



PROPOSAL SUMMARY AND TRANSMITTAL FORM

Proposed School Information			
Charter School Name:	Lewis Katz New Renaissance Basketball Academy Charter School		
Education Corp. Name:	Lewis Katz New Renaissance Basketball Academy Charter School		
Education Corp. Status:	New Education Corporation	Proposal Type:	Standard New School Proposal
School District (or NYC CSD):	CSD 7	Opening Date:	8/1/2020

Proposed Grades and Enrollment		
Charter Year	Grades	Enrollment
Year 1	9	88
Year 2	9-10	176
Year 3	9-11	264
Year 4	9-12	352
Year 5	9-12	352

Proposed Affiliations (if any)	
Charter Management Company ("CMO"):	N/A
CMO Public Contact Info (Name, Phone):	N/A
Partner Organization:	New Visions for Public Schools
Partner Public Contact Info (Name, Phone):	Mark Dunetz, 212-645-5110

Lead Applicant Contact Information					
First Lead Applicant Name:		Dan Klores			
Applicant is a:	<input checked="" type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input type="checkbox"/> School Administrator	<input type="checkbox"/> District Resident	<input type="checkbox"/> Education Corp./Charter School
Organization Name:					
Applicant Mailing Address:					
Primary Phone #:	[REDACTED]	Secondary Phone #:		Email:	danklores@att.blackberry.net
Second Lead Applicant Name:					
Applicant is a:	<input type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input type="checkbox"/> School Administrator	<input type="checkbox"/> District Resident	<input type="checkbox"/> Education Corp./Charter School
Organization Name:					
Applicant Mailing Address:					
Primary Phone #:		Secondary Phone #:		Email:	
List additional lead applicants in the "Other" section.		<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Additional Applicants Listed in "Other"			

Media/Public Contact Information (required)			
Name:	Dan Klores	Phone #:	646-335-3249
Email:	danklores@att.blackberry.net		

Lead Applicant Signature	
Signature:	
Date:	6/22/18

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

Program Design**MISSION STATEMENT**

The Lewis Katz New Renaissance Basketball Academy provides high school students with a rigorous academic program in the context of basketball, historically “New York’s Game.” The school graduates students with a college preparatory education and career readiness to succeed in the basketball and other sports-related industries.

KEY DESIGN ELEMENTS

1. **Basketball:** The game of basketball will drive all aspects of the school, including the academic program, school culture, and extracurricular activities.
2. **Small School:** The Lewis Katz Basketball Academy will be a small close community of students, teachers and staff. With only 88 students per grade the students will know each other and be well known by caring adults in the building.
3. **College and Career Readiness (CCR):** The Lewis Katz Basketball Academy will provide students with the courses they need to graduate high school and matriculate into college or pursue a career in a sports-related field.
4. **Learning By Doing:** Our pedagogy will combine doing with reflection to build our student’s capacity for independent learning and creativity.
5. **School Culture:** Our students will experience the environment of a major university or professional sports team.
6. **Mentoring and Tutoring:** Our students will benefit from the expertise and experience of others through regular opportunities for mentoring and tutoring.
7. **Longer School Day and Year:** Our students will have a longer school day and a longer school year to get the most out of their education and prepare them for post-secondary success.
8. **Sport-Focused Facility and Technology:** The school will be housed in a newly developed, state-of-the-art facility.
9. **Partnerships:** The school will enhance its capacity to provide a college prep curriculum and career readiness through two significant partnerships with New Visions for Public Schools and the New Renaissance Basketball Association.

BRIEF OVERVIEW OF ACADEMIC PROGRAM

Students will take core courses in ELA, Math, Science and Social Studies as well as a yearly PE class and Career Pathways classes. Academic coaching is built into the schedule. All students will also take an Advisory class that addresses social emotional learning and career readiness skills. Our education philosophy is based on active learning strategies that place students in the zone of proximal development. Our special education program is primarily SETSS and ICT services and our ENL program is based on immersion strategies supplemented by academic coaching. The school will have one counselor every grade. Professional development is a combination of formal training, including a three week staff training camp in August as well as regular coaching during the school year. All students develop annual personal opportunity plans (POPs) and all teachers develop professional growth plans.

School Management

MANAGEMENT STRUCTURE

The school is led by the Head of School who reports to the board and is responsible for day-to-day management of academics, operations and finance. The school leadership team is comprised of the Head of School, Academic Director, Director of Student Support, Athletic Director and College & Career Coordinator. The Academic Director supervised all general education teachers and the Director of Student Support supervises special education teachers and counselors.

ROLE OF CMO OR PARTNER(S)

New Visions for Public Schools: New Visions is lending its expertise to the founding of this school, including its open source curriculum and assessments and guidance on program implementation. It will not have a formal role in managing the school.

The New Renaissance Basketball Association: Lewis Katz Basketball Academy will have access to the RENS resources, including its tutoring programs, scholarship funds, experts in the basketball industry, summer job opportunities, and community health organizations. It will not have a formal role in managing the school.

School Facility Plans

The school intends to develop a private facility in CSD 7 and is current working with a developer that has two potential sites that could be converted into the Lewis Katz Basketball Academy. The school will apply for DOE space and if no reasonable space is offered will request rental assistance to fund a private facility.

Board Member Names and Biographical Summaries

Dan Klores: A native New Yorker, Dan Klores is an award-winning filmmaker and the recipient of the Independent Spirit Award for best director of the year for his film *Crazy Love* (2007) and the Peabody Award for his film *Black Magic* (2008), which examines Civil Rights-era America through the prism of basketball at historically black colleges and universities. Four of Mr. Klores' films premiered at the prestigious Sundance Film Festival. He is also the author of three off Broadway plays, the most recent shown at the Rattlestick Theatre in the Village, *The Wood*, about a tabloid newspaper columnist and his reporting on Abner Louima, the Haitian immigrant brutalized by rogue NYC police officers. Mr. Klores founded the New Renaissance Basketball Association for inner city youth throughout the metropolitan area. He, along with the singer/songwriter Paul Simon and the pediatrician Dr. Irwin Redlener, was one of the original spirits behind the creation of the Children's Health Fund, a series of medical mobile vans staffed by doctors and nurses who provide free health care to children from underserved backgrounds. He is also a board member of the Brooklyn Academy of Music (BAM). Mr. Klores is the author of one book, *Roundball Culture: South Carolina Basketball*. Prior to his writing/directing career, he worked for 25 years in the fields of marketing, public relations and crisis management.

David Stern, Commissioner Emeritus of the National Basketball Association (NBA): Mr. Stern is the former NBA Commissioner and a member of the Naismith Memorial Hall of Fame. He has had a legendary career and is universally recognized for his progressive achievements in business, marketing, globalization, technology and labor relations. His 30 year tenure with the league made him the longest running Commissioner of any professional sport in American history. Mr. Stern is now a Chair Emeritus of the Board of Trustees at Columbia University, and currently advises numerous entities and not for profits across the globe. Mr. Stern, a 1966 graduate of Columbia Law School, is also a member of the Council on Foreign Relations.

Joe Conway, Superintendent, Camden Charter School Network: Dr. Joseph Conway is currently the co-founder of Camden's Promise Charter School, Camden Academy Charter High School and Camden's Pride Charter School. Dr. Conway received his doctorate from Teacher's College, Columbia University in 2004. Additionally he has an M.A in Secondary Science Education from City College in New York, as well as a dual degree in Biology and in Theology from St. Joseph's University in Philadelphia. Dr. Conway was introduced to the urban environment through Teach for America when he spent five years teaching in the South Bronx from 1992-1997. Since that time, he has dedicated his life to the education of urban youth in America. Additionally, Dr. Conway teaches at Holy Family University as a graduate professor, mentors other charter school principals and administrators, and serves on non-profit boards.

Earl Monroe, Retired Professional Basketball Player and Entrepreneur: Earl Monroe is a legendary basketball player and member of the Naismith Basketball Hall of Fame. Mr. Monroe was one of the most innovative and creative players and thinkers in the game's history. During his career in the National Basketball Association (NBA) he played for two teams, the Baltimore Bullets and the New York Knicks. He helped lead the New York Knicks to their last championship season in 1973 and in his honor both teams have retired Monroe's number. Since his retirement from professional basketball he has founded his own music label, served as a television and radio analyst, and been awarded the Peabody for producing the four hour documentary film, *Black Magic*. Mr. Monroe has also been active in various community affairs and programs, including the President's Council on Physical Fitness and Health, the Crown Heights Youth Collective, the Literary Assistance Fund and the Harlem Junior Tennis Program. He has received many honors for these "off-the-court" community activities, including the Harlem Professionals Inspirational Award, Most Outstanding Model for American Youth, the YMCA Citizenship Award and Big Apple Sportsman of the Year Award. He is a mentor to many young people off and on the basketball court, preaching the values of education first, last and always. A longtime resident of Harlem, he was born and raised in Philadelphia, and is a graduate of Winston Salem State Teachers College.

Jack Irushalmi, President & Co-Managing Principal, Tri-Star Construction: Mr. Irushalmi is the President and Co-Managing Principal of New York City's leading privately held construction management and general construction firm. Founded in 1989, Tri-Star Construction services over 300 buildings throughout the New York City metropolitan area. Mr. Irushalmi is an experienced real estate and construction executive with a long history of success and commitment to excellence. He applies vast construction and real estate expertise to enhance all aspects of construction management projects, including value engineering, assessment of the impacts of conceptual design decisions on project outcomes, executive oversight and guidance of construction teams through

all project phases. Mr. Irushalmi is on the Duke University Athletic Board, former President of The Seawane Club, Board member of the New Renaissance Basketball Association, and a member of the Real Estate Board of New York. He participates with several local political campaign committees and is actively involved with numerous charities and causes, including UJA, National Jewish Health, Big Brothers Big Sisters of New York, Rabin Medical Center, State of Israel Bonds, Sanctuary for Families, and Family Center.

Joseph Arbitello, Associate Athletic Director, Christ the King High School: Mr. Arbitello is well known for his ability to motivate youngsters to learn and achieve their highest potential. Currently, Mr. Arbitello is the Associate Athletic Director of Christ the King's nationally recognized athletic program. Utilizing his knowledge of NCAA regulations and standards, he has instituted academic programs within the school to ensure that student athletes meet all academic requirements. Mr. Arbitello has over eighteen years' experience, working with youngsters in the classroom and on the court. He was hired in 2001 to teach social studies at Christ the King High School in Middle Village, Queens and in 2008 he was made the Men's Varsity Coach at Christ the King High School. In the past ten years, he has led Christ the King to win an unprecedented five City Championships and three State Championships in boys' basketball. Mr. Arbitello has received many awards, which include New York State Coach of the Year in 2010, 2011, 2013, 2014 and 2015. Mr. Arbitello earned a Bachelor's of Arts degree in History from St. Joseph's College in 2000 and was inducted into St. Joseph's chapter of Phi Alpha Theta. He has also earned a Master's of Science degree in School Administration and Supervision from St. John's University.

Alan Fishman, Chairman, Ladder Capital Finance Corporation: Alan Fishman is a lifelong New Yorker. He was educated in the public schools, graduating from Erasmus Hall High School. He graduated from Brown University with a degree in Economics and received a master's degree in Economics from Columbia University. Mr. Fishman has a varied career in the Banking industry. He is currently the Chairman of Ladder Capital Finance Corporation. Prior to Ladder, Mr. Fishman was the Chief Executive Officer of Washington Mutual Bank. During 2007 and 2008, he served as Chairman of Meridian Capital Group and prior to joining Meridian, he was President of Sovereign Bank. He assumed the leadership of Independence Community Bank when he was elected President and Chief Executive Officer in March 2001. Mr. Fishman has been an active leader in many not-for-profit activities. He served as Chairman of the Board of Trustees of the Brooklyn Academy of Music. He also served as Chairman of the Brooklyn Navy Yard Development Corporation and as Co-Chairman of the Downtown Brooklyn Partnership. He currently serves as the Chairman of the Brooklyn Community Foundation. The Brooklyn Community Foundation is the successor institution to the Independence Community Foundation. Mr. Fishman serves on the boards of several private companies and other not-for-profit and civic organizations.

Monica Major, Director of Education and Youth Services, Bronx Borough President's Office: Monica Major currently serves as the Director of Education and Youth Services for Bronx Borough President Ruben Diaz Jr., where she manages relationships with all educational institutions in the Bronx, including Department of Education, higher education institutions, and workforce development organizations. She also has experience as an asset manager and analyst with the New York State Housing and Finance Agency. She also previously served as the Bronx Representative on the Panel of Educational Policy. Ms. Major has volunteered for Community School District 11 for several years and has previously served as President for District 11 Community Education Council. As a Parent Advocate, she works to ensure that Bronx parent voices are heard on school governance issues. Ms. Major is a graduate of Baruch College and a Certified Mediator and remains very active in her community. She is a member of the National Council of Negro Women, North Bronx Section. Ms. Major is the mother of two children.

Joshua M. Rivera, Director of Government and External Relations, Hostos Community College: Joshua Rivera is the Director of Government and External Relations and a member of the President's Cabinet at Hostos Community College, part of the City University of New York. Mr. Rivera serves as a member of the CUNY Legislative Action Committee, representing the University system as well as Hostos Community College before various legislative bodies, working with City and State legislative leaders, the Bronx Borough President, and key members of Congress. Previously, he served in a similar capacity representing The New York Botanical Garden. Mr. Rivera served as Chief of Staff to Council Member Leroy Comrie, the former Deputy Majority Leader of the New York City Council, Constituent Services Director for former State Senator Vincent J. Gentile, and continues to serve as a faculty member in the Edward T. Rogowsky Internship Program in Government and Public Policy at the CUNY Graduate Center. Mr. Rivera currently serves as Secretary to the Board of the Staten Island Institute on Disabilities,

is a member of the National Multiple Sclerosis Society, Southern New York Chapter, is a member of the Community Advisory Board for Spring Bank, and is an active member of the Richmond County Democratic Organization. He is a graduate of the State University of New York at Albany and is completing an Executive Master's Degree from the Marxe School of Public and International Affairs at Baruch this spring.

Derrick Green, Field Technician, Verizon: Derrick Green is a lifelong resident of the Bronx where he attended and graduated from Adlai E. Stevenson High School. Mr. Green is a community activist and has spent the last 15 years mentoring children in his native borough; he is an active volunteer and coach at Kips Bay Boys and Girls Club in the Bronx. Mr. Green is a graduate of American International College and currently works as a field technician or "outdoorsman" for Verizon.

Milton Sipp, Assistant Head of School and Head of Middle School, Riverdale School: Milton Sipp is an experienced school administrator and educator. In addition to his administrative roles at the Riverdale School in the Bronx, New York he also teaches American history. Formerly, he served as Assistant to the General Manager of the Cleveland Cavaliers as well as an East Coast scout for the LA Clippers. In addition, he has served as a National Director on the Board of the National Association of Independent Schools (NAIS) and chaired the organization's Membership Committee. He was a member of the Board of the Independent School Admissions Association of Greater New York (ISAAGNY) as well as a Board member for the Early Steps Programs, George Jackson Academy, and The Barnard Foundation, all in New York City. He currently serves on the Board of the American College of Greece in Athens. Milton received his BA from Oberlin College and his M.Ed from Harvard.

Other

Community Need and Proposed School Impact

(a) Community Description and Need

Community Description: The Lewis Katz New Renaissance Basketball Academy Charter School is proposed to be located in Community School District (CSD) 7 in the south Bronx. In accordance with state charter school law the school will give preference to students in CSD 7 in our admissions lottery, though we expect many students from across the city to apply and enroll.

CSD 7, a triangle at the southern tip of the Bronx, is bordered by the Harlem River to the West, Westchester Ave., Prospect Ave., East 149th Street and the East River to the East, and 161st Street to the North. It encompasses the neighborhoods of Mott Haven, Melrose and Concourse Village, which together comprise a majority of Bronx Community District 1.

	Mott Haven	Melrose	Concourse Village
Zip Codes	10451, 10454, and 10455	10451, 10455 and 10456	10451, 10452, 10456
Community Board	1	1	1,4
Black	25%	23%	29%
Hispanic	72%	49%	38%
Median Income	\$25,495	\$26,257	\$27,591
Percentage of people that speak English not well or not at all	21%	22%	16%
Percentage of foreign born residents	28%	32%	29%
Percentage of population below poverty level	44%	42%	27%
Percent less than high school education	49%	43%	63%

Source: <http://www.city-data.com/>

The CSD 7 community is predominantly Black and Hispanic and disproportionately low-income compared to the rest of the city and state. The south Bronx has historically been one of the poorest census tracts in the United States. Nearly half of Bronx Community Board 1 residents spend more than 35% of their income on rent and large numbers of residents live in public housing, which includes the following buildings in the neighborhoods of CSD 7:

- Dr. Ramon E. Betances I; thirteen buildings, 3, 4, 11 and 19 stories tall
- Dr. Ramon E. Betances II, 13; one 6-story building
- Dr. Ramon E. Betances II, 18; two buildings, 4 and 6 stories tall
- Dr. Ramon E. Betances II, 9A; one 4-story building.
- Dr. Ramon E. Betances III, 13; two rehabilitated tenement buildings, 5 stories tall.
- Dr. Ramon E. Betances III, 18; one rehabilitated and three abandoned tenement buildings 5 stories tall
- Dr. Ramon E. Betances III, 9A; two rehabilitated tenement buildings 6 stories tall

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- Dr. Ramon E. Betances IV; eight buildings, 3, 4 and 5 stories tall with 282 apartments
- Dr. Ramon E. Betances V; six rehabilitated tenement buildings, 5 and 6 stories tall
- Dr. Ramon E. Betances VI; three rehabilitated tenement buildings, 5 and 6 stories tall
- Millbrook Houses; nine 16-story buildings
- Millbrook Extension; one 16-story building
- Mitchel Houses; ten buildings, 17, 19, and 20 stories tall
- Moore Houses; two 20-story buildings
- Mott Haven Houses; eight buildings, 20 and 22 stories tall
- Patterson Houses; fifteen buildings 6 and 13 stories tall
- Southern Boulevard M.H.O.P. (Multi Family Homeownership Program); one 7-story rehabilitated tenement building
- East 152nd Street-Courtlandt Avenue; two buildings, 11 and 12 stories tall.
- Jackson Houses; seven 16-story buildings.
- Melrose Houses; eight 14-story buildings.
- Morrisania Air Rights; three buildings, 19, 23, and 29 stories.
- South Bronx Area (Site 402); four buildings, 3 stories tall.

Educational attainment is also very low in this community; less than 10% of Bronx Community Board 1 residents have earned a Bachelor's degree or higher, compared to 19% of Bronx residents and 36% of New York City residents.

CSD 7 was selected as the location of the Lewis Katz New Renaissance Basketball Academy Charter School for the following reasons:

1. Recent research has found that "Urban charter schools and charter schools primarily serving low-achieving and low-income students have the strongest positive impacts on student achievement." (Gleason, 2016)
2. CSD 7 reflects the types of students we wish to serve, including low-income students and students of color.
3. By any measure, there is tremendous need in this community for better educational options, access to career pathways, support services for youth and their families, as well as the more intangible need for hope and inspiration.
4. CSD 7 is located in close proximity to valuable resources for our college and career readiness program, including Hostos Community College, Yankee Stadium, and Lincoln Medical Center.
5. South Bronx is a major transportation hub, offering easy access to students from around the city as well as routes to higher education and internships in the Bronx, Manhattan and Queens.
6. We have identified multiple facility options in this community with developers that have experience with charter schools and public projects.

Target Student Population

We envision enrolling a diverse student population that reflects the community and intend for our school to be a lifeline to economically disadvantaged students and students of color who have not been well served by the public education system and need an alternative that will successfully prepare them for college and careers. Given the unique basketball theme of the school and the city-wide high school application process in New York City, we anticipate drawing applicants and enrolling students from across the city. Our school will be open to all New York City students eligible for high school enrollment, regardless of athletic ability, prior academic performance, income or geography. The Lewis Katz Basketball Academy is a school of choice for students who are unlikely to be engaged by the traditional educational offerings and are interested in a college preparatory education in a school designed around the theme of basketball. It is not a school just for basketball players; it is for students interested in the many career opportunities associated with modern sports, such as print and broadcast journalism, analytics, coaching, physical fitness and nutrition, business management, scouting and agent representation, design and architecture, marketing and public relations, finance and law.

We expect our student body to reflect that of public school students in New York City, thus the majority of students at the Lewis Katz Basketball Academy will likely be Black and Hispanic and economically disadvantaged.

Student Demographics

	NYC	CSD 7
Black	27%	26%
Hispanic	41%	70%
White	15%	1%
Asian	16%	1%
Students with Disabilities	20%	26%
English Language Learners	14%	18%
Economically Disadvantaged	74%	93%

Source: <https://data.nysed.gov>

One reason for our target population is the continuing disparities in the academic performance of Black and Hispanic and low-income students in comparison to their peers. In 2017, 72% of white New York City high school seniors took the SAT exam compared to 62% of Black seniors and 59% of Hispanic seniors. The average Reading & Writing score for white students was 549, compared to 476 for both Black and Hispanic students. The average Math score for white students was 547, compared to 461 for Black students and 468 for Hispanic students.

In addition to the disadvantages facing students of color, other at-risk students also fair poorly in the current education system. For example, total cohort results demonstrate disparities between students of color, economically disadvantaged students, students with disabilities and English language learners:

2017 Total Cohort Results in Secondary-Level Education After Four Years of Instruction

	English	Math	Science	Global History	US History
Black	78%	74%	72%	63%	68%
Hispanic	75%	73%	70%	61%	65%
White	87%	86%	84%	79%	81%
Students with Disabilities	48%	41%	40%	31%	38%
English Language Learners	29%	44%	30%	22%	28%
Economically Disadvantaged	81%	79%	76%	68%	72%

Source: <https://data.nysed.gov>

These trends also carry over to graduation rates. In 2017 students of color were far less likely to graduate than White students. Less than half of students with disabilities graduated, and only about one-quarter of English language learners received a high school diploma. Another notable trend is the difference in graduation rates by gender: 77% of female students graduated compared to 66% of male students. We believe a basketball themed school will attract, engage and motivate to graduate students from all of these at-risk groups.

2017 Graduation Rates

Student Characteristic	Graduation Rate
Black	67%
Hispanic	65%
White	81%
Male	66%
Female	77%
Students with Disabilities	44%
English Language Learners	28%
Economically Disadvantaged	72%

Source: <https://data.nysed.gov>

Given what we know about the academic performance of students in New York City, particularly that of low-income students and students of color, we anticipate many will enter 9th grade performing academically below grade level and need a strong education program in order to graduate within four years. We believe the Lewis Katz New Renaissance Basketball Academy Charter School will offer a unique alternative by providing:

- An engaging theme—basketball—that is fully integrated into the curriculum and culture of the school
- A longer school day and school year
- Small school size and class sizes

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- Mentoring, tutoring and targeted intervention built into the school day
- One counselor per grade
- A college and career readiness program that connects students to higher education and/or viable career pathways

(b) Programmatic Impact

We believe the Lewis Katz Basketball Academy will be a positive addition to the school community by providing a new model of education that effectively serves disadvantaged students who have not traditionally succeeded in the traditional school system. While we will give preference to students in CSD 7, we expect many students will come from other districts as well, limiting the enrollment impact on any one school or district. Even if all students come from CSD 7, we would only enroll about 5% of the district’s high school students.

Enrollment Impact

Grade	CSD 7 Enrollment	Lewis Katz Basketball Academy Enrollment	School enrollment as percentage of district
9	1,963	88	4%
10	1,979	88	4%
11	1,616	88	5%
12	1,633	88	5%

There are 17 district high schools in CSD 7 ranging in size from 212 to 684 students. Many have themes, including college prep, health, social justice, design and construction. One in particular has a similar theme to our proposed school, the Careers in Sports High School. However, InsideSchools reports that “the school has very poor attendance, and nearly two-thirds of students miss more than one month of school...the school was originally designed to weave athletics into the curriculum and to introduce students to jobs in fields such as sports medicine and sports marketing. However, a limited budget forced teachers to concentrate scarce resources on core academics.” It is possible that students who would have sought this school will instead apply to the Lewis Katz Basketball Academy, but we believe that with a city-wide recruitment plan the chances of our lottery selection adversely affecting this particular school’s enrollment are low, especially since ours is a school of choice with a longer school day and year.

