tamika Stewart	<i>Tamika Stewart</i>	[REDACTED]	✓	✓
Alfreda Collier	<i>Alfreda Collier</i>	[REDACTED]	✓	
Qirib	<i>Qirib</i>	[REDACTED]	✓	✓
Clarke	<i>Clarke</i>	[REDACTED]		
Maryanne Clarke	<i>Maryanne Clarke</i>	[REDACTED]	✓	✓

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Custina Rodriguez	Custina Rodriguez	[REDACTED]	✓	
Marcia Thompson	Marcia Thompson	[REDACTED]	✓	
Nancy Rivera	Nancy Rivera	[REDACTED]	✓	
Roselis Amonte	Roselis A.	[REDACTED]	✓	
Veronica Ponce	Veronica Ponce	[REDACTED]	✓	
Assuncion Rodriguez	Assuncion Rodriguez	[REDACTED]	✓	
MARIA BACC	Maria Bacc	[REDACTED]	✓	
Aracely Munoz	Aracely Munoz	[REDACTED]	✓	
Latoya Clarkson	L. Clarkson	[REDACTED]	✓	
Maria Felix	Maria Felix	[REDACTED]	✓	

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Mignolia Jerez	<i>Mignolia Jerez</i>	[REDACTED]	✓	
Porschue Amedee	<i>P. Amedee</i>	[REDACTED]	✓	
Alexander AUNT	<i>Bonnie Aunt</i>	[REDACTED]	✓	
Sharmelle Moseley	<i>Sharmelle Moseley</i>	[REDACTED]	✓	
Leonida Tavares	<i>Leonida Tavares</i>	[REDACTED]	✓	
Wendell dejesus	<i>Wendell dejesus</i>	[REDACTED]	✓	
Sixto lee	<i>Sixto lee</i>	[REDACTED]	✓	
Sandi McCoy	<i>Sandi McCoy</i>	[REDACTED]	✓	
Amalfis Rodriguez	<i>Amalfis Rodriguez</i>	[REDACTED]	✓	
Odessa Harden	<i>Odessa Harden</i>	[REDACTED]	✓	

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Graine Thomas	<i>Graine Thomas</i>	[REDACTED]	✓	
Jehan Layne	<i>Jehan Layne</i>	[REDACTED]	✓	
Elynnbeth Lopez	<i>Elynnbeth Lopez</i>	[REDACTED]	✓	
Oliver Gray	<i>Oliver Gray</i>	[REDACTED]	✓	
Anthony Stephens	<i>Anthony Stephens</i>	[REDACTED]	✓	
Hilda McDuffie	<i>Hilda McDuffie</i>	[REDACTED]	✓	
Herbert Paul	<i>Herbert Paul</i>	[REDACTED]	✓	
Jeanette Vazgiz	<i>Jeanette Vazgiz</i>	[REDACTED]	✓	✓
Lindy Beal	<i>Lindy Beal</i>	[REDACTED]	✓	
Carmen	<i>Carmen</i>	[REDACTED]	✓	

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Carlton Wilson Jennifer	<i>Carlton Wilson</i>	[REDACTED]	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Ortiz LONNIE LOPEZ	<i>Ortiz Lopez</i>	[REDACTED]	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mills, Vernetta	<i>Vernetta Mills</i>	[REDACTED]	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Bonilla, Sandy	<i>S Bonilla</i>	[REDACTED]	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
William Guzman	<i>William Guzman</i>	[REDACTED]	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
ORLANDO AGUIAR	<i>Orlando Aguiar</i>	[REDACTED]	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Edna Williams	<i>Edna Williams</i>	[REDACTED]	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Michael Griffiths	<i>M. Griffiths</i>	[REDACTED]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Sherry Hayes	<i>S Hayes</i>	[REDACTED]	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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PRINTED NAME	SIGNATURE	ADDRESS and ZIP CODE	I have a 3 to 5 year-old who I would send to Leadership Prep	I have a 6 to 13 year-old who I would send to Leadership Prep
Musette Cox	<i>Musette Cox</i>	[REDACTED]	✓	✓
MARITZA MORALES	<i>Maritza Morales</i>	[REDACTED]	✓	✓
ERICA LANE	<i>Erica Lane</i>	[REDACTED]	✓	
Connie Jacobs	<i>Connie Jacobs</i>	[REDACTED]	✓	✓
Audrey Dunbar	<i>Audrey Dunbar</i>	[REDACTED]	✓	✓
Janet Gonzak	<i>Janet Gonzak</i>	[REDACTED]	✓	
Odalis Rodriguez	<i>Odalis Rodriguez</i>	[REDACTED]	✓	
Rosalie Rios	<i>Rosalie Rios</i>	[REDACTED]	✓	
Ulyth Boodoo	<i>Ulyth Boodoo</i>	[REDACTED]	✓	
Felida Hill	<i>Felida Hill</i>	[REDACTED]	✓	✓