CSD 7 Public District High Schools

School	Enrollment	Black	SWD	ELL
South Bronx Preparatory: A College Board School	659	96.4%	26.7%	7.3%
The Laboratory School of Finance and Technology	684	97.4%	21.3%	8.9%

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School	Enrollment	Black	SWD	ELL
H.E.R.O. High (Health, Education, and Research Occupations)	496	82.5%	21.4%	10.3%
International Community High School	436	92.7%	4.4%	81.9%
Jill Chaifetz Transfer High School	218	84.4%	26.6%	9.2%
Bronx Haven High School	192	86.5%	22.9%	6.8%
Community School for Social Justice	330	91.5%	29.1%	14.5%
Mott Haven Village Preparatory High School	358	91.9%	28.5%	19.8%
University Heights Secondary School	491	86.2%	18.3%	3.1%
Hostos-Lincoln Academy of Science	508	85.4%	21.9%	4.3%
Bronx Design and Construction Academy	504	83.3%	28.0%	17.3%
Bronx Leadership Academy II High School	513	94.3%	26.7%	17.3%
New Explorers High School	314	87.3%	29.3%	14.6%
Careers in Sports High School	515	88.7%	23.7%	12.0%
The Urban Assembly Bronx Academy of Letters	590	89.8%	30.7%	14.1%
Alfred E. Smith Career and Technical Education High School	463	93.3%	28.7%	23.8%
Health Opportunities High School	491	84.7%	22.6%	12.0%

There are seven public charter schools in CSD 7 serving high school students. Most are college preparatory and one has a career readiness focus on architecture, engineering and construction. Given the city-wide recruitment for high school students and the demand for seats in the Bronx (5,770 applicants for 21,650 seats) and in the south Bronx in particular (3,580 applicants for 14,130 seats), we believe there is ample room for another charter high school in CSD 7, especially with a unique focus such as ours.

Public Charter High Schools

School	2018-19 Grades	2017-18 Enrollment
American Dream Charter School	6-10	345
KIPP Academy Charter School	K-12	1073
Legacy College Preparatory Charter School	6-7	131
New Visions Charter High School for the Humanities II	9-12	488
NYC Charter High School for Architecture, Engineering and Construction Industries (AECI)	9-12	425
South Bronx Community Charter High School	9-11	216
University Prep Charter High School	9-12	433

We have identified nine private schools in CSD 7 with only three serving high school age students. Two of these are parochial schools and one is a special education school. As a secular public high school we highly doubt the Lewis Katz Basketball Academy will compete for students from these schools.

CSD 7 Private Schools

School	Grades
Sts Peter and Paul Elementary School	K-8
Saint Luke School	K-8
Saint Pius V School	K-8
Saint Pius V High School	9-12
St. Anselm's School	K-8
Immaculate Conception School	K-8
Cardinal Hayes High School	9-12
Melrose Community School	1-8
The New Life School	3-12

As far as we know we are proposing an original school design that in no way compares to existing educational options in CSD 7, the Bronx, New York City, New York State or anywhere else for that matter. There are plenty of highly regarded high schools that field exceptional basketball teams, but none to our knowledge build the entire school program around basketball. Moreover, as a charter school we have the opportunity to fix the calcified district school model by increasing the length of the school day and school year, starting the school day later, limiting class sizes, and hiring teachers with exceptional skills and a counselor for each grade.

(c) Fiscal Impact

Below is the fiscal impact table from our budget template. We believe it under-estimates the fiscal impact because the template assumes a per pupil rate of \$14,527 whereas the per pupil rate for 2018-19 is \$15,308. Nevertheless, even making the calculations with the higher per pupil rate, the projected fiscal impact is less than .033% of the NYC school district in Year 5.

Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2020-21)	88	14,527	1,278,376	785,115	2,063,491	24,300,000,000	0.008%
Year 2 (2021-22)	176	14,527	2,556,752	1,369,981	3,926,733	24,300,000,000	0.016%
Year 3 (2022-23)	264	14,527	3,835,128	2,064,497	5,899,625	24,300,000,000	0.024%
Year 4 (2023-24)	352	14,527	5,113,504	2,739,963	7,853,467	24,300,000,000	0.032%
Year 5 (2024-25)	352	14,527	5,113,504	2,739,963	7,853,467	24,300,000,000	0.032%

Addressing Need

(a) Mission

The Lewis Katz New Renaissance Basketball Academy provides high school students with a rigorous academic program in the context of basketball, historically “New York’s Game.” The school graduates students with a college preparatory education and career readiness to succeed in the basketball and other sports-related industries.

(b) Key Design Elements

Recent research on charter school effectiveness has found a number of factors contribute to their success. In *What’s the Secret Ingredient? Searching for Policies and Practices that Make Charter Schools Successful*, a 2016 white paper for Mathematica Policy Research, Philip Gleason found:

- Urban charter schools and charter schools primarily serving low-achieving and low-income students have the strongest positive impacts on student achievement.
- Policies most strongly associated with charter school success include long school days or years, comprehensive behavioral policies with rewards and sanctions, and a mission that prioritizes boosting student achievement.
- Moderately strong evidence suggests that high-dosage tutoring, frequent feedback and coaching for teachers, and the use of data to guide teachers’ instructional practices are positively associated with charter school success.

With these factors in mind, the Lewis Katz Basketball Academy proposes to use the following key design elements to accomplish its mission:

1. **Basketball Career Academy:** Basketball will drive all aspects of the school, including the academic program, school culture, and extracurricular activities. About one quarter of our students will participate in competitive basketball, but all students will be exposed to the business of basketball beyond playing the game, such as print and broadcast journalism, analytics, coaching, physical fitness and nutrition, business management, scouting and agent representation, design and architecture, marketing and public relations, finance and law. After taking the survey course Basketball 101 in 9th grade, upper grade students will “major” in a basketball related track:
 - **Athletics:** This will address how athletes are developed and supported, and includes topics such as coaching, sports psychology, nutrition, physical therapy and medicine. In addition to gymnasiums, we intend to build a state of the art weight room, training facility and video suite to support this track.
 - **Sports Journalism:** Sports journalism includes many different careers in online media, print and broadcast journalism. We intend to create a broadcast studio so students can experience firsthand the many sides of broadcast journalism, including production, videography, and anchoring.

- **Business, Finance and Law:** This includes sports management, analytics, marketing, sales, public relations, event coordination, law, agency and representation, finance and accounting. Given our proximity to Yankee Stadium, Madison Square Garden, Madison Avenue and other sports business and marketing centers, we anticipate a highly engaging program.

We believe a school with an explicit theme—the business of basketball—will attract and engage students. An article in the Harvard Education Review describes three types of themed schools: nominal, marginal and integral (Ancess and Allen, 2006). We intend the Lewis Katz Basketball Academy to be the latter; “there are some high schools in which the theme is integral to the functioning of the school and the lives of everybody — students, teachers, counselors, and families — within the school community. In such schools, the theme’s influence can be seen in the daily life of students and teachers; in how the school’s leaders talk and behave; in the content of the curriculum, the forms of instruction, and the ways students are assessed; in the art or student work posted on the school’s walls; in unique school rituals; and in how the school interacts with its community, including families and neighborhood organizations.”¹ In addition, research on magnet schools has found that “career academies are most strongly associated with increased graduation rates” and some researchers have suggested that it is a magnet school's theme-based nature that leads to increased student interest and engagement.”²

2. **Small School:** The Lewis Katz Basketball Academy will be a small close community of students, teachers and staff. With only 88 students per grade the students will know each other and each student will be well known by caring adults. The U.S. Department of Education cites research on small schools that finds:
 - In small schools, students tend to be more satisfied, more academically productive, more likely to participate in school activities, better behaved, and less likely to drop out than students in large schools.
 - Smaller schools also may be safer because students feel less alienated, more nurtured and more connected to caring adults, and teachers feel that they have more opportunity to get to know and support their students.
 - While small schools have a higher cost per pupil than large schools, they have a lower cost per graduate.³

Furthermore, in a study on the effects of school size on budgets and performance in New York City, the authors note that “The literature on school size indicates that small high schools are more effective for minority and poor students.”⁴ One study found that small high schools were more likely to graduate their students on time (i.e., in four years) than students at more traditional large schools. A 2010 report by MDRC looked at New York

¹ Ancess, Jacqueline & Allen, David. (2006). Implementing Small Theme High Schools in New York City: Great Intentions and Great Tensions. Harvard educational review. 76. 401-416.

² <http://magnet.edu/files/review-of-research-on-magnet-schools.pdf>

³ <https://www2.ed.gov/about/offices/list/ovae/pi/hs/schoolsize.html>

⁴ Stiefel, L., Berne, R., Iatarola, P., & Fruchter, N. (2000). High school size: Effects on budgets and performance in New York City. Educational Evaluation and Policy Analysis, 22(1), 27-39.

City's first 105 small high schools and found that they increased students' likelihood of earning credits, progressing through high school and graduating in four years with a Regents diploma.⁵ Among the findings:

- Graduation rates increased by 8.6 percentage points;
- Graduation rates for black males increased by nearly 10 percentage points and for low-income students by 11.2 percentage points; and
- Graduation rates for students earning a Regents diploma increased by nearly 7 percentage points

Moreover, researchers have observed that “these small schools tended to have common traits, including a rigorous curriculum, often built around themes..., and highly personalized relationships between students and teachers.”⁶

3. **College and Career Readiness (CCR):** The Lewis Katz Basketball Academy will provide students with the courses they need to graduate high school and matriculate into college or pursue a career in a sports-related field. The school will offer a college preparatory curriculum, including a full range of courses in traditional core subjects, as well as sports-related courses aligned with career pathways. The school will also focus on developing the career readiness skills necessary for gainful employment, including a strong character and social emotional development program. It will work with partners to help juniors and seniors secure internships and jobs and enter fruitful career pathways when they graduate.

We do not believe college and career readiness is an either/or proposition; CCR is an integrated approach that gives students the knowledge, skills, habit and attitudes they need to succeed as independent adults and citizens. There are many reasons we have chosen to focus our school on both college and career readiness. A 2016 analysis of New York City high schools found that only 1 in 5 high schools prepare a majority of their students for college and half of high schools prepare fewer than 25% of students for college. There were 72 high schools where fewer than 10% of students were college ready.⁷ Nearly 80 percent of New York City high school graduates who enrolled as freshmen at a CUNY community college in the fall of 2015 needed remedial help in math, reading and writing. A Hechinger Report investigation of 44 states found “the vast majority of public two- and four-year colleges report enrolling students—more than half a million of them—who are not ready for college-level work.” The consequences include thousands of dollars in tuition and fees for students and cost taxpayers an estimated \$2.3 billion annually, according to Strong American Schools’ Diploma to Nowhere report. Hanover Research notes that “The readiness gap is a huge barrier to college attainment and the likelihood of on-time graduation. Of students that take one to two remedial classes in college, only 29% will go on to earn their college degree. Moreover, 38% of students fail to graduate from bachelor’s degree

⁵ <https://www.newvisions.org/pages/small-schools-study>

⁶ <https://www.nytimes.com/2012/01/26/education/new-york-city-students-at-small-public-high-schools-are-more-likely-to-graduate-study-finds.html>

⁷ The Graduation Façade: How New York City’s Diploma Mills Mask College Readiness Crisis, 2016

programs within four years.” We find these statistics unacceptable and believe that disadvantaged students especially need a school designed to prepare them for college.

Even if they do not plan to go to college, all students need to have a level of academic readiness that prepares them for the postsecondary coursework or training that is necessary to grow in a career. According to the New York State Department of Education, “College readiness and career readiness share important non-cognitive skills that are sometimes thought of as career-readiness but now are recognized as important for college success as well. These skills include time management skills, problem solving skills, analyzing multiple points of information, formulating arguments, and demonstrating persistence in the face of obstacles.” New York State only really measures academic preparation via the Regents exams, but we feel it imperative to teach and assess the “soft skills” required for career readiness. In addition, students need content knowledge and skills specific to career pathways that we will provide through courses related to the business of basketball and experiential learning opportunities, such as dual enrollment, internships and jobs.

4. **Learning By Doing:** The Lewis Katz Basketball Academy will embody the educational philosophy of John Dewey, who believed “the school must represent present life – life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the playground.” Students are engaged by opportunities for active learning: trying, grappling, manipulating, experimenting. Failure becomes useful feedback to improve rather than an excuse to quit. This is obvious in athletic pursuits and readily transferable to the academic context. Our pedagogy will combine active learning with reflection to build our student’s capacity for independent learning and creativity.

While there is definitely a role for traditional teaching methods, such as memorization and lectures, research clearly points to the advantages of active learning on both retention and conceptual understanding. Researchers have consistently found that higher student achievement and engagement are associated with instructional methods involving active learning techniques.⁸ Indeed, Cathy Davidson, founder of the Humanities, Arts, Science, and Technology Alliance and Collaboratory (HASTAC) wrote that

Engaged learning methods work. We've known at least since Ebbinghaus's memory experiments of the 1880s that students (like all of us) forget up to 75% of the tested or "testable" content learned in a course within six days after taking a summative, high-stakes exam in a course. Active learning--peer-to-peer explanation, exchange, individual research on the topic, and methods described below--increase retention, understanding, and applicability well beyond the test.

Students learn more when they participate in the process of learning, whether it’s through discussion, practice, review, or application (Grunert, 1997).⁹ For example, a widely cited meta-analysis of 225 studies examined undergraduate science, technology, engineering, and mathematics (STEM) courses under traditional lecturing versus active learning and

⁸ What does research say about active learning? Jay Lynch, 2016

⁹ <https://teachingcommons.stanford.edu/resources/learning-resources/promoting-active-learning>

found “that active learning leads to increases in examination performance that would raise average grades by a half a letter, and that failure rates under traditional lecturing increase by 55% over the rates observed under active learning.”¹⁰

5. **School Culture:** Our students will experience the environment of a major university or professional sports team. Students will learn and grow in a school culture that fosters self-confidence, a growth mindset, healthy competition, leadership, teamwork and collaboration. The school culture will provide an engaging learning environment and supportive community for students, many of whom have had negative experiences with formal education. All students will have meaningful connections to adults who serve as role models for healthy, productive relationships. In addition, the power of the team will apply not only to playing basketball, but to participation in every class, activity and social event. Students will be part of small Advisory Teams that hold each other accountable for attendance and academic performance.

Many successful charter schools focus on culture as a key design element and research supports this emphasis. A meta-analysis study found that school culture and climate were among the top influences in affecting improved student achievement (Wang et al, 1997).¹¹ Similarly, the anthropologist Peter Demerath has conducted research that “shows how a culture built on the shared belief that students are capable of achievement is crucial to strong academics, closing the achievement gap and creating educational equity.”

6. **Mentoring and Tutoring:** Our students will benefit from the expertise and experience of others through regular opportunities for mentoring and tutoring. They will be connected to experts in basketball and other sports-related fields who will share their stories and inspire our students to work hard, contribute, and achieve. All students will have academic coaching sessions that supplement core learning. Tutoring will be modeled on the New Renaissance Basketball Association program, which provides academic assistance and SAT preparation courses in support of scholar athletes. The U.S. Department of Education found in Evidence That Tutoring Works that “Among the features of tutoring programs associated with the most positive gains are extensive training for tutors, formal time commitments by tutors, structured tutoring sessions, careful monitoring of tutoring services, and close relationships between classroom instruction and curriculum and the tutoring services provided.” (2001)
7. **Longer School Day and Year:** Given the breadth of the program that we envision integrating rigorous academic learning and meaningful career readiness, a traditional school schedule and calendar are not sufficient to get the job done. Our students will have a longer school day (9 am to 4 pm) and a longer school year (194 days versus the district’s 180 days) to get the most out of their education and prepare them for post-secondary success. We will also work with students to help them find productive summer learning and job opportunities. Research confirms the value of a longer school day and year. Most relevant to our proposed

¹⁰ Freeman et al (2014). Active learning increases student performance in science, engineering, and mathematics. Proceedings of the National Academy of Sciences, 111 (23) 8410-8415

¹¹ Angus J. MacNeil , Doris L. Prater & Steve Busch (2009) The effects of school culture and climate on student achievement, International Journal of Leadership in Education, 12:1, 73-84,

school, *A Review Of Research On Extended Learning Time In K-12 Schools* found that “Extended learning time is more effective for disadvantaged children than for children from middle or high socio-economic status households” and “Extended learning time programs have been more effective in primary and secondary grades than in middle school.” (2008) However, in *Extended School Day/Year Programs: A Research Synthesis* Williams Evans and David Bechtel make an important point: “The research literature indicates that time is a necessary but insufficient condition for improving achievement. The crucial issue is how time is used, with quality of instruction being the key.” (1997) We intend to make good use of the additional time to meet the needs of our students.

8. **Sport-Focused Facility and Technology:** The school will be housed in a newly renovated, state-of-the-art facility that provides not only academic classrooms but two gymnasiums, a training center (e.g., weights, yoga and stretching), a broadcast studio, and video suites for game analysis and scouting. While some students will play competitive basketball, all students will participate in physical fitness and therapy classes. Technology will also be infused throughout the building and the curriculum, both as a tool to learn and as an increasingly important aspect of modern sports. We believe investing in the school building is an investment in our students; it demonstrates a level of caring and respect that is absent in many of the dilapidated district buildings that students currently attend. Moreover, experience with technology is an essential career readiness skill.
9. **Partnerships:** The school will enhance its capacity to provide a college prep curriculum and career readiness through two significant partnerships.
 - **New Visions for New Schools:** New Visions is currently a charter management organization operating ten charter schools in New York City. While New Visions will not manage the school per se, it will provide operational and academic advice and support, which will allow the school’s staff to focus relentlessly on implanting its academic, sports and career readiness programs. New Visions has open-source curriculum that will serve as the foundation for our school’s curriculum and experienced academic and operational staff who can assist our school with start-up.
 - **New Renaissance Basketball Association (RENS):** The RENS is a non-profit sports-based youth development organization that provides free one-on-one tutoring and SAT preparation, scholarship funds, and community health connections for its team members, who travel across the nation playing in highly competitive atmospheres. Lewis Katz Basketball Academy will have access to the RENS resources, including its tutoring programs, scholarship funds, experts in the basketball industry, summer job opportunities, and community health organizations.

We are confident that this set of key design elements will result in an exceptional school. They address those factors that research continues to find contribute to charter school success. For example, Dobbie and Fryer identify five practices that explain charter effectiveness: high expectations, frequent teacher feedback, high-dosage tutoring, increased instructional time, and data-driven instruction (2011). As you will see in this proposal, these elements define our school.

Accountability Plan for the Accountability Period 2020-21 TO 2024-25

Academic Goals

GOAL 1

English Language Arts. Students will be proficient in reading, writing, speaking and listening.

Absolute Measures

- ◆ Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.
- ◆ Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.
- ◆ Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

- ◆ Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.
- ◆ Each year, the Accountability Performance Level (APL) in English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Growth Measures

- ◆ Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

GOAL 2

Mathematics. Students will be proficient in mathematics.

Absolute Measures

- Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on a New York State Regents math exam) by the completion of their fourth year in the cohort.
- Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade math exam will meet the college and career ready standard (currently scoring 75 on the New York State Regents English exam) by the completion of their fourth year in the cohort.
- Each year, the Accountability Performance Level (APL) on the Regents math exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

- Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all high schools in New York State.
- Each year, the Accountability Performance Level (APL) in mathematics in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Growth Measures

- Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

GOAL 3

Science. Students will be proficient in science.

Absolute Measures

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

Comparative Measures

- ◆ Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above after their fourth year will

exceed that of the students in the high school Accountability Cohort from the local school district.

GOAL 4

Social Studies. Students will be proficient in social studies.

Absolute Measures

- ◆ Each year, 75 percent of students in the high school Total Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.
- ◆ Each year, 75 percent of students in the high school Total Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

GOAL 5

NCLB. The school will make Adequate Yearly Progress.

Absolute Measure

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

GOAL 6

High School Graduation. Students will obtain a high school diploma.

Absolute Measures

- ◆ Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.
- ◆ Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at proficient on at least three different New York State Regents exams required for graduation.
- ◆ Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

Comparative Measure

- ◆ Each year, the percent of students in the fourth year high school Total Graduation Cohort graduating will exceed that of the cohort from the local school district.

GOAL 7

College Preparation. Students will graduate college and career ready.

Absolute Measures

- ◆ Each year, the average performance of students in the 10th grade will exceed the state average on the PSAT tests in Critical Reading and Mathematics.
- ◆ Each year, the average performance of students in the 12th grade will exceed the state average on the SAT or ACT tests in reading and mathematics.
- ◆ The percent of graduating students that meets the state's aspirational performance measure (APM), currently defined as the percentage of students in a cohort who graduate with a score of 80 or better on a math Regents exam and 75 or better on the English Regents exam, will exceed the statewide average.
- ◆ The percent of graduating students will graduate with a Regents diploma with advanced designation will exceed the local district.
- ◆ Each year, 75 percent of graduating students will demonstrate their preparation for college by passing an Advanced Placement (AP) exam or a College Level Examination Program (CLEP exam), or by passing a college level course.
- ◆ Each year, 75 percent of graduating students will matriculate in a college or university in the year after graduation.

Proposal History

(a) Applicant Information

Dan Klores, the applicant, is a parent who lives in New York City and whose children attend school in the Bronx.

A native New Yorker, Dan Klores is an award-winning filmmaker and the recipient of the Independent Spirit Award for best director of the year for his film *Crazy Love* (2007) and the Peabody Award for his film *Black Magic* (2008), which examines Civil Rights-era America through the prism of basketball at historically black colleges and universities. Four of Mr. Klores' films premiered at the prestigious Sundance Film Festival. He is also the author of three off Broadway plays, the most recent shown at the Rattlestick Theatre in the Village, *The Wood*, about a tabloid newspaper columnist and his reporting on Abner Louima, the Haitian immigrant brutalized by rogue NYC police officers. Mr. Klores founded the New Renaissance Basketball Association for inner city youth throughout the metropolitan area. He, along with the singer/songwriter Paul Simon and the pediatrician Dr. Irwin Redlener, was one of the original spirits behind the creation of the Children's Health Fund, a series of medical mobile vans staffed by doctors and nurses who provide free health care to children from underserved backgrounds. He is also a board member of the Brooklyn Academy of Music (BAM). Mr. Klores is the author of one book, *Roundball Culture: South Carolina Basketball*. Prior to his writing/directing career, he worked for 25 years in the fields of marketing, public relations and crisis management.

(b) Proposal History

Dan Klores, the founder, has been germinating this idea for some time based on his experiences working with inner-city youth and his films and books about the many facets of basketball in this country. In deciding to name the school after Lewis Katz, his family was consulted and has become an ardent supporter of this proposal. In addition, the Bronx Borough President's Office has been an influential advocate and connected the founding group with many stakeholders in the community. Mr. Klores and Monica Majors, the Director of Education and Youth Services in the Bronx Borough President's Office, have conducted the majority of the community outreach for this proposal. New Visions for Public Schools has also advised the founders on this application and agreed to partner with the school. The founders consulted with the NYC Charter Center about the application process and subsequently hired a consultant to assist in writing this proposal.

(c) List of Founding Team Members

Since the submission of the Letter of Intent, Milton Sipp has been added to the proposed board of trustees, replacing Gloria Cruz. See Board Members section below.

(d) Board Members

Mr. Klores recruited the board from his personal and professional networks as well as from suggestions gleaned during the outreach process. We have put together an eleven person board with an abundance of relevant skills and experience to govern the school, including community roots, basketball, charter schools, education, youth development, activism, business, finance, real estate, school administration, government relations, fundraising and higher education. Most of our proposed board members have ample experience serving on volunteer boards and understand deeply the roles and responsibilities of governing a non-profit organization.

Trustee Name	Position on the Board	Committee Affiliations	Expertise and/or Role at School	Voting	Ex-Officio
Dan Klores	Member		Documentary film maker, author and playwright with expertise in history and culture of basketball; founder of New Renaissance Basketball Association; founder of Children's Health Fund; board member of Brooklyn Academy of Music; 25 years experience in marketing, public relations and crisis management.	Yes	No
Monica Major	Member		Director of Education and Youth Services, Bronx Borough President's Office; she also has experience as an asset manager and analyst with the New York State Housing and Finance Agency; previously served as the Bronx Representative on the Panel of Educational Policy. Ms. Major has volunteered for Community School District 11 for several years and has previously served as President for District 11 Community Education Council. She is a member of the National Council of Negro Women, North Bronx Section. Ms. Major is a graduate of Baruch College and a Certified Mediator and remains very active in her community.	Yes	No
David Stern	Member		Commissioner Emeritus of the National Basketball Association (NBA); expertise in business, marketing, globalization, technology and labor relations; Chair Emeritus of the Board of Trustees at Columbia University; member of the Council on Foreign Relations; graduate of Columbia Law School	Yes	No
Joe Conway	Member	Accountability	Superintendent, Camden Charter School Network; co-founder of Camden's Promise Charter School, Camden Academy Charter High School and	Yes	No

Lewis Katz New Renaissance Basketball Academy Charter School

Trustee Name	Position on the Board	Committee Affiliations	Expertise and/or Role at School	Voting	Ex-Officio
			Camden's Pride Charter School; Teach for America in the South Bronx from 1992-1997; teaches at Holy Family University as a graduate professor, mentors other charter school principals and administrators, and serves on non-profit boards; Doctorate from Teacher's College, Columbia University, M.A in Secondary Science Education from City College in New York, dual degree in Biology and Theology from St. Joseph's University in Philadelphia.		
Earl Monroe	Member		Retired Professional Basketball Player and Entrepreneur; member of the Naismith Basketball Hall of Fame. Since his retirement from professional basketball he has founded his own music label, served as a television and radio analyst, and been awarded the Peabody for producing the four hour documentary film, Black Magic; active in President's Council on Physical Fitness and Health, the Crown Heights Youth Collective, the Literary Assistance Fund and the Harlem Junior Tennis Program. Honors include Harlem Professionals Inspirational Award, Most Outstanding Model for American Youth, the YMCA Citizenship Award and Big Apple Sportsman of the Year Award. A longtime resident of Harlem, he is a graduate of Winston Salem State Teachers College.	Yes	No
Jack Irushalmi	Member	Finance	President & Co-Managing Principal, Tri-Star Construction; Duke University Athletic Board; former President of The Seawane Club; Board member of the New Renaissance Basketball Association; member of the Real Estate Board of New York. Active in UJA, National Jewish Health, Big Brothers Big Sisters of New York, Rabin Medical Center, State of Israel Bonds, Sanctuary for Families, and Family Center.	Yes	No
Joseph Arbitello	Member		Associate Athletic Director, Christ the King High School: He was hired in 2001 to teach social studies at Christ the King High School and in 2008 he was made the Men's Varsity Coach at Christ the King High School; he has received many	Yes	No

Lewis Katz New Renaissance Basketball Academy Charter School

Trustee Name	Position on the Board	Committee Affiliations	Expertise and/or Role at School	Voting	Ex-Officio
			awards, which include New York State Coach of the Year in 2010, 2011, 2013, 2014 and 2015. Mr. Arbitello earned a Bachelor's of Arts degree in History from St. Joseph's College and a Master's of Science degree in School Administration and Supervision from St. John's University.		
Alan Fishman	Member	Finance	Chairman, Ladder Capital Finance Corporation; a lifelong New Yorker; former Chief Executive Officer of Washington Mutual Bank, Chairman of Meridian Capital Group, President of Sovereign Bank; he has served as Chairman of the Board of Trustees of the Brooklyn Academy of Music, Chairman of the Brooklyn Navy Yard Development Corporation and Co-Chairman of the Downtown Brooklyn Partnership; currently serves as the Chairman of the Brooklyn Community Foundation; he was educated in the public schools, graduating from Erasmus Hall High School, graduated from Brown University with a degree in Economics, and received a master's degree in Economics from Columbia University.	Yes	No
Joshua Rivera	Member	Accountability	Director of Government and External Relations, Hostos Community College; Mr. Rivera serves as a member of the CUNY Legislative Action Committee; he served in a similar capacity representing The New York Botanical Garden; served as Chief of Staff to Council Member Leroy Comrie, the former Deputy Majority Leader of the New York City Council, Constituent Services Director for former State Senator Vincent J. Gentile, and continues to serve as a faculty member in the Edward T. Rogowsky Internship Program in Government and Public Policy at the CUNY Graduate Center; Secretary to the Board of the Staten Island Institute on Disabilities; member of the National Multiple Sclerosis Society, Southern New York Chapter; member of the Community Advisory Board for Spring Bank; member of the Richmond County Democratic	Yes	No

Lewis Katz New Renaissance Basketball Academy Charter School

Trustee Name	Position on the Board	Committee Affiliations	Expertise and/or Role at School	Voting	Ex-Officio
			Organization. He is a graduate of the State University of New York at Albany and is completing an Executive Master's Degree from the Marxe School of Public and International Affairs at Baruch this spring.		
Derrick Green	Member		Field Technician, Verizon; lifelong resident of the Bronx where he attended and graduated from Adlai E. Stevenson High School. Mr. Green is a community activist and has spent the last 15 years mentoring children in his native borough; he is an active volunteer and coach at Kips Bay Boys and Girls Club in the Bronx. Mr. Green is a graduate of American International College and currently works as a field technician or "outdoorsman" for Verizon.	Yes	No
Milton Sipp	Member	Accountability	Assistant Head of School and Head of Middle School at the Riverdale School in the Bronx, New York. He also teaches American history at the school. Formerly, he served as Assistant to the General Manager of the Cleveland Cavaliers as well as an East Coast scout for the LA Clippers. In addition, he has served as a National Director on the Board of the National Association of Independent Schools (NAIS) and chaired the organization's Membership Committee. He was a member of the Board of the Independent School Admissions Association of Greater New York (ISAAGNY) as well as a Board member for the Early Steps Programs, George Jackson Academy, and The Barnard Foundation, all in New York City. He currently serves on the Board of the American College of Greece in Athens. Milton received his BA from Oberlin College and his M.Ed from Harvard.		

(e) Description of Community Outreach Efforts

As noted above, Dan Klores has been discussing the concept of this school with friends and colleagues for many years, gaining insight into the opportunities and challenges of founding a new public school. The family of Lewis Katz has been consulted throughout the process and is

an ardent supporter of this proposal. With the decision to submit a charter school proposal, Mr. Klores and Ms. Majors initiated a formal community outreach campaign. They have contacted numerous government officials, community leaders, educators, business people, parents and students to discuss the formation of the Lewis Katz Basketball Academy. In addition, the Bronx Borough President's Office has been an influential advocate and connected the founding group with many stakeholders in the community. Professional marketing materials were developed and disseminated to stakeholders in the community. Information about our proposal has been sent to local elected officials, including:

Bronx Borough President

- Hon. Ruben Diaz Sr.

City Council

- Hon. Diana Ayala.
- Hon. Andrew Cohen
- Hon. Andy King
- Hon. Mark Gjonaj
- Hon. Fernando Cabrera
- Hon. Ritchie Torres
- Hon. Vanessa Gibson
- Hon. Rafael Salamanca, Jr

State Assembly

- Hon. Latoya Joyner
- Hon. Jose Rivera
- Hon. Michael Blake
- Hon. Nathalia Fernandez
- Hon. Jeffrey Dinowitz
- Hon. Michael Benedetto
- Hon. Carl E. Heastie
- Hon. Carmen Arroyo
- Hon. Marcos Crespo
- Hon. Victor Pichardo

State Senate

- Hon. Jose M. Serrano
- Hon. Marisol Alcantara
- Hon. Luis Sepulveda
- Hon. Gustavo Rivera
- Hon. Jeffrey D. Klein
- Hon. Jamaal Bailey

U.S. House of Representatives

- Hon. Joseph Crowley

- Hon. Adriano Espaillat
- Hon. Jose Serrano
- Hon. Eliot L. Engel

We have discussed the school concept with a representative of Community Education Council (CEC) for CSD 7.

We have discussed the school concept with leadership of the New York City Housing Authority (NYCHA) Tenants Association.

We have presented to and received letters of support from Community Boards 1 and 3.

Founding members have held discussions with New Visions for New Schools and New Renaissance Basketball Association regarding the school concept and partnership opportunities.

Dan Klores presented the school proposal to SPA 5 Neighborhood Network Bronx Community Consortium, which fosters collaboration by neighborhood-based service providers. As a result of this presentation, the founders made contact with the following organizations:

- Administration for Children Services
- Alianza Dominicana Inc.
- ASTOR Family Service
- ASTOR Home for Children
- Bronx Defenders
- Bronx Kinship Care Coalition
- BronxWorks
- Child Welfare Organizing Project (CWOP)
- Children's Aid Society
- Children's Village
- Councilwoman Helen Diane Foster
- Dominican Sisters
- Good Shepherd Services
- Graham Windham
- Henry Street Settlement House
- Highbridge Community Life Center
- Highbridge Library
- Hon. Joel Rivera
- Jewish Child Care Association (JCCA)
- Jose Serrano
- Leake and Watts
- Legal Services of New York (LSNY)
- LIFT
- Mental Health Association of the Southern and Northern Bronx
- Mercy Center
- MercyFirst
- New York Foundling

- Odessey House
- Safe Horizon
- Sauti Yetu
- Sharon Baptist Daycare Center
- St. Dominic's
- Success Counseling Services, INC
- Supportive Children's Advocacy Network (SCAN)
- The "Storefront"
- VIP Community Services
- Woodycrest Center for Human Development, Inc. (WCHD)
- Workforce 1
- Year Up

Additional organizations that we have communicated with about the proposal include:

- Children's Arts and Science Workshop
- Kappa Alpha Psi
- Youth Leaders on the Move
- NYCHA South Tenants Association
- Fathers Taking Action
- Bronx Education Consortia
- Metropolitan College Pi Alpha Alpha
- Young Kings and Queens Chess Club
- Metropolitan College of New York

Based on outreach to date, the responses have been uniformly encouraging, corroborating the need for such a school and the potential value in the community. Feedback has focused on the following areas:

Outreach Feedback and Response

Feedback	Response
Students need an engaging education that motivates them to persist and graduate.	The concept of a basketball themed school has been reinforced by our outreach and led us to reiterate that it is a college prep school that will have a serious academic component. Our pedagogy is focused on active learning strategies that have been shown to better engage students and increase retention and conceptual understanding.
Students need to get both college and career readiness from their school	We will implement a college preparatory curriculum for all students based on the work of New Visions charter schools. Our advisory program will focus on career readiness skills. Experiential learning opportunities will

	contribute to both college and career readiness.
Basketball has myriad entry points for students, including not only playing the game, but also journalism, fitness and nutrition, business, coaching, marketing and public relations, finance and law.	Our model will allow students to participate in competitive basketball teams as well as career pathways related to basketball. Internships and work experiences will expose students to the many sports related industries. Our budget and staffing plan include an athletic director and a college and career coordinator.
Students need consistent support from caring adults. Students respond to coaching that pushes them to improve.	We have built one counselor per grade and coaching stipends into our budget and staffing plan. Our small school size and class size foster a community of learners where students are well known by adults in the building.
Students need academic support, tutoring and mentoring to succeed and be prepared for college.	We have extended the school day and year to ensure students get adequate time for learning. We have built remediation and enrichment into our schedule and students will benefit from the mentoring/tutoring model created by the New Renaissance Basketball Association.
Charter schools benefit from partnerships with mission-aligned organizations.	The founders have cultivated partnerships with New Visions for Public Schools and the New Renaissance Basketball Association. We have also reached out to numerous community-based organizations that will assist us with recruiting student, referring families for social services, identifying internship opportunities, finding tutors and mentors. In addition, we are connecting with local college and universities (e.g., Hostos Community College) to identify dual enrollment and college awareness opportunities.

Response 03j - Outreach Evidence includes a table that details the outreach conducted to date by our founding team.

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

Request is not applicable. This is a new proposal that is being submitted for the first time and therefore has never been withdrawn or rejected by the SUNY Trustees.

This is a new founding team that, prior to this proposal, has never submitted a charter school application to SUNY or any other authorizer within or outside of New York State.

Proposal History

(g) Letters of Justification for Previously Denied Applications

Request is not applicable.

Founding Team Resumes

Please see Response 3h – Board Member Credentials for the resumes/biographies of our founding team.

From: "JohnR" <jrnycny@gmail.com>

Date: Mon, 21 May 2018 11:39:46

To: <danklores@att.blackberry.net>

Cc: 'Monica Major' <mmajor@bronxbp.nyc.gov>

Subject: Lewis Katz New Renaissance Basketball Academy

Dan,

Thank you for your kind words.

I am attaching an updated South Bronx Community Resources and Services Directory. My contact information is below and please let me how I can be of help as you move forward in developing the school.

Best Wishes,

John Rios

Chair, Board of Directors

Bridge Builders Community Partnership, Inc.

917 498-5769

From: danklores@att.blackberry.net

Subject: Lewis Katz New Renaissance Basketball Academy

Monica, I really enjoyed my visit to the south bronx/mott haven program yesterday morning. What I am beginning to love is seeing and feeling not only the people in the area but all the physical structure, the noise and the stores and the shoppers and most of all 'life.' And then you combine this with all of these dozens of extraordinary people committed to their own cause, their own entity or not for profit or agency who really do whatever they can to assist other human beings.....it means everything to me because all of this was me.....I grew up the exact same way, under the subway el in brooklyn, searching for and finding playgrounds which were really dirty lots with rocks and stones and bushels of grass...waiting for one bus after another, transferring to another, hopping the trains, riding between cars, fighting off one obstacle after the next on a daily basis, and being told only one constant thing, 'get an education. Do well in school.'....the truth is, I didn't do well.....I had way too many other issues which screwed up my life for a long time.....somehow, by luck or fate or God, whatever one believes I survived and I'm far from a hedge fund guy in terms of money, but I worked so hard I am what my generation would say is 'comfortable.' But these are my roots, your streets and neighborhoods.....and these are my people...color and gender and even age is nonsense...it's not a barrier but a chance to be together, to take another step forward, together.....those women waiting for the bus to get to work or to take their child to the doctor or to pick their kid up from school or who walk into the shoe store to purchase some comfort, or pick up a newspaper they are my mother.....so, this school we will build is important on so many levels.....the other realities are lewis katz.....he can't be viewed as a multi millionaire....he did it all by himself, his own father died when he was a baby, so the privilege and the horror of honoring his name because of his loss can never be passed over.....and the same for quite frankly 'the politicians.'.....'Education' is and always has been the dream for all of us, 'the ticket to hope,' and the safety and lessons and teachings AT the school are to me, the mission.....this is why any argument about 'public/charter' is all verbiage, is all pent up anger and not productive.....the discussion is only about 'can we make this not merely a great school but frankly the greatest school ever made.....

From: Monica Major

Sent: Tuesday, May 08, 2018 8:43 AM

To: danklores@att.blackberry.net

Subject: Re: Lewis Katz New Renaissance Basketball - Academy Mission Statement (revised)

Hi Dan

I am on the agenda for Education Committee, of Community Board 1. The committee meets on May 10 at 4 pm and I need a letter addressed to the Education Committee detailing the mission of the school and asking for their support.

Although it can be signed by you, I suggest that a representative attend the meeting with me to present it. It is usually the proposed school leader however in this case it can be a board member.

Be Well,

Monica Major, Dir of Edu.



COMMUNITY EDUCATION COUNCIL DISTRICT 7

501 Courtlandt Avenue, Bronx New York 10451 – Room 106



<i>Lisa Rivera</i> President, IEP Member	<i>Tracy Woodall</i> 1st Vice President	<i>Marienella Echevarria</i> 2nd Vice President	<i>Sophia Garcia</i> Secretary, ELL Member	<i>Latasha Jackson</i> Treasurer
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Council Members: Carmen Figueroa Donnell Brown *Hakiem Yahmadi* *Michele Torres* *Enrique Cardona* **Richard Cintron**
District 7 Community Superintendent, IA

CEC7 CALENDAR MEETING Tuesday, June 5, 2018

Auditorium of PS/MS 5 The Port Morris School for Community Leadership
564 Jackson Avenue Bronx, NY 10455

6:00-7:00 PM

Agenda

- Call to Order/ Roll Call
- CEC President’s Report – Ms. Lisa Rivera
- SUPERINTENDENT REPORT – Richard Cintron, District 7 Superintendent I.A.
- Presentation by Lincoln Center - Arts Partnership with District 7
- Presentation by PS/MS 5 – Principal Keane
- Session Open for General Public Comment - (2 minutes per person)
- Adjournment

BUSINESS MEETING
7:30-8:30 PM

Agenda

- Call to Order/ Roll Call
- CEC President’s Report – Ms. Lisa Rivera
- Treasurer’s Report
- Voting Items
 - Approval May Calendar and Special Meeting Minutes
 - The Council will vote on approving the Draft Minutes presented
 - New Business
 - Annual Superintendent Evaluation
- Session Open for General Public Comment - (2 minutes per person)
- Adjournment
-

Sign Up For Public Comment: Speakers may sign themselves up for public comment, and only those who signed up will be permitted to speak during the appropriate public comment period(s). Each speaker will be allowed two minutes to speak during the public comment period(s) for which you signed up.
Interpretation Service: Interpretation services will be provided in Spanish; interpretation services for other languages will be provided upon request.





CONSEJO DE EDUCACIÓN COMUNAL DISTRITO 7

501 Courtlandt Avenue, Bronx, New York, 10451 – Salón 106



Lisa Rivera
Presidenta, Miembro IEP

Tracy Woodall
1.ª vicepresidenta

Marienella Echevarria
2.ª vicepresidenta

Sophia Garcia
Secretaria, Miembro ELL

Latasha Jackson
Tesorera

Miembros del Consejo: Carmen Figueroa, Donnell Brown, Hakiem Yahmadi, Michele Torres, Enrique Cardona, Richard Cintron -Superintendente comunitario interino del Distrito 7

ASAMBLEA PROGRAMADA DEL CEC7 Martes 5 de junio de 2018

Auditorio de PS/MS 5 The Port Morris School for Community Leadership
564 Jackson Avenue Bronx, NY 10455

6:00 P.M.-7:00 P.M.

Agenda

- Inicio de la sesión y toma de asistencia
- Informe de la presidenta del CEC – Sra. Lisa Rivera
- INFORME DEL SUPERINTENDENTE – Richard Cintron, Superintendente comunitario interino del Distrito 7
- Presentación del Lincoln Center - Alianza en las artes con el Distrito 7
- Presentación de la escuela PS/MS 5 – Directora Keane
- Sesión abierta a comentarios del público - (2 minutos por persona)
- Cierre de la sesión

REUNIÓN DE TRABAJO
7:30 P.M.-8:30 P.M.

Agenda

- Inicio de la sesión y toma de asistencia
- Informe de la presidenta del CEC – Sra. Lisa Rivera
- Informe de tesorería
- Asuntos a ser sometidos a votación
 - Aprobación del calendario de mayo y del acta de la reunión especial
 - El consejo votará sobre la aprobación del borrador del acta presentado
 - Asuntos por tratar
 - Evaluación anual del superintendente
- Sesión abierta a comentarios del público - (2 minutos por persona)
- Cierre de la sesión

Inscripción para los comentarios del público: Quienes deseen hablar deben inscribirse en persona para participar en el período dedicado a los comentarios del público; se otorgará la palabra a los inscritos únicamente. Cada orador inscrito tendrá un máximo de dos minutos durante el período de la asamblea dedicado a los comentarios del público.

Servicio de interpretación: Habrá servicios de interpretación al español. Para otros idiomas, es necesario solicitar previamente el servicio.



LEWIS KATZ NEW RENAISSANCE BASKETBALL ACADEMY

A proposed Charter High School in District 7, Bronx, NYC

This is a uniquely bold educational, preparational, nurturing, college and career-focused high school based upon a shared passion and love for basketball - Dan Klores, Founder

MISSION

The Lewis Katz New Renaissance Basketball Academy provides high school students with a rigorous academic program in the context of basketball, historically “New York’s Game.” The school graduates students with a college preparatory education and career readiness to succeed in the basketball and other sports-related industries.

Basketball has been referred to as “The City Game.” It is the fastest growing sport across the globe, and has always been an integral part of New York culture.

We believe basketball to be an excellent method of reaching and teaching today’s youth! Young people who are already interested in watching and enthusiastically playing basketball will learn that there is much more to the game than what appears on the surface. Being taught about all aspects of the business and performance sides of basketball will require them to understand how mastering specific thought processes and skills result in proud accomplishments. Learning how to apply the positive lessons inherent in

hardship and failure, and gaining the mental, emotional and physical strength to work hard, persevere, study and practice are all necessary parts of an adolescent’s healthy maturity that will help them to seek and secure a productive future.

BASKETBALL INFUSED ACADEMIC RIGOR

The game of basketball drives all aspects of the school, including the academic program, school culture, and extracurricular activities. Our longer school day and academic year provide students with more time to successfully undertake the rigorous course work required for graduation with a Regents diploma. The school has an outstanding college prep curriculum, and courses devoted to sports-related topics. In addition to offering a host of enrichment activities, the school will also focus on developing the career readiness skills necessary for employment.

FIRST IN THE NATION TO PROVIDE THIS TYPE OF OPPORTUNITY

Our New Renaissance Basketball Academy is the FIRST of its kind in the nation built on the unique professional relationships and connections of our founder and board of directors. We are the first to create a public charter school with the specific purpose of preparing high school students to seek college, choose majors pertaining to the field of basketball, and/or enter a host of sports-related career paths after graduation.

ADMISSION CRITERIA

We will welcome students into our school in August 2020.

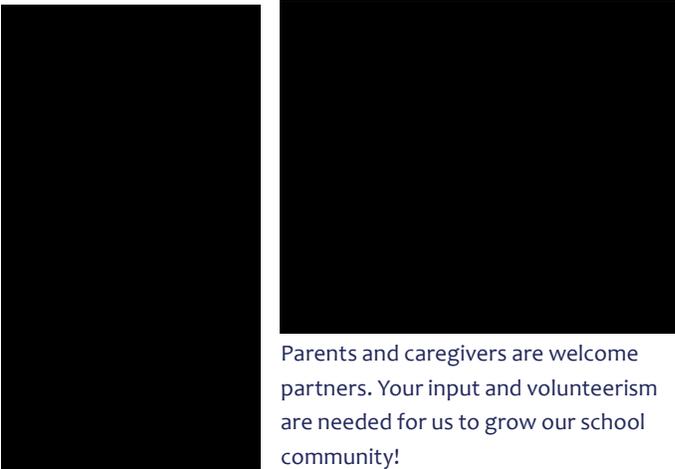
Enrollment into the Lewis Katz New Renaissance Basketball Academy Charter School will be through a lottery with no auditions or try-outs required. Applicants should be incoming 9th graders in Fall 2020 who want to experience a basketball-infused college preparatory education.

FEATURING

- Rigorous course work in grades 9-12; geared to earning a NYS Regents Diploma in a unique, small school, co-ed learning environment
- Analytical attention to both the business and performance sides of basketball
- Intensive College Prep and Career Readiness Program, including one-to-one tutoring and free SAT Prep classes
- A brand new, state-of-the-art facility with wired classrooms, broadcast studio, video suites for game analysis and scouting, two (2) gymnasiums, training center (weights, yoga and stretching), and locker rooms
- Enthusiastic teachers, nurturing guidance counselors and superb coaching staff
- A longer school day and longer school year increase opportunities to learn, play, grow and succeed
- Junior and Senior year students will have opportunities to secure summer jobs and upon graduation, enter career pathways through our professional relationships and business partners
- An introduction to the dozens of career fields related to basketball, such as:
 - Business
 - Law
 - Broadcast Journalism
 - Print Journalism
 - Analytics
 - Digital Media
 - Coaching
 - Physical Training
 - Nutrition
 - Finance
 - Scouting
 - Design and Architecture
 - Marketing / Advertising / Public Relations

INCLUSIVE SCHOOL CULTURE

Our school is open to all students, regardless of ability or past performance. While about 25% of our student body will have the opportunity to play competitive basketball, all students will be exposed to and trained in the game. Students will learn and grow in a school culture that fosters self-confidence, a growth mindset, healthy competition, leadership, teamwork and collaboration. Additionally, the power of the team will apply not only to playing basketball, but to participation in every class, activity and social event.



Parents and caregivers are welcome partners. Your input and volunteerism are needed for us to grow our school community!

PARTNERSHIPS

To support our endeavors, we have relationships with two significant partners:

New Visions for Public Schools currently operates ten charter high schools in New York City and will provide operational and academic advice and support to the school. (www.newvisions.org)

The New Renaissance Basketball Association: The RENS is a non-profit sports-based youth development organization that provides free one-on-one tutoring and SAT preparation, scholarship funds, and community health connections for its team members. Lewis Katz Basketball Academy will have access to the RENS resources, including its tutoring programs, scholarship funds, experts in the basketball industry, summer job opportunities, and community health organizations. (www.nyrhoops.org)

IN TRIBUTE TO A GREAT MAN: LEWIS KATZ

Our school has been named to honor Lewis Katz, an entrepreneur, sports team owner, newspaper publisher and philanthropist who died tragically in a plane crash in 2014. He was a principal owner of the then New Jersey Nets basketball team, the New Jersey Devils and a significant owner of the New York Yankees and the Yankees Entertainment and Sports (YES) Network. Katz dedicated his life to improving the chances of success for young people, particularly those disadvantaged by life's circumstances. He founded charter schools, Boys and Girls Clubs and numerous recreational and educational programs and facilities. He was also a major supporter of medical and law schools and other charities. His alma mater, Temple University, named its medical school after Katz. Upon his passing, the Yankees held a moment of silence and the NBA Commissioner, Adam Silver, called him "a visionary businessman who touched the lives of so many with his tireless pursuit of innovation and enterprise, as well as his deep commitment to his family, friends and community." Lewis Katz lived each day by the words of legendary UCLA basketball coach John Wooden: "You can't live a perfect day unless you do something for someone who will never be able to repay you." Lewis Katz lived many perfect days and the proposed charter school will honor his legacy and provide a greatly needed opportunity for underserved youth in New York City.