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Maribel Rodriguez	Maribel Rodriguez	[REDACTED]	✓	
Anna	DaLgado	[REDACTED]	✓	
Miriam Chacin	Miriam Chacin	[REDACTED]	✓	
Fanteema Barnes	Fanteema Barnes	[REDACTED]	✓	✓
Tawana Chabon	Tawana Chabon	[REDACTED]	✓	✓
Edgar B.	Edgar B.	[REDACTED]	✓	
Thoanna Corder	Thoanna Corder	[REDACTED]	✓	
Jesly Barrios	Jesly Barrios	[REDACTED]	✓	
Dannyliza Perez	Dannyliza Perez	[REDACTED]	✓	✓
Alma Jimenez	Alma Jimenez	[REDACTED]	✓	

When completed, please mail this form to Max Koltov, [REDACTED]

**PETITION OF INTEREST and / or SUPPORT of LEADERSHIP PREP CHARTER SCHOOL,
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Priscilla Cheeks	Priscilla Cheeks	[REDACTED]	✓	
Schynel Bernard	Schynel Bernard	[REDACTED]	✓	
KESHIA T. PHILLIP	Keshia T. Phillip	[REDACTED]	✓	
Letitia Nicholas	Letitia Nicholas	[REDACTED]	✓	
JAMES C. MOSES	James C. Moses	[REDACTED]	✓	
Sharon SWAIN	Sharon Swain	[REDACTED]	✓	
Roshika Hicks	Roshika Hicks	[REDACTED]	✓	
DARRYL THOMAS	Darryl Thomas	[REDACTED]	✓	
Chris Brown	Chris Brown	[REDACTED]	✓	
Gladys Diaz	Gladys Diaz	[REDACTED]		✓

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CANDICE SINCLAIR	<i>Candice Sinclair</i>	[REDACTED]	✓	✓
HUBERTO PERATE	<i>Huberto Perate</i>	[REDACTED]	✓	✓
Shemi Jefferson	<i>Shemi Jefferson</i>	[REDACTED]	✓	
Lisa Sanchez	<i>Lisa Sanchez</i>	[REDACTED]	✓	✓
Paul Schmittern	<i>Paul Schmittern</i>	[REDACTED]	✓	✓
Ramos, Robert	<i>Robert Ramos</i>	[REDACTED]	✓	
Renee Antoine Berry	<i>Renee Antoine Berry</i>	[REDACTED]	✓	✓
Claudette White	<i>Claudette White</i>	[REDACTED]		✓
Rogerd Nunez	<i>Rogerd Nunez</i>	[REDACTED]	✓	✓
Michael BAILEY	<i>Michael Bailey</i>	[REDACTED]	✓	

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Wanda Lora	<i>Wanda Lora</i>	[REDACTED]	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Maria Medina	<i>Maria Medina</i>	[REDACTED]	<input checked="" type="checkbox"/>	
Derrick SCARBORO	<i>Derrick Scarborough</i>	[REDACTED]	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Art RICE Burnside	<i>Art Rice</i>	[REDACTED]	<input checked="" type="checkbox"/>	
Claudine LOIZO	<i>Claudine Loizo</i>	[REDACTED]	<input checked="" type="checkbox"/>	
TRICIE HARRIS	<i>Tricie Harris</i>	[REDACTED]	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Kathleen James	<i>Kathleen James</i>	[REDACTED]	<input checked="" type="checkbox"/>	
Theresa Jones	<i>Theresa Jones</i>	[REDACTED]	<input checked="" type="checkbox"/>	
Chumbo Burt	<i>Chumbo Burt</i>	[REDACTED]	<input checked="" type="checkbox"/>	
Sandra	<i>Sandra Veloz</i>	[REDACTED]	<input checked="" type="checkbox"/>	

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Yvette Hodges	<i>Yvette Hodges</i>	[REDACTED]	✓	
Jamece Robinson	<i>Jamece Robinson</i>	[REDACTED]	✓	
James [unclear]	<i>J. W.</i>	[REDACTED]	✓	
Nefertiti Johnson	<i>Nefertiti Johnson</i>	[REDACTED]	✓	
Flavia [unclear]	<i>F. [unclear]</i>	[REDACTED]	✓	
STANLEY, ROJ [unclear]	<i>[unclear]</i>	[REDACTED]	✓	
Emily [unclear]	<i>Emily [unclear]</i>	[REDACTED]	✓	
Marise [unclear]	<i>Marise [unclear]</i>	[REDACTED]	✓	
Yvonne Buewa	<i>Yvonne Buewa</i>	[REDACTED]	✓	