To contact the founders, please email: LKbasketballacademy@gmail.com

GOVERNANCE

The Lewis Katz New Renaissance Basketball Academy will be an independent public charter school governed by a highly skilled board of directors.

BOARD OF DIRECTORS

DAN KLORES - FOUNDER

A native New Yorker, Dan Klores is an award-winning filmmaker and the recipient of the Independent Spirit Award for best director of the year for his film *Crazy Love* and the Peabody Award for his film *Black Magic* (2008), which examines Civil Rights-era America through the prism of basketball at historically black colleges and universities. Mr. Klores founded the **New Renaissance Basketball Association** for inner city youth and, along with the singer/songwriter Paul Simon and the pediatrician Dr. Irwin Redlener, was one of the original spirits behind the creation of the **Children's Health Fund**, a series of medical mobile vans staffed by doctors and nurses who provide free health care to children from under served backgrounds. He is also a board member of the Brooklyn Academy of Music (BAM). Mr. Klores is the author of one book, *Roundball Culture: South Carolina Basketball*. Prior to his writing/ directing career, he worked for 25 years in the fields of marketing, public relations and crisis management.

DAVID STERN

Commissioner Emeritus of the National Basketball Association (NBA)

JOE CONWAY

Superintendent, Camden Charter School Network

EARL MONROE

Retired New York Knick Hall of Famer, record label founder, award-winning documentary filmmaker (*Black Magic*), and mentor

MONICA MAJOR

Director of Education and Youth Services, Bronx Borough President's Office

JACK IRUSHALMI

President & Co-Managing Principal, Tri-Star Construction

JOSEPH ARBITELLO

Associate Athletic Director & Head Basketball Coach at Christ the King High School

ALAN FISHMAN

Chairman, Ladder Capital Finance Corporation

JOSHUA M. RIVERA

Director of Government and External Relations, Hostos Community College

DERRICK GREEN

Field Technician, Verizon, and Coach and Mentor at Kips Bay Boys and Girls Club

MILTON SIPP

Assistant Head of School and Head of Middle School, Riverdale School



SPA 5 NEIGHBORHOOD NETWORK

Bronx Community Consortium

Service Planning Area 5

Service Planning Area 5
Bronx Community Network
Meet at the Bronx Office of the
JCCA
555 Bergen Avenue, 4th Floor

John Rios, Chair

Acacia Network
Administration for Children's Services
Adolescent Skills Center
African Services, Inc.
Albert Einstein College of Medicine
Alfred E. Smith High School
Alianza Dominicana
Astor Services for Family & Children
Basics / Promesa Inc.
Big Brother Big Sister
Boricua College
Bridge Builders Community Partnership
Bronx Borough Based Council
Bronx Borough President's Office
Bronx Borough Training Organization
Bronx Children's Committee
Bronx Defenders
Bronx Educational Opportunity Center
Bronx Family Resource Centers
Bronx Health Link, Inc.
Bronx-Lebanon Hospital
Bronx Works
Catholic Guardian Society & Home Bureau
Child Welfare Organizing Project
Children's Aid Society
Children's Village
Circle of Support
Claremont Neighborhood Centers
Connect, Inc.
Cornell University Cooperative
Counseling Services of New York
Dennelisse LHCSA
Domestic Violence Action Network
Dominican Sisters
Edwin Gould Services
Family Preservation Program
FEDCAP
Foster Parent Advocacy Foundation, Inc.
Four Winds Hospital
Gambian Society in New York, Inc.
Good Shepherd Services
HITE
Horizon Juvenile Center
Hostos Community College
Human Resources Administration
IMCR Disputes Resolution Center
Immaculate Conception Parish & Sch.
INCLUDEnyc
Institute for Family Health
Jewish Board of Family & Children's Services
Jewish Child Care Association
Jewish Community Relations Council
Lakeside Family & Children's Services
Legal Information for Families Today - LIFT
Legal Services of NYC - Bronx
Liberty Behavioral Management
Lincoln Hospital
Little Angels Head Start
Mayor's Office to Combat Domestic Violence
Mercy Center
Metropolitan College of New York
Middle School 302
Morrisania D&TC
Mott Haven Community Partnership
Neighborhood Youth Family Service
Odyssey House
NEW YORK CITY DEPARTMENT OF:
EDUCATION
HOMELESS SERVICES
JUVENILE JUSTICE
New York Foundling
New York Psychotherapy and Counseling Center
NYS Office of Children & Family Services
Palladia, Inc.
Part of the Solution
Phipps Neighborhoods
Phoenix House
Pioneer Home Care
Planned Parenthood of NYC
Positive Youth Troupe
Puerto Rican Family Institute
Prospect Family Support Center
Rose F. Kennedy Center
Safe Horizon
Samanitan Daytop Village
Sanctuary For Families
Sauti Yetu Center for African Families
SCAN New York
Sheltering Arms
SoBRO
Soundview Community Partnership
South Bronx Action Group, Inc.
South Bronx Concerned Citizens, Inc.
Spence-Chapin Services
Sports Foundation, Inc.
St. Ann's Corner of Harm Reduction, Inc.
Steinway Child and Family Services
Success Counseling Services, Inc.
Tayormayd, Inc.
Turnaround for Children
UNITAS
Urban Youth Alliance
Visiting Nurse Service of NY
VIP Community Services
Volunteers Of America Webster House
WHEDCo
Women in Need
Young Adult Initiative

Agenda

May 17, 2018
10:00am to 12:00 noon

1. Introductions
2. Announcements: Open Floor...
3. Presentations:

New York City's Anti-discrimination Protections

Orlando Torres, Associate Human Rights Specialist
New York City Commission on Human Rights

EssenMED House Calls & METRO URGICARE Services

Freddy Fortoso, Director of Community Outreach
Essen Health Care

(New) Family Enrichment Centers

Crystal Young-Scott, Director
Jenira Hill, Community Coordinator
Office of Community Engagement & Partnerships
NYC Administration for Children's Services

Mental Health & Substance Abuse Treatment & Services

Marisol Orea, Director of Mental Health Service
James Dike, Director of Outreach
Acacia Network

4. Community Partnerships Updates
-

Date(s) of Outreach	Audience (organization or person)	Description of Outreach	Location of Outreach	Input Obtained	Action Taken on Input
5/31/18	Patricia Williams Community Activist	Distributed Information Page	In Person	Positive Feedback	Not at this time
5/31/18	Nancy Kheck CEC 11 Member	Distributed Information Page	Conference Call	Very Interested; Invitation to present at Legislative Breakfast	Attended Legislative Breakfast
5/31/18	Josdelyn Mahon CEC 11 Member	Distributed Information Page	Conference Call	Very Interested; Invitation to present at Legislative Breakfast	Attended Legislative Breakfast
6/01/18	CEC 11 Legislative Breakfast	Distributed Information Sheets to principals , parent coordinators and guests	Eastwood Manor	Positive Feedback	Will schedule presentation
06/01/18	Johnnie Goff, founder of CEPBA and AGobe	Distributed Information Page	Eastwood Manor	Positive Feedback	Not at this time
6/1/18	Community Board 12 District Manager	Distributed Information Page	Eastwood Manor	Positive Feedback	Not at this time
6/1/18	Hakiem Yahmadi Member CEC 7	Distributed Information Page		Interested; Invited to present at CEC7 Meeting	Follow uped Set up Presentation meeting with CEC
06/2/18	Tomas Ramos Program Director Children's Arts and Science Workshop	Distributed Information Page	Bronx River community Center	Parent will love the idea; Invited to attend Parent/Participant events	Will schedule
06/3/18	Kappa Alpha Psi Luncheon	Distributed Information Page	52 Broadway, NY, NY	Positive Feedback	Not at this time
6/3/18	Gregg Delts Bronx Alumni Chapter	Distributed Information Page	52 Broadway, NY, NY	Positive Feedback	Follow up with Community Board meeting
06/04/18	John Campos Director of Business Partnership Computer Science High School	Distributed Information Page	In Person at Community Meeting	Positive Feedback	Not at this time
06/04/18	Alethea Williams Founder Youth Leaders on the Move	Distributed Information Page	Telephone Call	Positive Feedback	Not at this time
06/05/18	Community Education Council district 7	Met with Board and made presentation to full board; distributed 1-pager with school information	PS 5 located at 564 Jackson Avenue, BX, NY	Need for inclusive engagement so that more parent can learn about the program	The School team will attend community events over the summer get the word the out about the school.
6/5/18	Danny Barber President of NYCHA South Tenants Association	Distributed Information Page	Telephone	Interested; offer to set up meeting with NYCHA Presidents	Meeting date set

Date(s) of Outreach	Audience (organization or person)	Description of Outreach	Location of Outreach	Input Obtained	Action Taken on Input
6/6/18	Gerald Cannon CEC 8 Board member	Distributed Information Page	Telephone	Positive Feedback	Will schedule a presentation
6/6/18	Lauren Patterson Bronx Fathers Taking Action	Distributed Information Page	Telephone	Positive Feedback	Not at this time
6/7/18	John Fielder Bronx Fathers Taking Action	Distributed Information Page	Telephone	Positive Feedback	Not at this time
6/7/18	Andre Peterson Bronx Fathers Taking Action	Distributed Information Page	Telephone	Positive Feedback	Not at this time
6/8/18	Bronx Early Childhood Legislative Breakfast	Distributed Information Page	1199 child Care Center	Participants agreed to share with parents of Middle School and High School	Not at this time
6/8/18	Bob Spata Co founder of Bronx Education Consortia	Distributed Information Page	1199 Child Care Center	Positive Feedback	Not at this time
6/8/18	Metropolitan College Pi ALPHA ALPHA	Distributed Information Page	60 West Street, NY, NY	Positive Feedback	Not at this time
6/8/18	Diana Ayala Council Member (8 th)	Sent Request for meeting	Email	Councilwoman will follow up with a date	
6/8/18	Vanessa Gibson Council Member (16 th)	Sent Request for meeting	Email	Awaiting response	
6/8/18	Rafael Salamanca Council Member (17 th)	Sent Request for meeting	Email	Awaiting response	
6/8/18	Michael Blake AssemblyMember (79 th)	Sent Request for meeting	Email	Awaiting response	
6/8/18	Carmen Arroyo Assembly Member (84 th)	Sent Request for meeting	Email	Awaiting response	
6/8/18	Victor Pichardo Assembly Member (84 th)	Sent Request for meeting	Email	Awaiting response	
6/8/18	Jose E. Serrano State Senator (28 th)	Sent Request for meeting	Email	Awaiting response	
6/8/18	Luis Sepulveda State Senator (32 nd)	Sent Request for meeting	Email	Senator will follow up with a date	
6/8/18	Gustavo Rivera State Senator (33 rd)	Sent Request for meeting	Email	Senator is interested and will follow up with a date	
6/9/18	Venacio Catala Community Activist	Distributed Information Page	Guest at Villa Barone	Positive Feedback	Not at this time

Date(s) of Outreach	Audience (organization or person)	Description of Outreach	Location of Outreach	Input Obtained	Action Taken on Input
6/9/18	Victoria Weddington Bronx Resident	Distributed Information Page	Guest at Villa Barone	Positive Feedback	Not at this time
6/11/18	NYCHA President of NYCHA South	Met with the NYCHA South Board and NYCHA Presidents and made a presentation	Jackson Houses Senior Center	Expressed frustration that there are not enough jobs for young people	The school team will assemble a team to ensure that qualifying students will be given job opportunities
6/13/18	Stephen Franciso CEC 10 Member	Distributed Information Page	Telephone	Positive Feedback	Will schedule presentation
6/13/18	Josephine Ofili, CEC 9 Member	Distributed Information Page	Telephone	Positive Feedback	Will schedule presentation
6/14/18	District Manager of Community Board 3	Met with district Manager and made a presentation	1426 Boston Road, Bronx, NY	The DOE continues to fail our students We need more opportunities for students to stay in school	The school team will engage students for input on programs that can be initiated.
6/14/18	CEC 12 Administrative Assistant	Distributed Information Page	email	For distribution at Monthly Meeting	Will schedule presentation
6/15/18	Karlene Daley Community Resident	Distributed Information Page	In person	Positive Feedback	Not at this time
6/16/18	Leon Tulton Coop City Scholarship	Distributed Information Page	Co-op City, Bx NY	Positive Feedback	Not at this time
6/16/18	Young Kings and Queens Chess club	Distributed Information Page	Baychester Park (PS111), Bx, NY	Positive Feedback	Not at this time
06/19/18	Community Board 2 Education and Youth Committee	Met with the committee and made presentation	1029 East 163 rd Street, Bx, NY	Will there be a priority	Explain there is a standard district priority where the school resides.
6/19/18	Bronx MBK Planning Meeting	Distributed Information Page	851 Grand Concourse	Positive Feedback	Not at this time
6/19/18	Errol Olton Equality Charter School	Distributed Information Page		Positive Feedback	Not at this time
6/19/18	Metropolitan College of New York	Distributed Information Page	463 E 149 th Street	Positive Feedback	Not at this time
06/21/18	Community Board 4 Education and Youth Committee	Met with the committee and made presentation	1650 Grand Concourse, Bx, NY	What qualifications will the teachers have	All teachers will be required to be NYS certified in their appropriate area.
6/25/18	Community Board 1/CSD 7 Meeting	Will meet with community leaders and make presentation	3024 Third Avenue, Bx NY		
6/26/18	Community Board 4 Meeting	Will make presentation to the board	Bronx Museum of the Arts		

JOSEPH ARBITELLO



EDUCATION

St. John's University
Master of Science in School Building Leadership

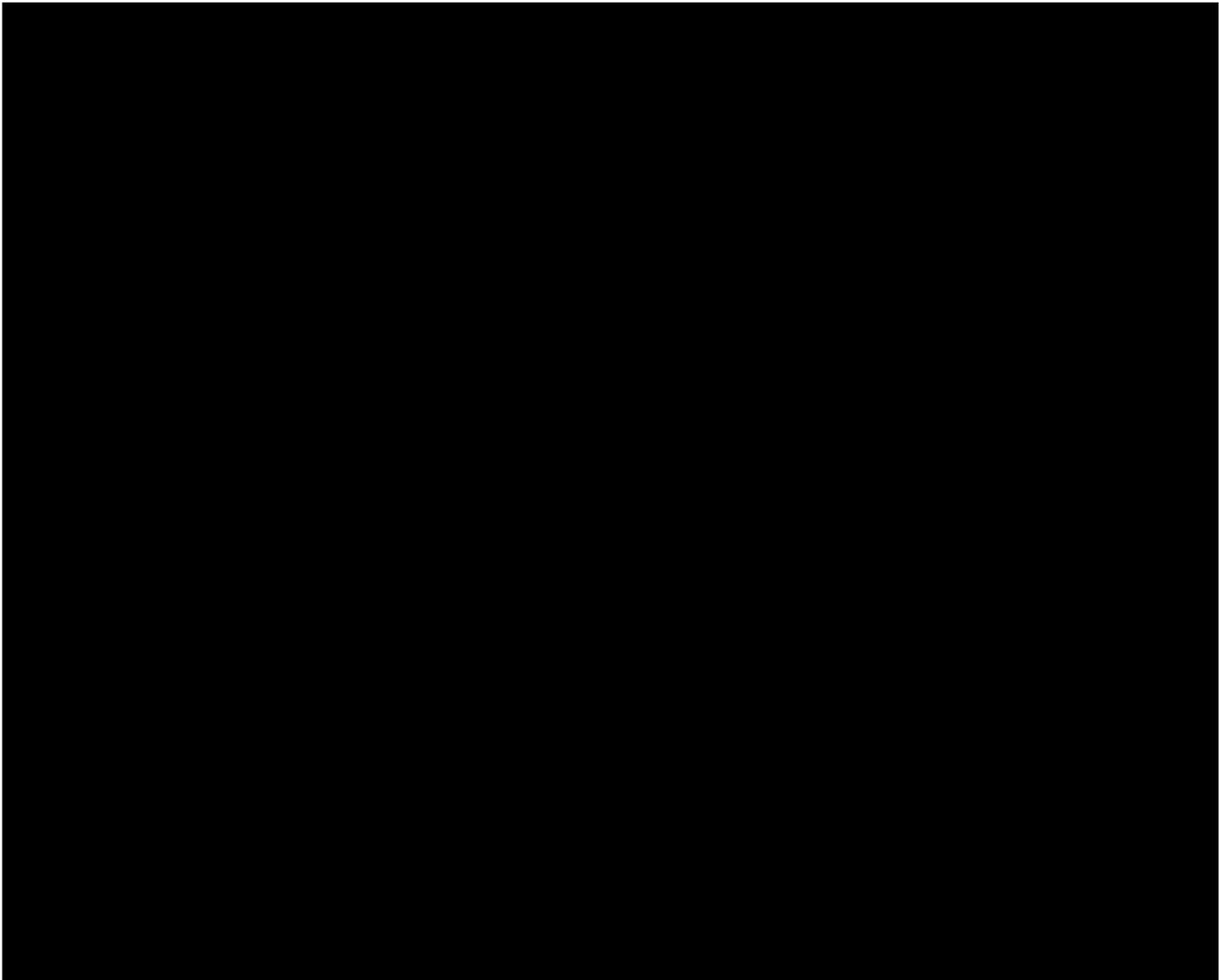
Queens, New York
May 2009

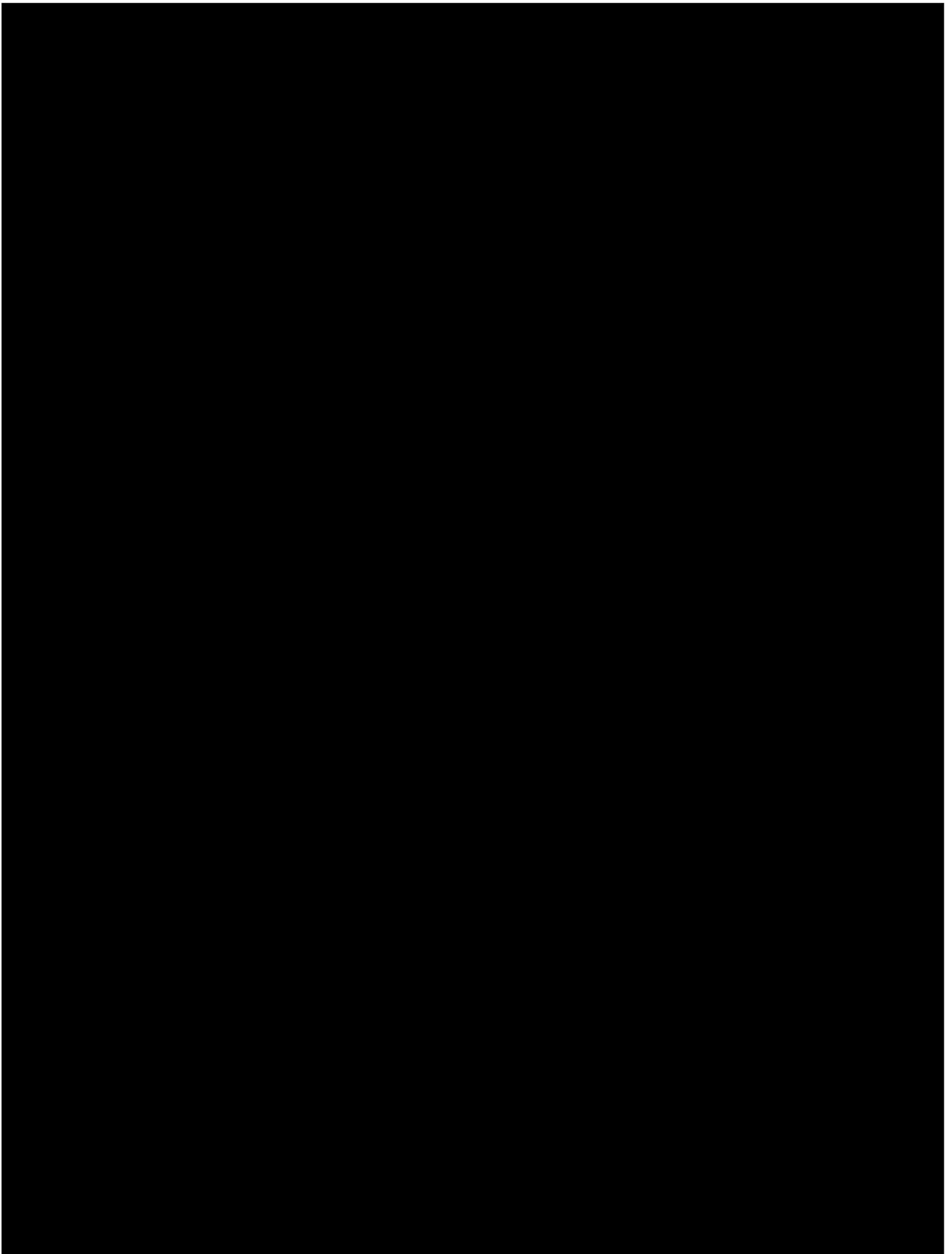
St. Joseph's College
Bachelor of Arts in History and Secondary Education

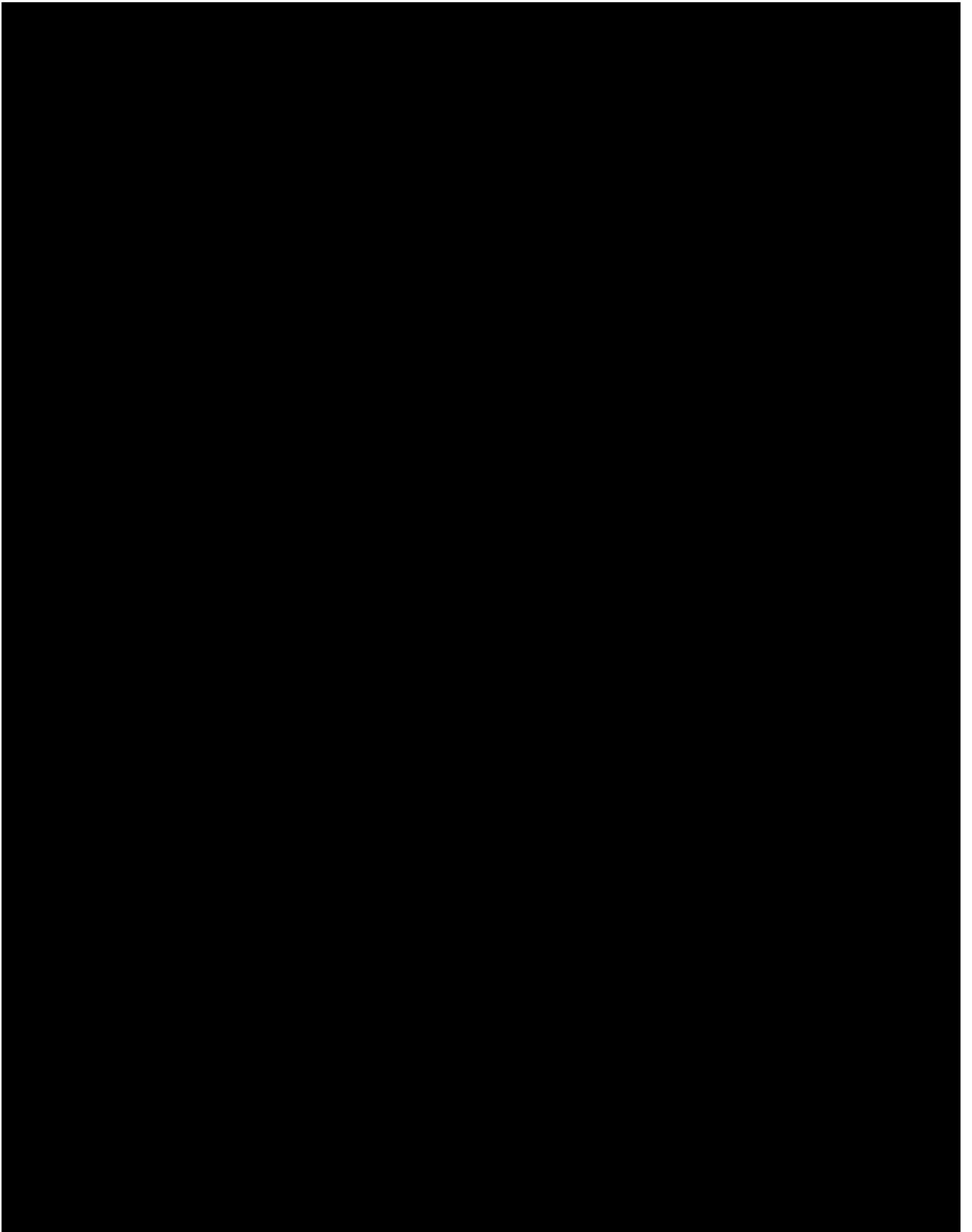
Brooklyn, New York
January 2000

CERTIFICATION

New York City Public School License - Social Studies 7- 12







Student Community Service Projects

Christ the King High School

- Co-organized textbook collection and distribution with the student athletes
- Organized cemetery clean up and fence painting with student athletes
- Co-organized Hurricane Sandy clean up committee with student athletes

PROFESSIONAL MEMBERSHIPS

Phi Alpha Theta

PROFESSIONAL ACCOMPLISHMENTS

New York State Coaches Association- Coach of Year 2010, 2011, 2013, 2014

New York Daily News – City Coach of the Year 2011,2014

New York Daily News- Queens Coach of the Year 2009, 2010 and 2011

New York Post- Queens Coach of the Year 2009, 2010, 2011and 2013

MSG Tri-State Coach of the Year 2013

Named Jordan Brand Classic All American Head coach in 2012 and Regional Coach in 2013

Overall record of 211-54 in 9 Years as head coach

Won the Brooklyn Queens Championships 2009, 2010, 2011, 2013, 2014

Won the city championship in 2010, 2011,2013, 2014, 2015

Won first State Championship in 21 years (2010, 2013 and 2014)

Represented Christ the King High School in the national and local media

ESPN

ESPN II

MSG

MSG VARSITY

CBS SPORTS

SNY

THE DAILY NEWS

SPORTS ILLUSTRATED

THE QUEENS LEDGER

THE TABLET

REFERENCES

Eugene Schatz- Managing Director, Private Wealth Advisor with Morgan Stanley (212) 296-6087

Jack Alesi – Director of Operations Xaverian High School (718) 938-4469

Willis Perry – Principal Lawrence Middle School 516-295-7000

Rashid Meade – Principal Eagle Academy (Brooklyn); CK class 1995 (917) 771-9378

Michael Michel – Founder of Middle Village Prep Charter School (347) 386-7119



**Request for Information
from
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: November 2015

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

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization (“CMO/EMO”).

The State University of New York Board of Trustees (the “SUNY Trustees”) requires all new board members be approved by it pursuant to the terms of the education corporation’s Charter Agreement. The SUNY Charter Schools Institute (the “Institute”) carries out this responsibility for the SUNY Trustees through this Request for Information (“RFI”) process. Accordingly, and in order to expedite the approval of new board members, the Institute requests the prospective member to complete the following form and provide answers to each of the items (and provide the certification indicated).

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation’s charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.¹

Pursuant to New York’s Freedom of Information Law (“FOIL”), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

¹ Questions related to conflict of interest may be addresses to the education corporation’s counsel or the General Counsel of the Institute.

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

(available at <http://www.newyorkcharters.org/model-charter-agreement/>), which are the same or very similar to those of each education corporation's Charter Agreement.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation 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 final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate 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 Corporate Trustee and the School Trustee Background Information, 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 Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes.

Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled “Governance; School Board; By-laws” (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, “Additional Assurances and Terms,” if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, “Terms of Operation;”
 - By-laws, which may:
 - state what type or “class” of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee’s term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee’s term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* (“RFI”) and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

D. **Responsible Tasks**

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

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

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Lewis Katz New Renaissance Basketball Academy Charter School

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

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

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
X Does not apply to me. Yes, NO

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, No.

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, NO.

Conflicts

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

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, NO.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, NO.
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would confront the individual and bring my concerns to the chairmen of the Board. If I felt they were criminal I would then alert the proper authorities to the situation.

Other

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

Certification

I, Joseph Arbitello, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the { Lewis Katz New Renaissance Basketball Academy Charter School } is true and correct in every respect.

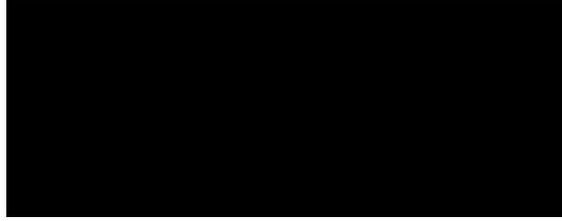
Joseph Arbitello _____
Signature Date

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

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

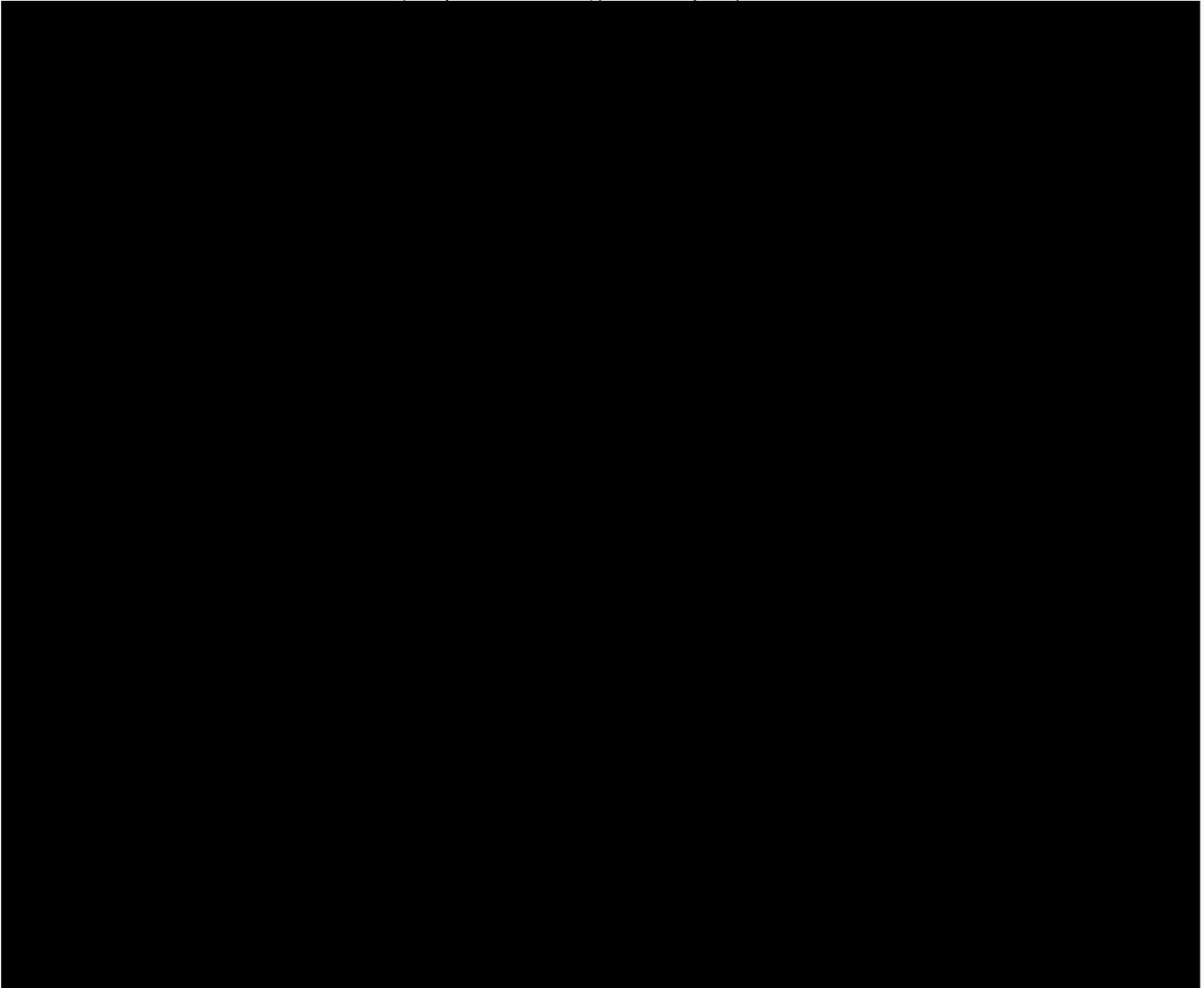
charters@suny.edu (email)

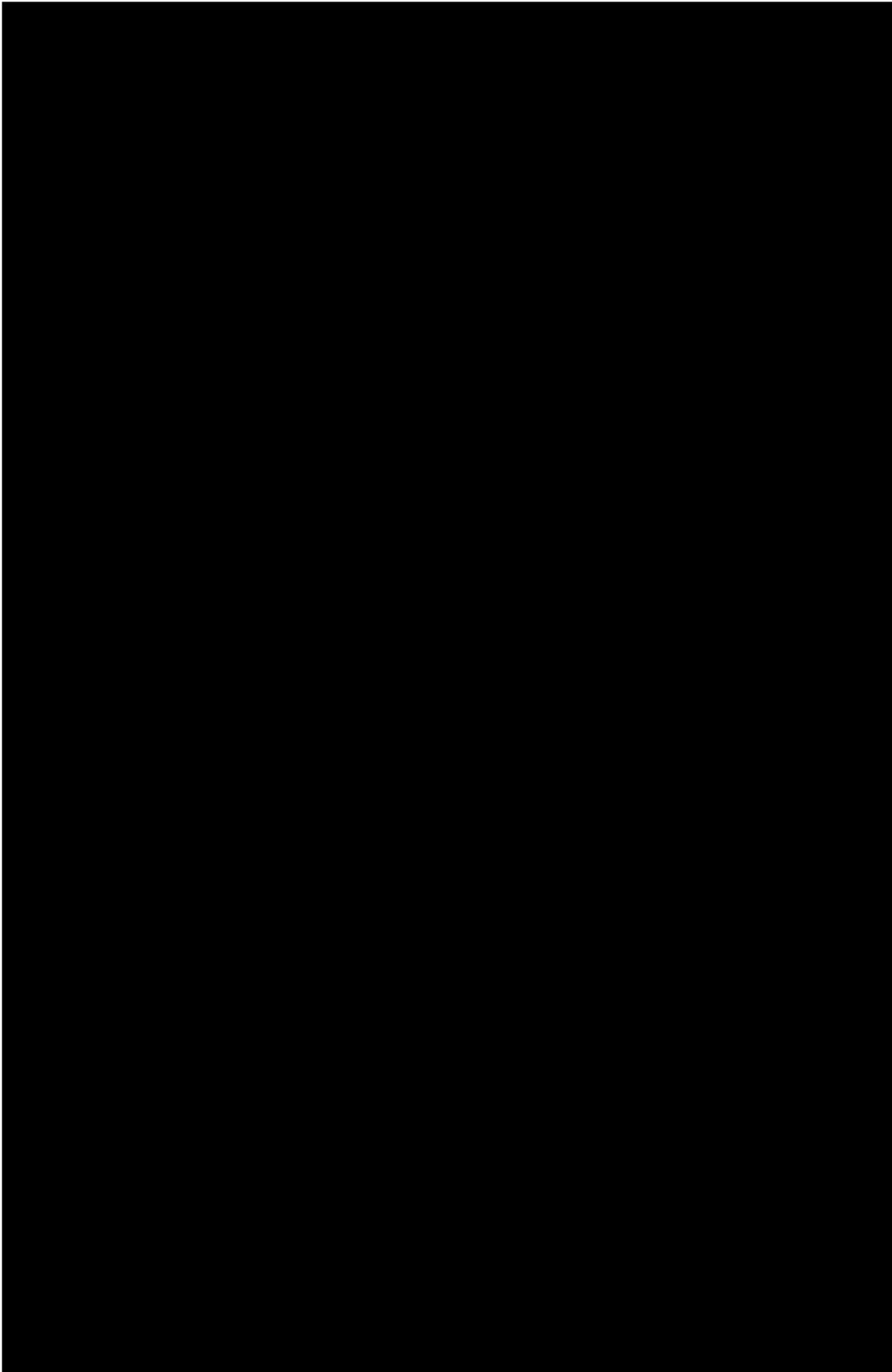
JOSEPH V. CONWAY

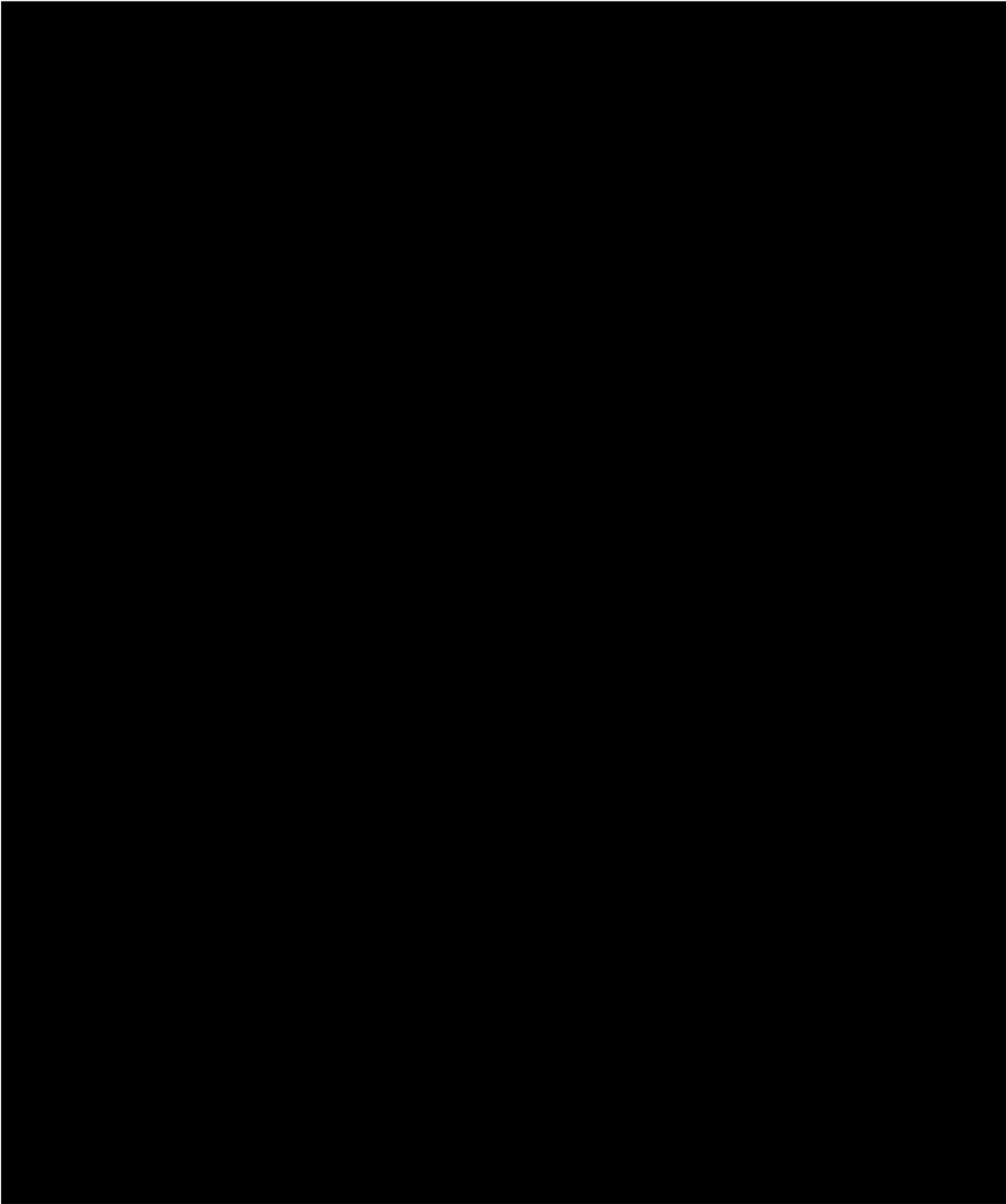


EDUCATION

- **Ed.D in Educational Administration**, (May, 2004)
Dissertation Topic: School Climate in New Jersey Charter Schools
Columbia University, Teacher's College, New York, NY
- **MA in Educational Administration**, (May,1999) Columbia University,
Teacher's College, New York, NY
- **MA in Secondary Science Education**, Biotechnology Focus, (June
1995) City College, New York, NY
- **BS Dual Degree in Biology and in Theology (Honors)**, (May 1992)
St. Joseph's University, Philadelphia, PA







GRANTS AUTHORED & ADMINISTERED

New Jersey Charter School Start Up Grant for Camden's Promise
Received 2 year Continuation Grant \$135,000

New Jersey Technology Literacy Challenge Fund
Received a Tech grant of \$65,000

New Jersey Access Collaboration and Equity Grant
Received a Tech Grant of \$200,000

New Jersey Charter School Dissemination Grant
Received Training Grant of \$362,000

New Jersey Charter School Start Up Grant
Received Camden Academy Charter High School \$125,000

New Jersey Facility Grant
Camden's Promise Charter School \$500,000

New Jersey Facility Grant
Camden Academy Charter High School \$500,000

21st Century Community Learning Center Grant
Received Camden's Promise for After School \$700,000

PROFESSIONAL DEVELOPMENT AND AWARDS BEYOND DEGREE PROGRAMS

Woods Hole Teacher at SEA
NASA Aerospace Leadership Institute
Teach for America
The Principals Center for the Garden State
Dodge Fellow Recipient
Whitney Young Boy Scouts of America Award
Camden City Council Diversity Award
Camden City Council Leadership Award

CERTIFICATIONS HELD

New York State Permanent Teacher's Certification
General and Biological Sciences
New Jersey Supervisor Standard Certificate
New Jersey Principal Standard Certificate
New Jersey School Administrator Standard Certificate

ALAN FISHMAN

Alan Fishman is a lifelong Brooklynite. Alan was educated in the public schools graduating from Erasmus Hall High School. He graduated from Brown University with a degree in Economics and received a master's degree in Economics from Columbia University.

Mr. Fishman has a varied career in the Banking industry. He is currently the Chairman of Ladder Capital Finance Corporation. Prior to Ladder, Mr. Fishman, for a short period of time, was the Chief Executive Officer of Washington Mutual Bank. During 2007 and 2008, he served as Chairman of Meridian Capital Group and prior to joining Meridian, he was President of Sovereign Bank. He assumed the leadership of Independence Community Bank when he was elected President and Chief Executive Officer in March 2001.

Mr. Fishman has been an active leader in many not-for-profit activities in Brooklyn. He served as Chairman of the Board of Trustees of the Brooklyn Academy of Music. He also served as Chairman of the Brooklyn Navy Yard Development Corporation and as Co-Chairman of the Downtown Brooklyn Partnership. He currently serves as the Chairman of the Brooklyn Community Foundation. The Brooklyn Community Foundation is the successor institution to the Independence Community Foundation. The Brooklyn Community Foundation is Brooklyn's only Foundation focusing exclusively on the Borough. Mr. Fishman serves on the Boards of several private companies and other not-for-profit and civic organizations.



Derrick Green Bio

Derrick Green is a lifelong resident of the Bronx and a community activist who has worked tirelessly mentoring children across the borough for years at the Kipps Bay Boys and Girls Club. He is a 20 plus year “outdoorsman” for Verizon, and continues to coach and teach high school aged youngsters throughout the year. Mr. Green graduated from Adlai E. Stevenson High School in the Bronx and American International College (AIC) in Springfield, Massachusetts

Request for Information from
Prospective Charter School Education Corporation Trustee
FORM

Please provide the following information.

Background

- Name of charter school education corporation for which you intend to serve as a trustee. Lewis Katz New Renaissance Basketball Academy Charter School

- Full name: Derrick A Green
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No: [REDACTED]
Work telephone No: [REDACTED]
E-mail address: [REDACTED]

- A brief educational and employment history (you may attach a resume):
[REDACTED]

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

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

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

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

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

I / we do not know any such employees.

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business.

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

I / we do not know any such persons.

13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. I / we have no such interest.

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A.

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

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

- Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would bring such information to the other board members via written notification or request to have a meeting to discuss the situation.

Other

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

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

Certification

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

Derrick A Green

Signature

6/24/18

Date

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

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



Jack Irushalmi Bio

Mr. Irushalmi is President and Managing Partner of Tri-Star Construction Corp. He has more than 20 years of financial management experience and ownership at the firm. He personally negotiates all construction contracts and is intimately involved with projects from concept development through implementation and completion. His day-to-day project participation enables him to thoroughly understand and address clients' needs, resulting in exemplary client satisfaction and long-lasting relationships with our clients.

An experienced real estate and construction executive, Mr. Irushalmi has a long history of success and commitment to excellence. His broad experience in all aspects of real estate augments his corporate construction and management experience and solid academic foundation to provide a comprehensive understanding of construction management. He applies his diverse expertise to enhance all elements of construction management projects including value engineering, assessment of the impacts of conceptual design decisions on project outcomes, and executive oversight and guidance of construction teams through all project phases.

Mr. Irushalmi's 36+ years in real estate have encompassed construction, development, asset management, tax syndication, brokerage, acquisitions, and oversight of transactions in excess of ten billion dollars. He has extensive economic and finance expertise that facilitates his close oversight of project costs, business development, purchasing, project estimation, and corporate marketing. His vast knowledge of the real estate industry enables him to balance the technical focus of his colleagues with special attention to each client's particular values.

Mr. Irushalmi is a member of the Duke University Athletic Board, former President of The Seawane Club, Board member of the The New Rens, and member of the Real Estate Board of New York. He participates in several local political campaign committees and is actively involved with numerous charities and causes including National Jewish Health, Big Brothers Big Sisters of New York, Rabin Medical Center, State of Israel Bonds, Sanctuary for Families, and Family Center

Dan Klores



PROFESSIONAL

2001 to the present: Founder and chairman of Shoot the Moon Productions, director, producer, writer of six documentary films and three off Broadway plays. Films: 2003 The Boys of 2nd Street Park, 2005 Ring of Fire: the Emile Griffith Story, 2007 Viva Baseball, 2008. Crazy Love, 2010 Black Magic, 2012 Winning Time: Reggie Miller vs the New York Knicks. Four of the films premiered at the Sundance Film Festival. Awards include the Peabody for Black Magic and independent Spirit Award for Black Magic. Plays: 'Myrtle Beach' at Duke Theatre 2005, 'Little Doc' starring Adam Driver at the Rattlestick Theatre 2009, and 'The Wood,' directed by David Bar Katz at the Rattlestick in 2012.

2011 to the present: Founder of the New Renaissance Basketball Association, a not for profit dedicated to education and basketball for more than 250 inner city children throughout the metropolitan area, overseas an operating budget of \$650,000 annually, provides FREE one on one tutoring and FREE SAT prep...a nationwide role model for its' orange emblem anti gun violence campaign.

1991 to the present: Founder and CEO of DKC Public Relations, marketing and political consultation, offices in six different cities, employs 240 , annual billings approximately \$50 million

CIVIC and CHARITABLE WORK

One of three Founders of the Children's Health Fund, which started 30 years ago, provides free health care for undeserved children in 19 different cities, including New York.

Member of the Board of the Brooklyn Academy of Music for past 20 plus years.