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Tamiko Kanga	<i>Tamiko Kanga</i>	[REDACTED]	Yes	
Karen Dasilva	<i>Karen Dasilva</i>	[REDACTED]	yes	
Damon Matthew	<i>Damon Matthew</i>	[REDACTED]	yes	
ISMAEL VARGAS	<i>[Signature]</i>	[REDACTED]	YES.	
Melissa Bess	<i>M. Bess</i>	[REDACTED]		yes
Carmen Garcia	<i>[Signature]</i>	[REDACTED]	✓	✓
Gail Franklin	<i>Gail Franklin</i>	[REDACTED]		yes
Chris Gardophe	<i>[Signature]</i>	[REDACTED]	Yes	
Darla Woodruff	<i>Darla Woodruff</i>	[REDACTED]	yes	
Jeffrey Sigler	<i>[Signature]</i>	[REDACTED]	✓	

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Pascale Josephson	<i>Pascale Josephson</i>	[REDACTED]	yes	
D. Hanau	<i>D. Hanau</i>	[REDACTED]	Yes	
G Baker	<i>G Baker</i>	[REDACTED]	No	No
KEVIN BROWN	<i>Kevin Brown</i>	[REDACTED]	yes	yes
STEVEN OAZ	<i>Steven Oaz</i>	[REDACTED]	yes	
JOHN BARRARINO	<i>John Barrarino</i>	[REDACTED]	yes.	
Danielle McCarthy	<i>Danielle McCarthy</i>	[REDACTED]	yes	
DOUGLAS CUOMO	<i>Douglas Cuomo</i>	[REDACTED]	yes	
Vernice Cole	<i>Vernice Cole</i>	[REDACTED]		Yes
Lynn RUTS	<i>Lynn RUTS</i>	[REDACTED]	✓	

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DUANE FRANKSON	<i>D Frankson</i>	[REDACTED]	✓	✓
JOSHUA COLAN	<i>J Colan</i>	[REDACTED]	✓	
NICOLE REESE	<i>Nicole Reese</i>	[REDACTED]	✓	✓
GEORGE GARCIA	<i>Geo Garcia</i>	[REDACTED]	✓	
Denise Henry	<i>D Henry</i>	[REDACTED]	✓	
Spindawillers	<i>Spindawillers</i>	[REDACTED]	✓	
Ryan Green	<i>R Green</i>	[REDACTED]	✓	✓
Gina Breedlove	<i>Gina Breedlove</i>	[REDACTED]	✓	
MASAUKO CHIEPUMBIRE	<i>Masauko Chiepumbire</i>	[REDACTED]	✓	
K Shepherd	<i>K Shepherd</i>	[REDACTED]	✓	

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Tessa Rosario	<i>Tessa Rosario</i>	[REDACTED]	✓	
Jessica Romano	<i>Jessica Romano</i>	[REDACTED]	✓	
Max Gracia	<i>Max Gracia</i>	[REDACTED]	✓	
Paul Richards	<i>Paul Richards</i>	[REDACTED]	✓	
Jane Allen	<i>Jane Allen</i>	[REDACTED]	✓	
Deborah Heid	<i>Deborah Heid</i>	[REDACTED]	✓	
Donna Armenta De	<i>Donna Armenta De</i>	[REDACTED]	✓	
Troy Murphy	<i>Troy Murphy</i>	[REDACTED]	✓	
DANIESE WINT	<i>Daniese Wint</i>	[REDACTED]	✓	✓
Rachel Zastav	<i>Rachel Zastav</i>	[REDACTED]	✓	

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Lizette Valentin	Lizette Valentin	[REDACTED]	✓	
Arlene [unclear]	Arlene [unclear]	[REDACTED]	✓	
Theresa Towns	Theresa Towns	[REDACTED]	✓	
Essence Jackson	Essence Jackson	[REDACTED]	✓	
Amy Michael	Amy Michael	[REDACTED]	✓	
Lou Diggs	Lou Diggs	[REDACTED]	✓	
Elis Jenkins	Elis Jenkins	[REDACTED]	✓	
Karen Edwards	Karen Edwards	[REDACTED]	✓	
Sharon Morrison	Sharon Morrison	[REDACTED]	✓	
Nancy Keyes	Nancy Keyes	[REDACTED]	✓	

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Stuy	Mrs. McQueen	[REDACTED]	✓	✓
Ericka Byrd	Ericka Byrd	[REDACTED]	✓	✓
Perceal Thomas	Perceal Thomas	[REDACTED]	✓	

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Nykea Propst	N. Propst	[REDACTED]	✓	✓

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