WRITING

Author of one book, and numerous newspaper and magazine essays and features in the New York Times, New York magazine, Daily News, Esquire, Grantland, the Underfeated, Southern Exposure

EDUCATION

1973 BA from the University of South Carolina

FAMILY





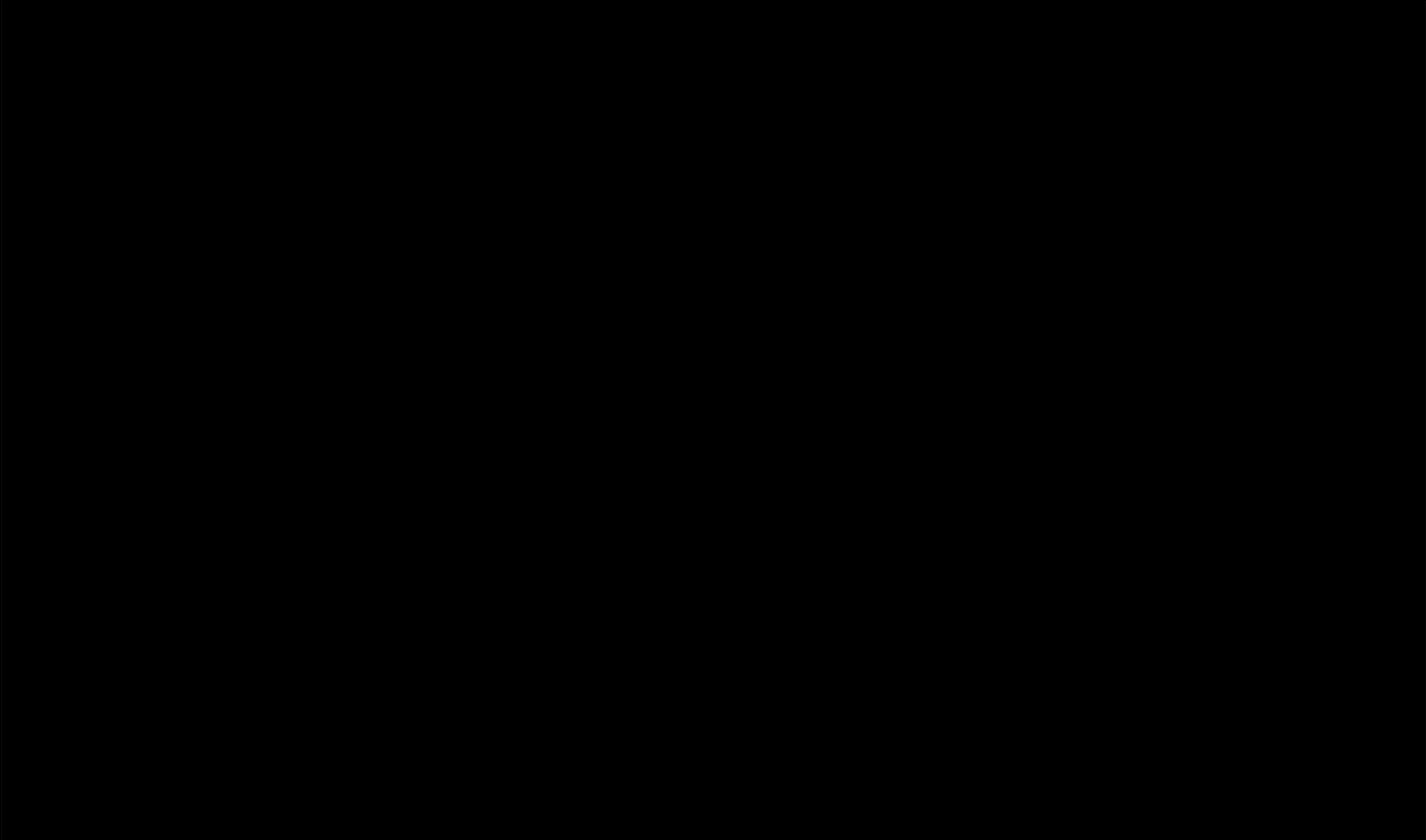
Director / Administrator
Workforce Development / Training and Development / Education

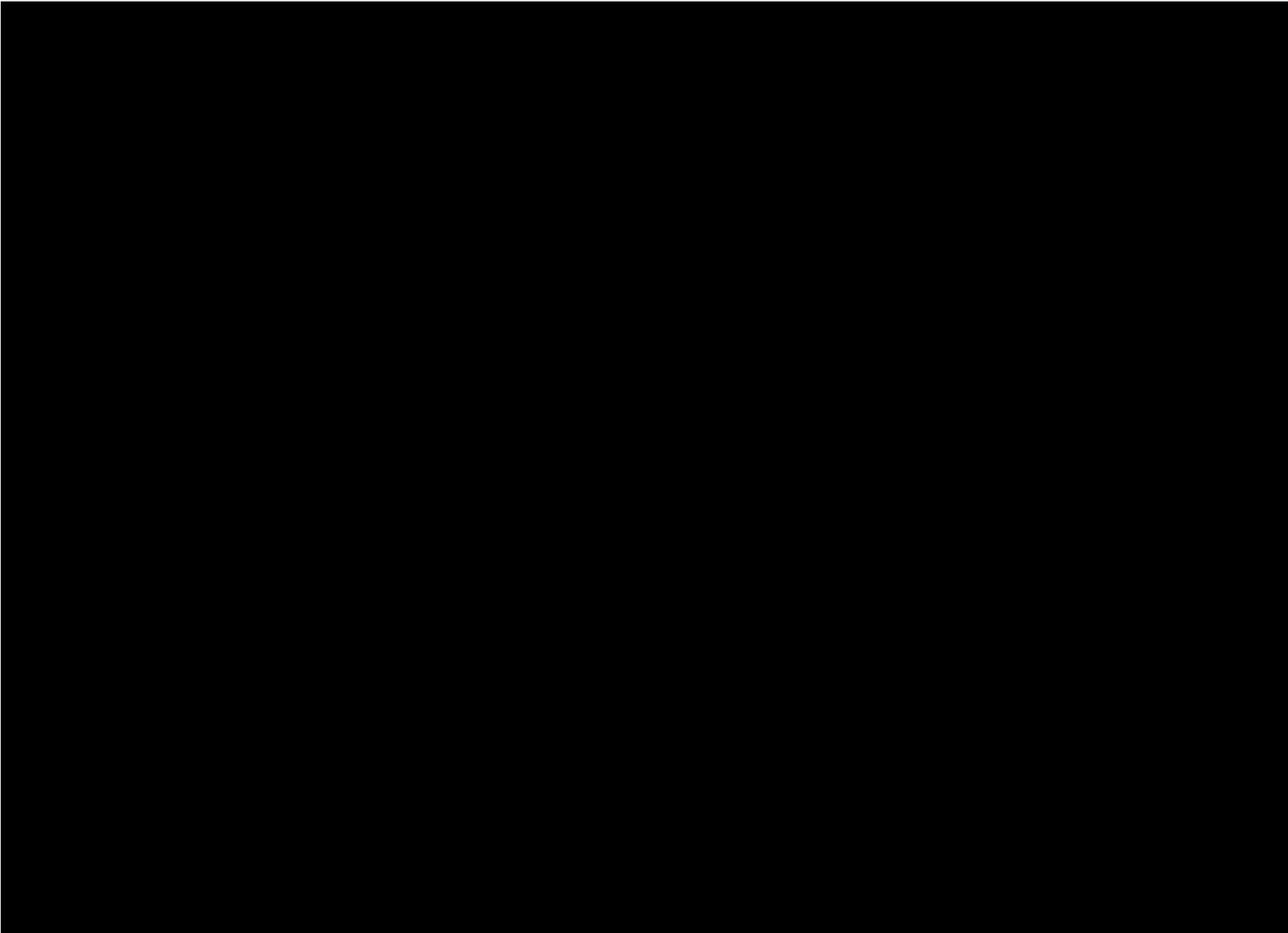
Creative, dynamic leader with experience in administration, resource utilization and organizational leadership. Perform data analysis leading to strategic planning at the local and state level. Manage relationships through partnership and collaborations with multiple government agencies. Excel in building consensus and uniting stakeholders to achieve goals.

- Experience in data collection, report generation, budget analysis and program compliance with local, state and federal regulations.
- Excellent skills in assessing organizational challenges, creating solutions and facilitating team building and open work environment.
- Performance driven team leader with excellent interpersonal skills
- Inspire, lead and mentor staff and volunteers
- Establish performance standards through ongoing guidance and evaluation
- Create action plan for process improvement, improved coordination and management.
- Lead cross-functional projects in agency to build greater visibility on key issues.

Core Competencies

Leadership and Development	Strategic Planning and Development	Organization Analysis
Educational Planning	Workforce Development	Develop Public and Private Partnerships
Volunteer Recruitment and Training	Project Management	Special Events Management
Training & Development	Program planning & evaluation	Training facilitation
Workshop presentation	Technical & life skills training	Curriculum development





Education

Baruch College - Bachelor of Business Administration (BBA)
Concentration: Office Technology/Administration and Secondary Education

Professional Licenses

New York State Certified Mediator
New York State Proprietary Instructor

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

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Lewis Katz New Renaissance Basketball Academy Charter School

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

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

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

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

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

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

D. Responsible Tasks

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

Conflicts

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

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. X X Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. X XNone. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. Report it to the board.

Other

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

Certification

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

Monica Major
Signature

6/22/18
Date

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

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

Earl Monroe Bio

Vernon Earl Monroe is an American retired professional basketball player. He played for two teams, the Baltimore Bullets and the New York Knicks, during his career in the National Basketball Association (NBA). Both teams have retired Monroe's number.

Born in Philadelphia, Monroe was a playground legend from an early age. His high school teammates at John Bartram High School called him "Thomas Edison" because of the many moves he invented. Monroe rose to prominence at a national level while playing basketball at then Division II Winston-Salem State University, located in Winston-Salem, North Carolina. In 1967, he earned NCAA College Division Player of the Year honors and led the Rams to the NCAA College Division Championship.

In 1967, the two-time All-American was drafted by the Baltimore Bullets (now the Washington Wizards) in the first round of the NBA draft (second overall pick). He won the NBA Rookie of the Year Award.

In 1971, Monroe was traded to the New York Knicks, which won the 1973 NBA championship. A four-time NBA All-Star, Monroe retired after the 1980 season due to serious knee injuries. He had played 926 NBA career games, scored 17,454 total points and dished out 3,594 assists.

In recent years, he has been serving as a commentator for Madison Square Garden and as commissioner of the New Jersey Urban Development Corporation. Earl Monroe also owns and operates his own record label, Reverse Spin Records in New York, doing pop, dance, hip-hop and R&B music.

Monroe has also been active in various community affairs and programs, including the President's Council on Physical Fitness and Health, the Crown Heights Youth Collective, the Literary Assistance Fund and the Harlem Junior Tennis Program. He has received many honors for these "off-the-court" community activities, including the Harlem Professionals Inspirational Award, Most Outstanding Model for American Youth, the YMCA Citizenship Award and Big Apple Sportsman of the Year Award. He also served as a spokesman for the American Heart Association, along with his former Knicks teammate Walt "Clyde" Frazier.

JOSHUA M. RIVERA

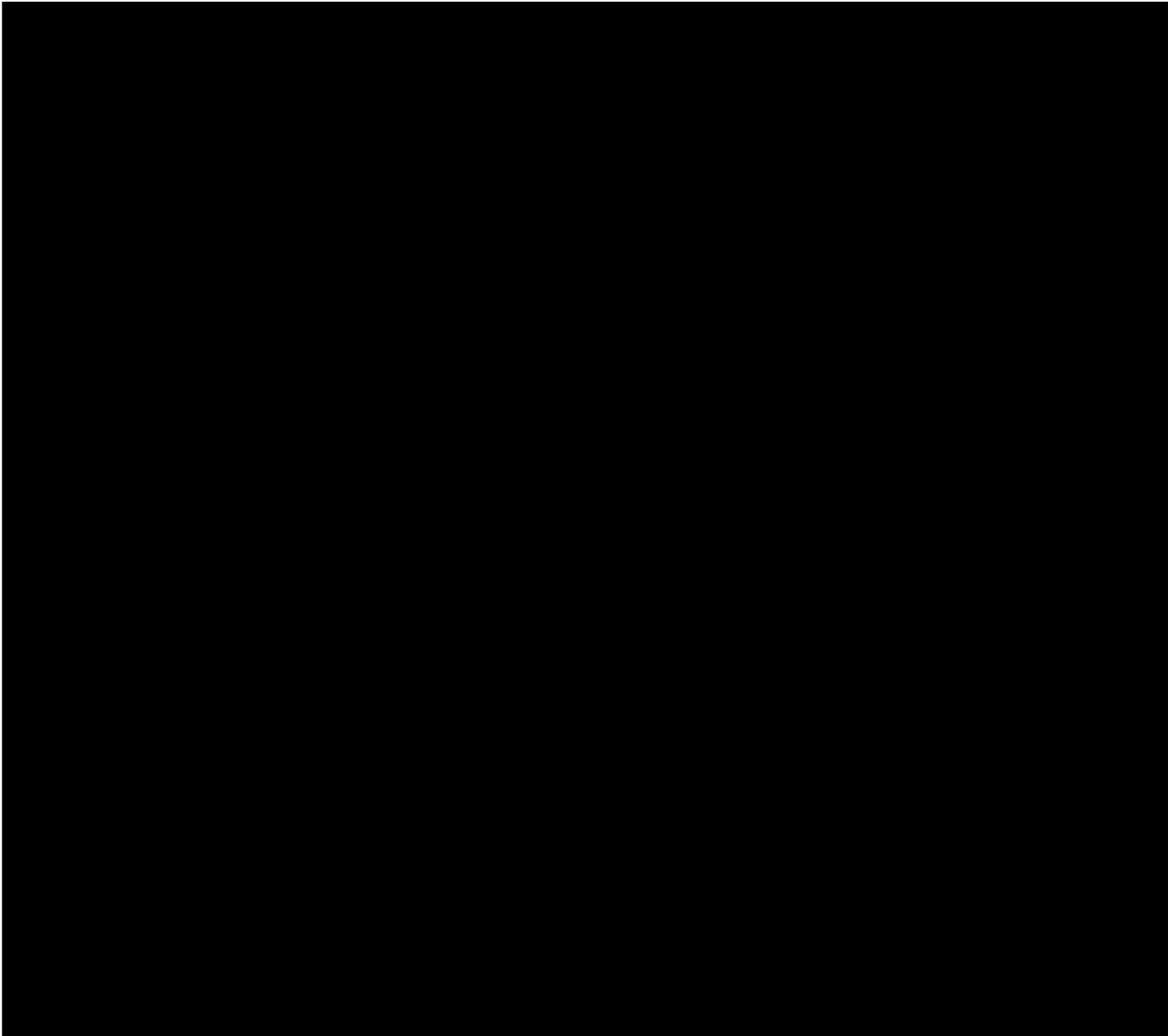


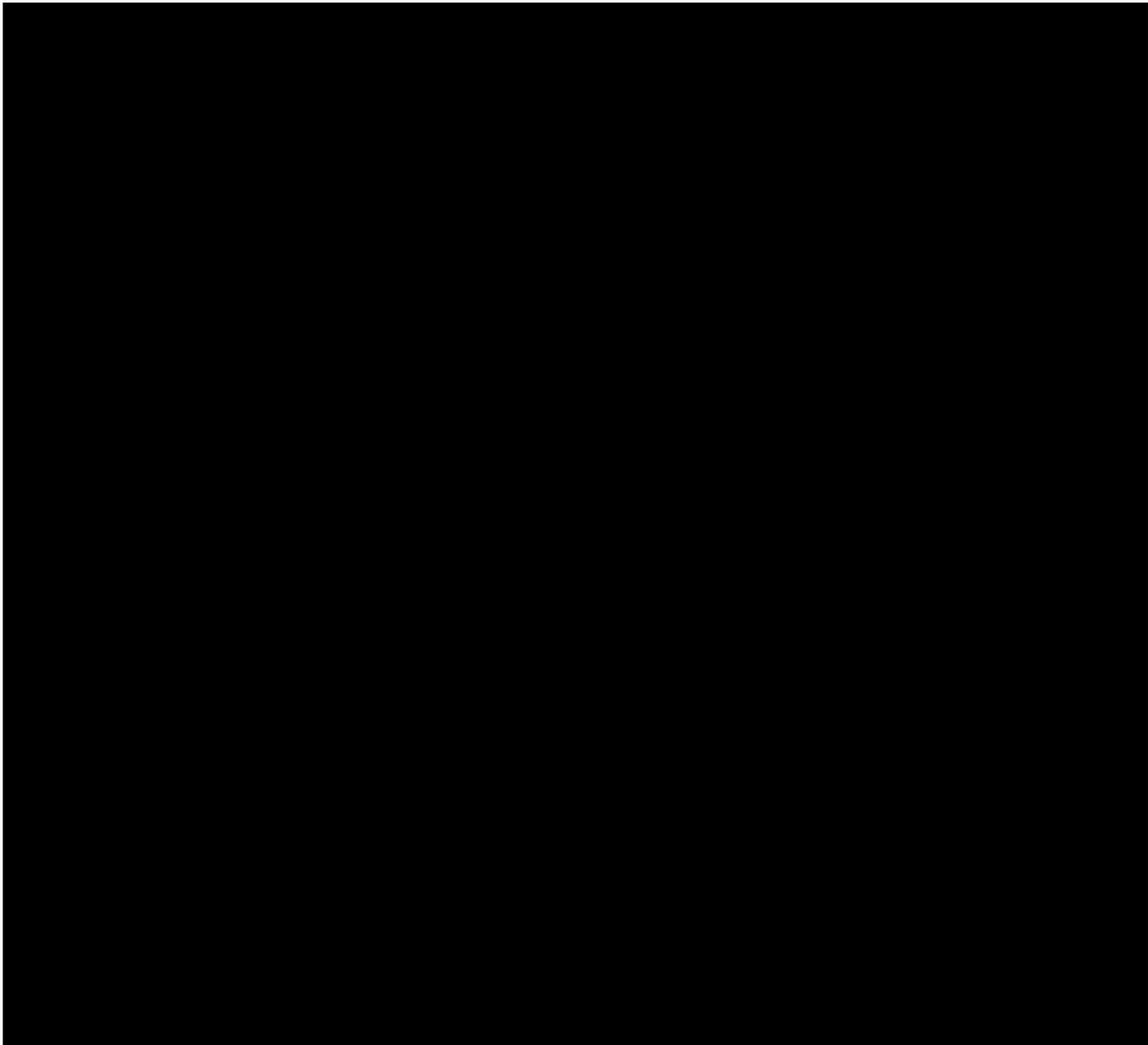
Government and community relations professional with a verifiable track record in providing superior service in public offices. Adept at managing multiple tasks and developing strategic media and public relations. Experienced in monitoring and successfully managing a number of projects simultaneously. Eager to employ professional strengths, skills and experience to contribute to an organizations goals and objectives.

CORE STRENGTHS

- Solid Public Service Background
- Public and Media Relations
- Liaison and Negotiation
- Multiple Tasks Management
- Leadership and Management
- Solutions Development / Problem Solving
- Attention to Details and Organization
- Communication and Interpersonal Skills

PROFESSIONAL EXPERIENCE





EDUCATION

STATE UNIVERSITY OF NEW YORK AT ALBANY, New York
Bachelor of Arts, Classic English Literature, 1996

BARUCH COLLEGE/MARXE SCHOOL OF PUBLIC AND INTERNATIONAL AFFAIRS
Executive Masters of Public Administration, 2018

PROFESSIONAL AFFILIATIONS

Secretary, NYS Institute on Disabilities, 2005 to Present
Member, NYC Chapter of the MS Society of NY, 2001 to Present
Member, Spring Bank Community Advisory Board, 2016 - Present

References and supporting documents furnished upon request.

Milton Sipp Bio

Milton Sipp is the Assistant Head of School and Head of Middle School at the Riverdale School in the Bronx, New York. He also teaches American history at the school. Formerly, he served as Assistant to the General Manager of the Cleveland Cavaliers as well as an East Coast scout for the LA Clippers. In addition, he has served as a National Director on the Board of the National Association of Independent Schools (NAIS) and chaired the organization's Membership Committee. He was a member of the Board of the Independent School Admissions Association of Greater New York (ISAAGNY) as well as a Board member for the Early Steps Programs, George Jackson Academy, and The Barnard Foundation, all in New York City. He currently serves on the Board of the American College of Greece in Athens. Milton received his BA from Oberlin College and his M.Ed from Harvard.



Charter Schools Institute
The State University of New York

**Request for Information
from
Prospective Not-For-Profit Charter School
Education Corporation Trustees**

Guidance and Form

*For Charter Schools Authorized by the
State University of New York Board of Trustees*

Updated: November 2015

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

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. Trustees are charged with overseeing the education of all students enrolled in the each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new board members be approved by it pursuant to the terms of the education corporation's Charter Agreement. The SUNY Charter Schools Institute (the "Institute") carries out this responsibility for the SUNY Trustees through this Request for Information ("RFI") process. Accordingly, and in order to expedite the approval of new board members, the Institute requests the prospective member to complete the following form and provide answers to each of the items (and provide the certification indicated).

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation board member, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record or a record of financial dealings inimical to the public trust.¹

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

¹ Questions related to conflict of interest may be addresses to the education corporation's counsel or the General Counsel of the Institute.

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following images show applicable provision from the Model Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

(available at <http://www.newyorkcharters.org/model-charter-agreement/>), which are the same or very similar to those of each education corporation's Charter Agreement.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation 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 final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate 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 Corporate Trustee and the School Trustee Background Information, 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 Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school education corporation board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.
- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes.

Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 13 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - Charter Agreement section entitled "Governance; School Board; By-laws" (Section 2.2 in recent charters) for the following:
 - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY); and
 - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.
 - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;
 - Charter Agreement Exhibit A, "Terms of Operation;"
 - By-laws, which may:
 - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
 - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
 - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete *Request for Information from Prospective Charter School Education Corporation Trustee* ("RFI") and evidence of proper election (e.g., signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period, the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the education corporation for an updated list of trustees.

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

Please provide the following information.

Background

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

D. Responsible Tasks

- Submit a signed copy of the resolution electing the prospective trustee or the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Charter School Education Corporation Trustee* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee of his or her official seating on the board. The trustee may now vote. The education corporation must send an updated board list to the Institute.
- As a reminder, the Education Corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the education corporation board.

Conflicts

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

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes,
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes,
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 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
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13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

David Stern Bio

David Joel Stern is the former commissioner of the National Basketball Association. He started with the Association in 1966 as an outside counsel, joined the NBA in 1978 as General Counsel, and became the league's Executive Vice President in 1980. He became Commissioner in 1984. Stern announced that he would step down as NBA commissioner on February 1, 2014, 30 years to the day after beginning his tenure as commissioner. He is credited with increasing the popularity of the NBA in the 1990s and 2000s. At the time of his departure, he was the NBA's longest-serving commissioner. Mr. Stern was inducted into the Naismith Memorial Basketball Hall of Fame and the Sports Broadcasting Hall of Fame in 2014 and the International Basketball Hall of Fame in 2016. He is a 2013 recipient of the W.E.B. Du Bois Medal, awarded by Harvard University in recognition of contributions to African and African-American culture, and a recipient of the Yale Executive Leadership Institute's Legend in Leadership Award which celebrates contemporary business leaders who have made transformational contributions across sectors. He is the chair emeritus of the Trustees of Columbia University and serves or has served on the boards of the Rutgers University Foundation, the NAACP, the Martin Luther King Jr. Federal Holiday Commission, the Thurgood Marshall College Fund, the Paley Center for Media and Jazz at Lincoln Center. He is also a member of the Council on Foreign Relations. A native of New York City, Mr. Stern is a graduate of Rutgers University and Columbia Law School. Currently, as CEO of DJS Global Advisors, Mr. Stern is a Senior Advisor to the NBA, investment bank PJT Partners, venture capital firm Greycroft Partners and PWC's Entertainment and Media Advisory Practice, as well as an advisor to several sports technology start-ups.

Request for Information from Prospective Charter School Education Corporation Trustee FORM

Please provide the following information.

Background

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation 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 final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate 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 Corporate Trustee and the School Trustee Background Information, 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 Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

Resume attached.

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

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me. Yes, no

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, no

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement. Does not apply to me. Yes, no

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, no

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship. I / we do not know any such employees. Yes, no

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, no

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has

the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the education corporation does not contact with a management company or charter management organization.

I / we do not know any such persons.

Yes,

13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,

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

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

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

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

Other

I would report them immediately to the Board

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

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

Certification

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

Dan Klorcs

21 June 15

Signature

Date

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

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

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

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Lewis Katz New Renaissance Basketball Academy Charter School

2. Full name: Joseph V Conway
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Camden, NJ 08105
Home telephone No. [REDACTED]
Work telephone No.: [REDACTED]
E-mail address [REDACTED]

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

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

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

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

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

Conflicts

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

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

Certification

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

Joseph V. Conway
 Signature

6/25/18
 Date

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

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

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

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Lewis Katz New Renaissance Basketball Academy Charter School

2. Full name: **Jack S. Irushalmi**
Home Address: [REDACTED]
Business Name and Address:
[REDACTED] **New York, NY 10065**
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]

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

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

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

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

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

Conflicts

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

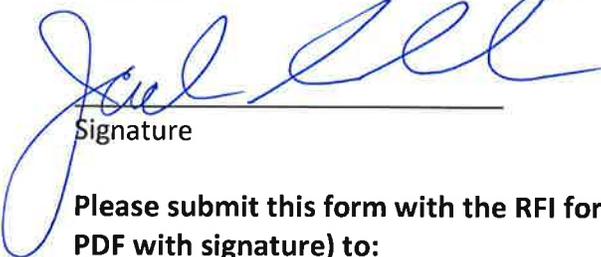
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority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

Other

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

Certification

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



 Signature

06/25/18

 Date

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

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

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

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Lewis Katz New Renaissance Basketball Academy Charter School
2. Full name: David T. [REDACTED]
Home Address: [REDACTED]
Business Name and Address: [REDACTED]
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: [REDACTED]
3. A brief educational and employment history (you may attach a resume):
 Resume attached. RUTGER UNIVERSITY B.A. 1963; COLUMBIA LAW SCHOOL LLB '66;
RAOSKAUER ROSE - 1966-1978; [REDACTED]
4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm,
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above).
 Does not apply to me. Yes, COLUMBIA UNIVERSITY BOARD OF TRUSTEES - 1988-1989-2003.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes,

Conflicts

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

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *I would report to BOARD CHAIR FOR ACTION AND TO THE INSTITUTE IF NO ACTION TAKEN.*

Other

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

Certification

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

David J. Stern
Signature

6/24/18
Date

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

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

DAVID J. STERN - NBA Commissioner Emeritus

David Stern completed his 30-year tenure as NBA commissioner on February 1, 2014. As commissioner, Mr. Stern built the modern model for professional sports in league operations and global growth, public service, player relations, marketing, television distribution and digital technology.

The NBA experienced dramatic global growth during Mr. Stern's tenure, in revenues, expansion and the addition of the WNBA and the NBA G League, and that growth continues today: The NBA has 12 offices outside the United States; its games and programming are televised and streamed in 215 countries and territories in 49 languages; and it offers fans 19 international online destinations. The NBA was the first U.S. professional sports league to stage regular-season games outside North America, and the league has played more than 165 international preseason and regular-season games to date.

An intense commitment to social responsibility both in the United States and around the world marked Mr. Stern's tenure as commissioner. Under his leadership, the league launched NBA Cares, a global social responsibility program that builds on the NBA's mission of addressing important social issues in the United States and around the world. NBA Cares supports a host of community outreach initiatives, including a myriad of internationally recognized youth-serving programs that focus on education, youth and family development, and health and wellness.

Mr. Stern was inducted into the Naismith Memorial Basketball Hall of Fame and the Sports Broadcasting Hall of Fame in 2014 and the International Basketball Hall of Fame in 2016. He is a 2013 recipient of the W.E.B. Du Bois Medal, awarded by Harvard University in recognition of contributions to African and African-American culture, and a recipient of the Yale Executive Leadership Institute's Legend in Leadership Award which celebrates contemporary business leaders who have made transformational contributions across sectors. He is the chair emeritus of the Trustees of Columbia University and serves or has served on the boards of the Rutgers University Foundation, the NAACP, the Martin Luther King Jr. Federal Holiday Commission, the Thurgood Marshall College Fund, the Paley Center for Media and Jazz at Lincoln Center. He is also a member of the Council on Foreign Relations. A native of New York City, Mr. Stern is a graduate of Rutgers University and Columbia Law School.

Currently, as CEO of DJS Global Advisors, Mr. Stern is a Senior Advisor to the NBA, investment bank PJT Partners and venture capital firm Greycroft Partners, as well as an advisor to several sports technology start-ups.

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

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
Lewis Katz New Renaissance Basketball Academy Charter School

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

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

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

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

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

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

Conflicts

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

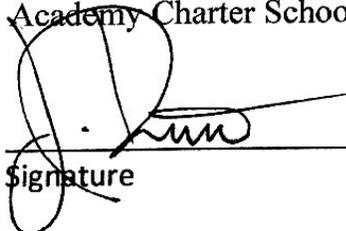
15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority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

Other

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

Certification

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



 Signature

6-24-18

 Date

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

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

Enrollment

We plan to enroll 88 students in 9th grade in August 2020 and add a grade in each subsequent year until we are serving 352 students in grades 9-12. This grade configuration aligns with other schools in New York City. While some students are in grades 6-12 schools, most students apply for high school in the 8th grade. New York City has a unique city-wide application process so it will be natural for families to consider our high school as one of their many possible choices. Below is the student enrollment table from our budget template.

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2020-21	2021-22	2022-23	2023-24	2024-25	AGE RANGE
Kindergarten	Elementary School						
1st Grade	Elementary School						
2nd Grade	Elementary School						
3rd Grade	Elementary School						
4th Grade	Elementary School						
5th Grade	Select grade 5 level from dropdown list →						
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School	88	88	88	88	88	13-15
10th Grade	High School		88	88	88	88	14-16
11th Grade	High School			88	88	88	15-17
12th Grade	High School				88	88	16-18
Ungraded							
TOTAL		88	176	264	352	352	

To be eligible to enroll, students must have graduated from the 8th grade and we expect the age range of students entering 9th grade to be the same as district schools.

As a new charter school serving a potentially large number of students with at-risk factors, we do anticipate some attrition, especially in the first years of operation when our reputation is taking shape. We believe as the school settles into the community and word of mouth spreads, attrition will diminish. From the start we will work hard to minimize attrition by educating potential applicants about our school culture, schedule, calendar, and course and graduation requirements. Nevertheless, we do assume that mobility and other factors will contribute to some attrition. We do not believe it is appropriate to leave seats empty when there are so many students in need. Therefore, it will be our policy to “backfill” all empty seats in all grades. Based on the experiences of other charter schools, we may also over-enroll (within permitted limits) at the beginning of the year with the expectation that not all students will show up or remain in the school as other charter schools work through their waitlists in the fall.

We are focused on starting an excellent charter high school and do not anticipate seeking to grow beyond grades 9-12 in future charter periods nor do we plan to apply for a full-day universal pre-K program.

Request is not applicable

Curriculum and Instruction

(a) Curriculum Selection and Processes

We intend to implement a college and career preparatory curriculum that has three components: core academics, career pathways, and career readiness. The Academic Director will be responsible for the selection and development of curriculum, working closely with the Director of Student Support to ensure appropriate curriculum for all students, i.e., struggling students, students with disabilities and English language learners, as well as the College & Career Coordinator to ensure the curriculum supports experiential learning. The counselors will also have input into curriculum as it relates to social emotional development and career readiness skills.

We intend to have scope and sequences and unit plans created in every subject prior to the start of each year that teachers will then use to develop weekly lesson plans. During the planning year the Head of School, Academic Director and Director of Student Support will be responsible for curriculum development with advice from New Visions. In subsequent years the instructional leaders will be assisted by teachers in developing curriculum for new courses to ensure vertical alignment.

After the first year of operation, a formal curriculum review and revision process will take place each summer with two components:

1. **Reflection:** A reflection on the curriculum immediately after the student's last day of school. Teachers and instructional leaders will convene to go through the scope and sequences and unit plans to discern what was actually covered, what engaged students, what was hard to teach, what led to demonstrable learning, and what was missing. Instructional leaders will take the results of this reflection, establish priorities, seek out new resources, and begin to draft revisions to scope and sequences and unit plans.
2. **Revision:** During the Summer Training Camp immediately before students arrive in August, instructional leaders will work with teachers to finalize curriculum revisions for the coming year. Teachers will have the opportunity to recommend changes and identify new resources. They will also revise their lesson plans to align with the new curriculum guidance documents.

During the school year teachers will prepare weekly lesson plans that are submitted the Monday prior to the week of instruction. They will use a school-wide template that is archived on a cloud-based drive and accessible to all faculty, which will facilitate collaboration between general education, special education and other intervention teachers and tutors. By Thursday the Academic Director and Director of Student Support will review the lesson plans and provide feedback and requested next steps. As the school grows, this responsibility will eventually be shared with department chairs, i.e., teachers with subject-specific expertise.

Core Academic Curriculum: We believe a college preparatory curriculum is appropriate for all students because it instills high expectations for themselves that carry over to all aspects of life. Research has found a causal relationship between teacher expectations and student outcomes.

In one study the researchers “find that teacher expectations matter. To put this into perspective, if a student is randomly assigned to a teacher whose expectations are 40 percent higher, which is the average difference in expectations faced by black and white students in the sample, the student becomes 7 percent more likely to complete a four-year college degree” (Papageorge and Gershenson, 2016). Moreover, a recent study found that greater academic demands lead to less risky behavior in adolescents, especially males and non-white students (Hao and Cowan, 2018).

The foundation of our core academic program will be the Open Educational Resource (OER) curriculum created by New Visions for Public Schools. These college preparatory curriculum resources for English Language Arts, Math, Science and Social Studies have been developed and refined over time while in use at the New Visions Humanities and Advanced Math and Science charter schools. Not only are they aligned to state standards (which purportedly define college and career readiness) but they establish and maintain a proven level of rigor necessary for college access and success. The New Visions curriculum resources include:

- Scope-and-sequence instructional materials, with content aligned to New York State Core Standards and appropriate for courses terminating with New York State Regents Examinations;
- Pacing calendar to guide daily classroom decisions; includes suggestions for thematic units and skills taught and how much time should be spent developing them in the classroom.
- Instructional guidance around use of activities, such as group learning routines;
- Formative and summative assessment tools that offer students and teachers feedback on their progress;
- Materials for supporting students learning English as a new language and students with disabilities.

With these structured resources as a foundation, instructional leaders and teachers from the Lewis Katz Basketball Academy will adapt and modify the New Visions curriculum to meet the needs of the school and its students. Key considerations will include modifying, replacing or supplementing:

- **Texts** to reflect our school’s basketball theme, including literature, poetry, film, history, biography and other non-fiction.
- **Pedagogy** to reflect our school’s emphasis on activating learning strategies and practices.
- **Tasks** to reflect our school’s theme, including basketball-related problem sets, experiments, projects and presentations. For example, mathematics might examine basketball statistics, physics might explore the trajectory and acceleration of the ball through the hoop, social studies might include the history of basketball through the lens of civil rights, and English might explore the character traits of basketball players in popular culture.
- **Assessments** to align with active learning pedagogy and our school’s theme. We will emphasize demonstrations of knowledge and skills, such as reports, presentations, and debates.

With the support and permission of New Visions, we summarize below the key elements of the core curriculum that we will use as our foundation:

English Language Arts: The New Visions curriculum consists of three year-long courses that are organized by the conceptual lenses of the Individual, the Quest, and the American and spiral literacy skills across grades 9, 10 and 11. Within each course, unit plans provide assessments, resources, and strategies that unpack the skills needed to master the learning identified in the ELA Common Core Standards, as well as support the reading, writing, and thinking necessary for both the New York State Regents exams and post-secondary coursework. Unit plans include

- **Content:** resources develop student learning around content in literature and literary devices.
- **Skills:** reading, writing, and speaking skills that support college-readiness
- **Assessments:** each unit has assessments that test students' reading, writing, and speaking skills within the context of the unit's content. Each unit also culminates in an assessment that is rooted in the skills assessed on the NYS ELA Regents writing assignments of the Writing from Sources or the Text Analysis.
- **Weekly Plans:** adaptable weekly plans are spiraled over the course of the unit with objectives and suggested agendas.
- **Text Lists:** suggested novels, short stories, poems, non-fiction, and media

Mathematics: New Visions has developed curriculum for three courses: Algebra I, Geometry and Algebra II. Each course is divided into six or seven units, all of which are built around a common structure that shares several key components:

- **Diagnostic:** An Initial Task is intended to help teachers find out what students know already about the math in the unit.
- **Big Ideas:** The core mathematics of each unit is developed through a series of resources linked to Big Ideas. As teachers move through the unit, Big Ideas keep students focused on how concepts are connected and how they address mathematical problem solving.
- **Instructional Routines:** One key component of our work is the use of Instructional Routines to structure classroom discourse and collaborative problem solving. These are embedded in the plan for each Big Idea.
- **Formative Assessments:** Before attempting the end-of-unit assessment, students have an opportunity to synthesize their knowledge through a multi-day Formative Assessment Lesson.
- **Re-engagement Lessons:** Teacher-designed Re-engagement Lessons allow students to revisit, revise, and extend their understanding of the unit's core mathematics.
- **Summative Assessment:** Finally, an End of Unit Assessment, which is composed of a series of aligned Regents and Regents-like questions. An optional rich task may be provided for some units. These two types of items allow students to apply their understanding in an assessment setting and also provides teachers with analyzable data for planning successive units.

Social Studies: The New Visions Social Studies Curriculum is a full scope and sequence for the 9th and 10th grade Global History and Geography course and the 11th grade United States

History and Government course. Through the investigation and analysis of primary and secondary sources, students have the opportunity to think critically, and to read, write, and speak like historians, while simultaneously honing the literacy and critical thinking skills necessary for both the New York State Regents exams and post-secondary coursework. Unit plans include:

- **Unit Topics:** Clear description of content and skills to be covered
- **Essential Ideas:** Large questions students are expected to answer as they progress through the unit content.
- **Vocab Intro:** Subject specific vocabulary students need to know
- **Close Reads:** Relevant text including primary source documents.
- **Formative and Summative Assessments:** Includes ongoing assessment during the unit as well as a unit synthesis task and end of unit assessment.

Science: The New Visions Science Curriculum strategically spirals core concepts (such as evolution) to facilitate multiple opportunities for students to interact with overarching themes, and to promote success on the Regents exam. Using the “5E” approach, teachers guide students through a series of learning phases: Engagement, Exploration, Explanation, Elaboration, and Evaluation. The exploration phase acts as the anchor for learning, focusing on authentic experiences that allow students to engage in science and observe phenomena before developing formal explanations. Key features of the science curriculum include:

- **Enduring Topics:** A set of enduring topics is taught in each unit to build towards a comprehensive understanding of each course.
- **Anchor Phenomenon:** Each unit introduces a large question or issue for students to ponder during the unit and answer at the end.
- **Performance Tasks:** Each unit culminates in a Regents-like assessment (made up of items from prior Regents exams) as well as a Performance Task that requires application of the learning in the unit to a real-world problem.

Physical Education: As a school built around basketball, physical education will be an important subject that students study each year. They will learn locomotor skills and body management as well as individual, pair and team sports and games. They will also learn about fitness, nutrition and health. Our athletic staff will use the SHAPE America's National Standards & Grade-Level Outcomes for K-12 Physical Education to develop scope and sequences and unit and lesson plans. The key standards that will guide our curriculum development are:

- Standard 1: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.
- Standard 2: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Standard 3: The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Standard 4: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

- Standard 5: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

PE teachers will be expected to create lessons that allow students of all abilities to access the curriculum and participate in meaningful ways. Students with physical disabilities will be accommodated.

Computer-Based Instruction (CBI): As a small school, we will augment our in-house course selection with computer-based instruction so students can pursue any number of subjects, such as languages other than English (LOTE), computer science, and advanced math and science. We may also use CBI for remediation and enrichment of existing subjects. Given our 2020 opening date and the rapidly transforming field of computer-based instruction, we will wait until our planning year to select appropriate programs. Selection criteria will include alignment to state and national standards, relevance to student interests and needs, alignment with our technology infrastructure, accessibility inside and outside of the school building, and of course cost.

Career Pathways: Students will have the opportunity to pursue career pathways related to the business of basketball with related coursework and experiential learning opportunities outside of the school. All students will take Basketball 101 in their first year, a multidisciplinary course that will expose students to the many facets of basketball. This course will also be aligned with the 9th grade core courses to reinforce basic reading, writing, speaking and math skills. The course will be developed during the planning year, but will likely include the following topics:

- History of basketball
- Basketball in literature and popular culture
- Sports fitness and psychology
- Career exploration

In subsequent years elective career pathway courses will be developed as the school grows and evaluates student interests, faculty expertise, and facility and technology requirements. We currently envision the following three tracks:

- **Athletics:** This will address how athletes are developed and supported, and includes topics such as coaching, sports psychology, nutrition, physical therapy and medicine. Career options include coaching, training, medicine and nursing, nutritionist, exercise physiology, kinesiotherapy, physical therapy. In addition to gymnasiums, we intend to build a state of the art weight room and training facility that will be used for some of these courses. We also plan to create video suites so students can learn to analyze game tape.
- **Sports Journalism:** Sports journalism includes many different careers in online media, print and broadcast journalism. Career options include sports announcer/commentator, radio show host, sports writer, photojournalist, and television producer. We intend to create a broadcast studio so students can experience firsthand the many sides of broadcast journalism, including production, videography, and anchoring.

- **Business, Finance and Law:** This includes sports management, analytics, marketing, sales, public relations, event coordination, law, agency and representation, finance and accounting.

In addition to career pathway courses at the school, the Lewis Katz Basketball Academy will partner with local higher education, businesses and other organizations to provide students with access to college credit courses and experiential learning opportunities, such as internships and jobs. We have budgeted for a College & Career Coordinator in Year 3 who will cultivate relationships with local colleges and universities, businesses, non-profit organizations and individuals to provide access to college-credit coursework, internships, shadowing opportunities, mentorships, and jobs.

Career Pathway courses and experiential learning will all be developed to help student attain the New York State Learning Standards for Career Development and Occupational Studies (CDOS Standards).

CDOS Standards and Indicators

Standard	Indicators
<p>Standard 1—Career Development. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.</p>	<ul style="list-style-type: none"> • complete the development of a career plan that would permit eventual entry into a career option of their choosing • apply decision-making skills in the selection of a career option of strong personal interest • analyze skills and abilities required in a career option and relate them to their own skills and abilities
<p>Standard 2—Integrated Learning. Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.</p>	<ul style="list-style-type: none"> • demonstrate the integration and application of academic and occupational skills in their school learning, work, and personal lives. • use academic knowledge and skills in an occupational context, and demonstrate the application of these skills by using a variety of communication techniques (e.g., sign language, pictures, videos, reports, and technology) • research, interpret, analyze, and evaluate information and experiences as related to academic knowledge and technical skills when completing a career plan.
<p>Standard 3a—Universal Foundation Skills. Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.</p>	<ul style="list-style-type: none"> • Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.

	<ul style="list-style-type: none"> • Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations. • Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action. • Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations • Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants. • Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks. • Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity. • Systems skills include the understanding of and ability to work within natural and constructed systems.
<p>Standard 3b—Career Majors. Students who choose a career major will acquire the career-specific technical knowledge and skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.</p>	<ul style="list-style-type: none"> • To be determined by College & Career Coordinator and Career Pathway Teachers with input from Advisory Boards.

Career Readiness Curriculum: We know that social emotional development is as important to our students’ success as academic performance. Therefore, all students will participate in an Advisory class that meets 2-3 times per week. All faculty will serve as advisors and the counselors with assistance from the Academic Director and College & Career Coordinator will develop curriculum for these classes. We will organize our curriculum around the Collaborative for Academic, Social, and Emotional Learning (CASEL) five competencies for social emotional learning:

- **Self-awareness:** The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”
- **Self-management:** The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
- **Social awareness:** The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- **Responsible decision-making:** The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

In developing the social emotional learning curriculum we will adhere to the approach advocated by CASEL, which incorporate four elements represented by the acronym SAFE:

- **Sequenced:** Connected and coordinated activities to foster skills development.
- **Active:** Active forms of learning to help students master new skills and attitudes.
- **Focused:** A component that emphasizes developing personal and social skills.
- **Explicit:** Targeting specific social and emotional skills.

As students master basic career readiness skills and move into the upper grades the Advisory Program will help students prepare for and succeed in experiential learning opportunities, such as dual enrollment at local colleges and internships and jobs. Advisory will be an opportunity to process these experiences and troubleshoot challenges. For instance, students will be taught how to pro-actively access college professors during office hours and address inter-personal challenges in the workplace.

Social and emotional learning and career readiness skills will also be integrated across the curriculum into all classes. Students will be expected to use these skills as they take on responsibility for guiding class discussions, completing collaborative projects, giving presentations, and reflecting on progress and achievement. All teachers will be trained and expected to reinforce Advisory lessons. Grade teams will where practical seek to coordinate social emotional and career readiness content across subjects.

Experiential Learning: By 11th grade, we expect all of our students to be prepared for experiential learning opportunities. We will focus on two primary areas:

- **Dual Enrollment:** Students who enter college already possessing college credits are far more likely to persist and graduate. They will be able to enter directly into credit-bearing courses rather than remediation and take more engaging higher level courses as well. We will work with students to find dual enrollment opportunities in courses of interest to them and whenever possible aligned with their career pathway. Hostos Community College is located in close proximity to our proposed campus, but there are many other colleges and universities in New York City with easy access to the South Bronx.
- **Internships and Jobs:** The College & Career Coordinator will help to place students in meaningful internships and jobs that provide them with valuable experience related to their career pathway and put relevant experience on their resume when it comes time to apply for post-secondary employment in their chosen career field. We will work with organizations and foundations that support experiential learning opportunities for disadvantaged students, such as:
 - **Futures and Options:** Its Internship Program provides paid, mentored internships and career readiness workshops to high school juniors and seniors. Students acquire hands-on experience, gain entry to small businesses, nonprofits, government agencies and multinational corporations and earn needed money. Over two-thirds of Futures and Options participants come from low-income families; 76% qualify for free or reduced lunch.
 - **Here to Here:** Founded by DreamYard, Big Picture Learning, and The James and Judith K. Dimon Foundation, Here to Here is a network of high schools, postsecondary programs, community based organizations and employers who are committed to create, enhance and expand multiple pathways to rewarding careers, focused on in-school youth growing up in the Bronx.

Intervention Curriculum: Tier 1 intervention takes place within general classroom instruction and the curriculum will include texts with a range of lexile levels as well as differentiated tasks, homework, and performance assessments. For more intense Tier 2 and 3 interventions (i.e., small group or individual instruction during Academic Coaching periods or tutoring sessions) the Academic Director and Director of Student Support will use the planning to year to select appropriate intervention programs and train teachers and staff in their use. Johns Hopkins University examined more than 200 published studies of middle and high school reading interventions and found few demonstrated strong effectiveness. Studies of computer-assisted instruction alone found minimal achievement outcomes; however, computer-assisted instruction combined with instructional process programs had mean positive effective sizes of 0.2. Thus, we will consider these types of programs with evidence of effectiveness, such as Compass Learning, Success For All, and READ 180. We choose not to select our programs at this time because the field is changing rapidly and with a fall 2020 opening other programs may be more appropriate at that time.

(b) Assessment System

The Lewis Katz Basketball Academy will have a comprehensive assessment system to support its pedagogical approach, i.e., ZPD and active learning, intervention model, and accountability system. As a basketball school, we believe performance is the best form of assessment: demonstrating by doing. This is one reason we have chosen to use the New Visions curriculum as the foundation for our curriculum; it incorporates essential questions and performance tasks as well as more traditional assessment forms. We also believe that self-assessment is a key component of college and career readiness and will incorporate opportunities for goal-setting, reflection and critical analysis. Below are the assessments that we intend to administer:

Assessment Plan

Assessment	Administration	Purpose	Format
Home Visit Screening	Summer before school starts	Diagnostic: interests, habits, learning style preferences, writing skills	Interview, checklist, writing prompt
Social Emotional Assessment: TBD	Fall, Winter, Spring	Measure baseline and growth of social emotional competencies and career readiness skills	Interview, checklist, observation, self-reflection
New York State Identification Test for English Language Learners (NYSITELL)	Summer before school starts or entry for new students	Diagnostic: eligibility for ENL services	Standardized test based on Home Language Survey
NWEA Measures of Academic Progress (MAP) Reading and Math	Fall or entry for new students	Diagnostic: reading fluency and comprehension, math skills	Computer-adaptive criterion-referenced reading assessment
	Winter	Benchmark: gauge growth from baseline and identify deficits for intervention	Computer-adaptive criterion-referenced reading assessment
	End of Year	Summative: mastery of reading and math standards, growth from baseline, program evaluation	Computer-adaptive criterion-referenced reading assessment
Curriculum-Based Assessments	Beginning of Units	Diagnostic: prior knowledge and skills	Questioning, tests, writing prompts

Assessment	Administration	Purpose	Format
(New Visions and Teacher Created)	During Units	Formative: informs instructional planning, grouping, intervention	Writing assignments, questioning, quizzes, projects, performance tasks
	End of Units	Summative: mastery of unit objectives	End of unit assessments and performance tasks
Self- and Peer-Assessments	Throughout the school year	Formative: To practice critical feedback as part of continuous improvement	Journals, rubrics, checklists, reflection activities
Computer-Based Instruction and Intervention Embedded Assessments	Throughout the school year	Diagnostic, formative and summative for units or programs	Computer-based assessment items
Career Pathway Capstone Projects	End of 12 th Grade	Summative: mastery of career pathway knowledge and skills	Student-created project and presentation to career audience
New York State Regents Exams	Aligned with subject coursework, administered multiple times per year	Summative: mastery of state standards, required for graduation	Standardized state test
New York State English as a Second Language Achievement Test (NYSESLAT)	End of Year	Annual assessment of English proficiency, determines continuing eligibility for ENL services	Standardized state test
PSAT/SAT/ACT	10 th Grade: PSAT 11-12 th Grade: SAT/ACT	College admissions requirement	Standardized test

Personal Opportunity Plans: We intend to instill in our students a sense of agency and control over their lives. This begins with setting personal, academic, college and career goals and figuring out how to achieve them. Consequently, each student will create a personal opportunity plan (POP). There is strong evidence that personal opportunity plans in conjunction with student-centered learning and effective academic, behavioral, and mental health supports result in better attendance, grades, graduation rates, and college application, enrollment and

completion rates.¹ Students will work with their Advisor to set measurable personal, college and career goals, determine how to assess achievement of their goals, monitor progress, and revise as needed. Academic and social emotional learning assessments will provide important data to support the use POPs. Part of the career pathway capstone project in the senior year will be a report on fulfillment of POP goals and lessons learned along the way.

Diagnostic Assessments: Given our location and target population, we fully expect to enroll students in 9th grade who enter below grade level. We will use a variety of diagnostic assessments and tools to quickly identify each student's strengths and areas for acceleration in order to target interventions and support. Staff will conduct home visits during the summer to get to know students and their learning environment outside of school, as well as their interests and concerns about the coming school year. We will use this opportunity to administer some brief diagnostic assessments, such as a short reading comprehension test and a writing prompt to gain useful knowledge for instructional planning. During Student Training Camp the week before classes start some additional assessments will be administered, both academic and social emotional. The NWEA MAP assessment will be administered three times each year, with fall administration providing a baseline measurement for growth. The New Visions curriculum provides baseline assessments for individual courses, which provide teachers with valuable information about the skill levels of their students at the beginning of the school year. Finally, social emotional learning assessments will be given in the beginning of the year to inform the Advisory program and POP development. In addition, the New Visions curriculum includes pre-assessments for many of its units that will serve a diagnostic purpose throughout the year.

Formative Assessment: In order to accurately place and maintain students in the zone of proximal development, which is constantly changing as students' skills grow, teachers need to regularly assess students and check for understanding. We believe anyone being assessed should know from the start what is expected of them so they know what to strive for. Therefore, teachers will be expected to use rubrics, anchor artifacts and sample assessment items to communicate their expectations to students at a level of detail that specifies not only basic proficiency/meeting a standard but provides examples of excellence as well. These will be important tools for helping students learn to evaluate and measure their own growth over time. Students will also be required to conduct regular self- and peer-assessments that will provide formative feedback to both themselves and teachers. Teachers will work with students to develop their skills in reliably assessing themselves, which will create a culture where criticism is valued as constructive rather than feared.

The New Visions curriculum includes ample formative assessments, including rubrics, assignments, projects and performance tasks. New Visions also maintains an online Quiz Banker that creates student-ready editable quiz and answer documents based on an item bank of 3,675 state exam questions. Teachers will be expected to use informal strategies, such as observation and questioning, as well as more formal assessments, such as exit tickets, quizzes to monitor student learning and growth. Finally, the NWEA MAP assessment will be

¹ Lieber, Carol. Personal Opportunity Plans: Conditions and Considerations for Effective Development and Implementation of Personal Opportunity Plans by the Commonwealth, Districts, and Schools, 2014

administered for the second time in the winter, providing evidence of growth and areas to re-focus attention.

Summative Assessment: The New Visions curriculum includes end of unit assessments and performance tasks to measure standards mastery:

- **Math:** End of unit assessment includes spiraled multiple choice and constructed response questions, comparable to those on the end-of-course Regents examination. A rich task, that allows for multiple entry points and authentic assessment of student learning, may be available for some units and can be included as part of the end of unit assessment.
- **Science:** Each unit culminates in a Regents-like assessment (made up of items from prior Regents exams) as well as a Performance Task that requires application of the learning in the unit to a real-world problem.
- **ELA:** Each unit culminates in an assessment that is rooted in the skills assessed on the NYS ELA Regents writing assignments of the Writing from Sources or the Text Analysis. Each unit has additional assessments that test students' reading, writing, and speaking skills within the context of the unit's content.
- **Social Studies:** At the end of each unit students complete a unit synthesis task, which provides them with an opportunity to synthesize what they learned in the unit before completing the End of Unit Assessment.

Ultimately, the Lewis Katz Basketball Academy will require every students to demonstrate college and career readiness in a variety of ways. Students will take the requisite Regents Exams necessary for earning a Regents diploma (the Board of Regents has recently been changing requirements and we will adhere to the official state policy as it evolves). They will also undertake to design and implement a senior capstone career pathway project that demonstrates their knowledge and skills related to a specific career track as well as the general career readiness skills learned through Advisory and experiential learning. Students will be expected to present their evidence of career readiness to a panel of students, school staff and external evaluators from the relevant career pathway. They will also design evaluation tools for their audience to use and provide them with feedback.

We will expect all students to take the PSAT in their 10th grade and then either the SAT or ACT in 11th and/or 12th grade. Given our unique career pathway structure, we do not anticipate offering formal Advanced Placement (AP) classes, but will assist students who wish to take individual AP exams based on their level of preparation.

ELL students will take the NYSESLAT each year to determine their English proficiency level and whether they still need ENL services.

Social Emotional Assessment: We will task our Academic Director and Director of Student Support with selecting an assessment of social emotional learning and habits of success that best meets the needs of the school. Selection criteria will include:

- Alignment with CASEL competencies
- Alignment with school mission and culture
- Diagnostic, formative and summative tools to measure growth over time

- Ease of administration and data collection.
- Generation of clear and useful data.

Possible instruments may include:

- ACT Tesseract
- Devereux Student Strengths Assessment and/or DESSA-Mini
- Social-Emotional Assets and Resilience Scale (SEARS)
- Social Skills Improvement System Rating Scales
- Behavioral and Emotional Rating Scale (BERS)

Validity and Reliability: We have chosen the assessments above based on existing evidence of validity and reliability. Some, such as the NWEA MAP, are nationally norm-referenced exams with internally consistent scales to allow measurement across grades. We have no choice but to accept the Regents exams as indicators of proficiency on state standards (though we know not all standards are covered in the same depth, if at all). New Visions has been developing its curriculum and standards over many years, and we believe the results of their charter schools is indicative of effective assessments. Instructional leaders will work with teachers through professional development and oversight to ensure school-developed assessments are valid and reliable. Their results will be compared to those of other assessments and techniques such as multiple scoring will ensure consistency in the application of standards and expectations. Finally, we will use existing items from other assessments, including Regents, SAT, ACT, AP and others to develop our own assessments.

Data Collection and Analysis: The Academic Director and Director of Student Support will coordinate administration of all standardized testing, including scheduling, training, technology, and distribution, administration, and collection of materials. During the planning year the school will select a data management system that provides effective security and privacy (e.g., FERPA), controlled accessibility (for administrators, teachers, students and parents), and analytic and reporting tools. The NWEA MAP is a computer-based assessment program with its own proprietary system that collects and stores data and generates student, class and school-level reports. Teachers will be expected to collect and track the results of all curriculum-based assessments, including formative and summative assessment, such as unit tests and performance tasks. Advisors will work with students to collect and analyze data for their POPs and the evaluation of senior capstone career pathway projects.

While analytics has refashioned the sports industry, the use of data in schools has not kept pace. Many school leaders and teachers are unprepared or lack the tools to conduct sophisticated data analysis and use the results in timely and impactful ways. We intend to build a data-driven professional culture in which school leaders and faculty use multiple measures to understand the needs of students and improve all aspects of the school in meeting those needs. The assessment calendar will include not only dates for assessment administration but deadlines for meeting to review results and develop next steps. In our experience data meetings are often unfocused and waste time on group analysis of the data rather than using results to drive improvements. Grade team and subject team data meetings will therefore use

protocols to ensure productive discussions and actionable plans. These protocols will include the following steps:

1. Establish clear purpose for data meeting: what will it produce?
2. Assign data analysis to one or more meeting participants.
3. Data are scrutinized prior to the data meeting using cohort analysis, item analysis, error analysis, trend analysis or other forms of analysis.
4. Present results at data meeting in clear and concise ways: tables, charts, graphs, color coding, etc.
5. Discuss the implications of the results, hypothesize reasons for the results, identify questions raised by the results.
6. Develop a reasonable number of next steps, identify who is responsible, set timeline.

Use of Data: Stakeholders at the Lewis Katz Basketball Academy will use data in the following ways:

Teachers	<ul style="list-style-type: none"> • Revise pacing • Differentiate lessons • Re-teach skills or content • Group students for targeted instruction • Identify students for academic coaching • Discuss students of concern • Professional growth goals and progress • Conversations with parents
School Leaders	<ul style="list-style-type: none"> • Curriculum design, implementation, review and revision • Evaluate instructional methods and intervention programs • Identify professional development topics and evaluate training • Evaluate teachers • Identify students for interventions • Refer students for CSE evaluation • Promotion decisions • Assess mission attainment • Monitor Accountability Plan goals
Board of Trustees	<ul style="list-style-type: none"> • Monitor program implementation • Inform policy decisions • Evaluate school leadership • Evaluate partner organizations • Assess mission attainment • Monitor Accountability Plan goals
Parents	<ul style="list-style-type: none"> • Monitor child’s learning • Facilitate conversations with teachers

	<ul style="list-style-type: none"> • Evaluate school performance
Students	<ul style="list-style-type: none"> • Implement Personal Opportunity Plan • Self- and peer-assessment • Facilitate conversations with teachers and parents • Post-secondary planning

Reporting Progress and Achievement: We will select a data management system that provides students and their families with real time access to grades, assessment results and other pertinent data. Standards-based report cards will be sent home four times per year, and student-led conferences with teachers and parents will be held at the completion of the first and third quarter. As a school that believes deeply in authentic demonstrations of skills and knowledge, parents will be invited to see the result of performance tasks, e.g., presentations, speeches, exhibitions, debates, etc. As a graduation requirement, all seniors will present the career pathways capstone project.

In addition to student-level performance data, school leaders will prepare for the Board an annual report detailing evidence of progress towards achieving its mission and Accountability Plan goals. This reports will be shared with families and posted on the school website.

(c) Instructional Methods

The Lewis Katz New Renaissance Basketball Academy Charter School is designed to engage students, including those who have not previously experienced academic success, in a rigorous college and career readiness program. Our education philosophy and resulting instructional practices are informed two specific concepts: 1) zone of proximal development and 2) active learning. The former is typically associated with the psychologist Lev Vygotsky and defined as the difference between what a learner can do without help and what he or she can do with help. In practice it is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978). Basketball offers a useful analogy: in learning to shoot, stand too close to the basket and you make every shot and get bored and quit; stand too far from the basket and you miss almost every shot and get frustrated and quit. The zone of proximal development is in between where you are adequately challenged to improve your skills and as they develop over time the zone moves further and further from the basket until eventually you become the star 3-point shooter. In practice, our teachers will be trained to assess students and design instruction to adequately challenge students with the supports they need to grow. This will involve strategies such as scaffolding, cooperative learning, and project-based learning.

Second, we intend to use an active learning model that we believe is most appropriate for not only our students but our teachers as well. Jay Lynch wrote in *What Does Research Say About Active Learning*:

Few educational interventions can match the power of active learning when it comes to improving student academic outcomes. Researchers have consistently found that higher student achievement and engagement are associated with instructional methods involving active learning techniques (e.g., Freeman et al.; McDermott et al.). Also, students employing active learning strategies in the planning, monitoring, and evaluation of their learning progress have been found to outperform peers lacking these skills.” (2016)

Moreover, research on active learning indicates that student learning depends much less on what instructors do than what they ask their students to do (Halpern and Hakel, 2003).

Similarly, students learn more when they participate in the process of learning, whether it’s through discussion, practice, review, or application (Grunert, 1997). Based on the research, Lynch describes the most powerful active learning techniques:

- Students should be asked to generate connections, questions, and solutions. One of the strongest findings in the learning sciences is that recall and comprehension is greater if learners are frequently required to produce ideas rather than exclusively receiving information from an instructor or textbook (Bertsch et al.).
- Instruction should dedicate time toward helping learners integrate new information into their preexisting knowledge networks. Students come to an instructional situation with a robust collection of prior beliefs, ideas, and experiences that must be linked to instructional content in order to build the meaningful connections required for enduring knowledge (Ambrose and Lovett).
- Finally, perhaps the most well-established active learning strategy is repeated and spaced retrieval of learned information. Instruction should include frequent opportunities for learners to engage in effortful recollection of information in order to promote long-term retention and transfer (Karpicke and Blunt).

Below is a list of the types of active learning strategies we will promote in our school:

- **Case Study:** A Case Study is a way to let students interact with material in an open-ended manner. The goal is not to find solutions, but to explore possibilities and options of a real-life scenario.
- **Concept Map:** Concept maps are graphic organizers that display relationships among concepts. In drawing a concept map, students actively construct their understanding of a topic.
- **Debate:** In a classroom debate, a proposition is stated and students make arguments for or against it.
- **Discussion:** Discussion is a group of people talking through a common question or problem for the purpose of gaining new insights and generating new questions. The power of discussion comes from participants engaging with the course content, with each other, and with their own understanding of the material.
- **Do Now:** A Do Now is an activity at the start of a class to instantly get students in the correct mindset for learning or in the middle of class to have students check their understanding. It is commonly brief, usually not longer than 5 or 10 minutes. This activity is most successful when it becomes a routine in your class.

- **Field Trip:** A Field Trip is an exciting way to engage students in course material. It allows them to explore and discover new information.
- **Game/Simulation:** Educational, or “serious,” games allow students to enjoy themselves and have fun, while at the same time learning specific content or skills. There are a wide variety of games that can meet different pedagogical purposes. However, effective games let students interact with real concepts and ideas in a simulated setting.
- **Homework:** Homework typically constitutes any activity you ask students to complete outside of class. It can either help students prepare for the next class or can allow them to fully delve into topics learned in a previous class.
- **Jigsaw:** The jigsaw technique is so named because students first form “expert” groups that research and refine their expertise in one topic before splitting up and reforming into “teaching” groups that contain a member from each different area of expertise. In their new groups, each student-expert teaches the other members about the topic s/he has become expert in.
- **Lab:** Lab is an opportunity for students to interact with their field in a hands-on way. Labs come in many forms, depending on their discipline.
- **Lecture:** Lectures are oral presentations by the instructor or an expert in the content to a group of people. They are primarily used when the goal is to give a group of students a great deal of information, and are seen as the traditional form of content delivery in higher education settings.
- **Pair and Share:** An easily acceptable, stress-free activity where students consider a question individually, discuss with neighbor students, and share with a larger group in order to stimulate a class discussion. This activity can also be called a Think-Pair-Share.
- **Peer Instruction:** Peer instruction harnesses the power of the students to generate learning. It requires a way to quickly tally responses from students (usually with clickers or from a cellphone/computer). However, there are many ways to gather that information that do not require technology.
- **Presentation:** A presentation involves students publically speaking and giving a formal display of a product or idea.
- **Quick Write:** A short and nimble activity where students spend 2-10 minutes writing a brief written response to a question or probe posed by the teacher.
- **Research:** Research projects allow students to independently explore concepts related to course material and build their own in depth foundational knowledge.
- **Role Play:** Role-playing is an opportunity for students to grapple with material in simulated real-world environments. It forces students to apply their knowledge, reflect on key issues, and consider alternate view-points.
- **Sequence Reconstruction:** Sequence reconstruction, sometimes called a strip sequence, allows students to think through a process or chronology by ordering a set of items.
- **Speed Dating:** An educational speed dating session consists of a series of brief one-on-one interactions between students. After talking with one partner for several minutes, students rotate to another.

- **Statement Correction:** In this activity, the instructor provides students with a statement or other material that contains intentional mistakes. Students are then instructed to both find and correct these errors.

This list was informed by ABLConnect, an online database of active learning efforts maintained by Harvard's Bok Center for Teaching and Learning, which provides examples, how-to guides and research to support active learning implementation. Teachers will use ABLConnect and other resources to develop lesson plans that incorporate active learning strategies.

Finally, we plan to use instruction to simulate the higher education experience to prepare students for college. For example, we expect classes to be characterized by frequent Socratic dialogue that engages all students in challenging discussions. Students will expect frequent cold calling and be challenged to elaborate on simple answers. As students develop comfort with this method they will take ownership of discussions by posing essential questions, tracking evidence, ensuring equal participation, and summarizing conclusions.

Subject Specific Pedagogy: Below are examples of subject-specific instructional strategies that align with our education philosophy and New Visions curriculum resources.

ELA Instructional Strategies:

- **Three Reads Protocol:** The Three Reads Protocol focuses students' reading of a larger text on a particular excerpt and encourages them to read it for three different purposes. During their first read, students annotate for comprehension and describe what is happening in the excerpt. In their second read, students annotate for the development of literary devices that the writer is using. In their final read, students connect the excerpt to the larger context from the unit. Between each read, teachers can bring the class together to check for understanding and share annotations.
- **Roadmapping:** This strategy provides students with a targeted purpose for annotating multiple-choice questions during the reading comprehension section of an exam. Students can apply this strategy to exam passages in order to create an annotated text that is a "roadmap" or guide for reading.
- **Dialectical Journals:** The term "dialectic" means "the art or practice of arriving at the truth by using conversation." Dialectical journals can assist a reader in developing a better understanding of a text through the composition of a journal entry. This writing can be assigned as a single reflection on a excerpt, or can be routinized and used over the course of the reading of a text in order to reflect a complete journal. These type of journals can be a useful way to process reading or prepare for a discussion, as well as support the gathering of textual evidence for future analytical assignments.
- **Half-Writes:** There is never enough time in a class period to fully teach targeted writing instruction. By using the Half-Writes, teachers are able to model strong writing practices and focus writing instruction on a specific section of a paragraph as a way to guide student thinking.
- **Writing in Zones Protocol:** This multi-day protocol uses low-stakes writing to make thinking visible for students prior to writing a first draft of an essay. By using this process of writing, teachers are breaking down the layers of thinking that an essay prompt asks

of students and supports them in their thought process in a low-stakes writing environment.

- **3-1-3 Protocol:** This protocol supports students' interaction with information in the classroom through small, student-led group instruction. Teachers are encouraged to use this protocol when building background knowledge during the opening of a unit or to review material over the duration of the unit.

Mathematics Instructional Strategies:

- **Contemplate Then Calculate:** Students are given a quick flash of a mathematical object and asked to share what they noticed. From these noticings, students work together to create a shortcut to solving the question posed by the teacher. At the end of the routine, students reflect on what they paid attention to today that might be useful to pay attention to tomorrow.
- **Connecting Representations:** Students are given two sets of mathematical representations that on the surface may appear different but behave mathematically the same. Through their work together, students make matches between the given sets of representations, eventually creating their own representation.

Science Instructional Strategies:

- **Turn Exchange Sort:** Students are assigned the role of listener and speaker, taking turns to exchange their thinking (answer, question, opinion, observation). Then the pair sorts the thinking (prioritize, compare, sequence, or summarize).
- **Question Starts:** offers students an opportunity to wonder before jumping to answers. The link to the question starts provides stems that students can use to form questions.
- **Dialogue Lines:** a learning routine in which students move from one partner discussion to another, rehearsing a common way of talking about a particular topic.
- **Think-Talk-Open Exchange:** This is a routine for students in small groups to share ideas, listen to one another, and build upon each others' ideas.
- **Read-Generate-Sort-Solve:** This is a routine that promotes student engagement in problem-solving by helping students make their thinking transparent along the way.
- **Domino Share:** This routine helps groups share efficiently, giving each person an opportunity to participate.
- **Exhibition:** Routine for sharing a product or process with an audience. This process enables students to receive feedback from the audience without first being required to respond with an explanation. In this way the students can listen to feedback without having to worry about responding or defending the work.

Social Emotional Learning Strategies:

The following are examples of strategies our Advisory classes might use based on the CASEL approach to social emotional learning:

- Children taught through modeling and coaching to recognize how they feel or how someone else might be feeling.

- Prompting the use of a conflict-resolution skill and using dialoguing to guide students through the steps to help them apply a skill in a new situation.
- Through class meetings students practice group decision-making and setting classroom rules.
- Students learn cooperation and teamwork through participation in team sports and games.
- Students deepen their understanding of a current or historical event by analyzing it through a set of questions based on a problem-solving model.
- Cross-age mentoring, in which a younger student is paired with an older one, build self-confidence, a sense of belonging, and enhanced academic skills.
- Having one member of a pair describe a situation to his partner and having the partner repeat what he or she heard teaches reflective listening.

Intervention Pedagogy: As noted, Tier 1 intervention is effective differentiated lessons within the general education classroom. Teachers will use a variety of strategies to ensure each student remains in his or her zone of proximal development. These include differentiated questioning, heterogeneous and homogenous grouping, project-based learning, choice of topics, prompts, reciprocal teaching, scaffolded material and graphic organizers.

Tier 2/3 interventions will take place during the academic coaching period, when students will be assigned to teachers based on need. Class sizes will vary and may include small group instruction and one-to-one tutoring. Instructional strategies may include: explicit phonics and comprehension instruction, vocabulary previews, re-teaching targeted skills, fluency drills, homework help, research assistance, and computer-based instruction. Students who are on grade level will use academic coaching to deepen their understanding of unit standards. They may also participate in peer tutoring, which is shown to strengthen their skills as well.

(d) Course or Subject Overview

English Language Arts: All students will take a three year sequence of ELA classes as well as one ELA elective in their senior year. We also intend to develop related career pathway courses, such as journalism and creative writing.

9th Grade Scope						
	Self		Self & The Collective		Coming-of-Age	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit Theme	Identity	Personality	Society	“Otherness”	Challenging Truths	Establishing Truths
Writing Assessment	Literary Abstracts	Literary Analysis Essay	Writing from Sources	Text Analysis	Creative Narrative	Creative Nonfiction
Writing Strategy	Exploding Analysis		Exploding Argument			
Instructional Routine	Three Reads Protocol	3-1-3 Protocol	Half-Writes Routine		Writing in Zones Protocol	

10th Grade Scope						
	The Quest and the Hero		The Quest Reimagined		The Quest and the Villain	
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit Theme	The Quest	The Hero	Dystopia	The Anti-Hero	The Monster	The Tragic Hero
Writing Assessment	Literary Abstracts	Literary Analysis Essay	Writing from Sources	Text Analysis	Argument	Creative Narrative
Writing Strategy	Exploding Analysis		Exploding Argument			
Instructional Routine	Three Reads Protocol	3-1-3 Protocol	Half-Writes Routine		Writing in Zones Protocol	

11th Grade Scope				
	The American Experience			
	Unit 1	Unit 2	Unit 3	Unit 4
Unit Theme	The Contemporary American	The Creation of the American	The American & the Changing Landscape	The Reawakening of the American
Writing Assessment	Literary Analysis Essay	Rhetorical Analysis Essay	Writing from Sources Essay	The Personal Statement
Writing Strategy	Exploding Analysis		Exploding Argument	
Instructional Routine	Three Reads Protocol	3-1-3 Protocol	Half-Writes Routine	Writing in Zones Protocol

Mathematics: All students will take a three year sequence of Math classes. We also intend to develop basketball related electives, such as analytics and statistics.

Algebra I	
Course Description	Algebra I has two key ideas that are threads throughout the course. The first idea is that we can construct representations of relationships between two sets of quantities and that these representations, which we call functions, have common traits. The second idea is that we can use these relationships between the quantities, which we call variables, to use our knowledge of the value of one variable to predict or determine explicitly the value of the other variable. In our formulation of the course, the first Big Idea is intended to inform students' ability to use the second Big Idea.
Enduring Topics	<ul style="list-style-type: none"> • QUANTITIES AND VARIABLES: How can quantities best be represented when analyzing relationships as quantities change? • RATE OF CHANGE: How does a function's rate of change determine characteristics that uniquely define the function? • FUNCTIONS AND FAMILIES: Why are functions important? How do key features of function families help explain relations across functions in the same family? • FUNCTION RULES AND SOLUTIONS: How do function representations help find and record all values that make a function true? • MULTIPLE REPRESENTATIONS: What makes one representation of a function better suited to a problem than another? • MODELING: Which models best help analyze a situation? How do we assess the effectiveness of a model?
Unit Topics	<ul style="list-style-type: none"> • UNIT 1: Modeling with Functions • UNIT 2: Linear and Exponential Functions • UNIT 3: Linear Equations & Inequalities in 1 Variable • UNIT 4: Linear Equations & Inequalities in 2 Variables • UNIT 5: Quadratic Functions • UNIT 6: Quadratic Equations • UNIT 7: Statistics

Geometry	
Course Description	The Geometry course builds on Algebra 1 by extending students' ability to see geometric relationships and to see how those geometric relationships are often alternate representations of the relationships they studied in the previous year. Students develop an approach to analyzing geometric relationships and explaining their reasoning logically and precisely, eventually leading to proof (informal and formal).

	<p>The major concepts identified for the geometry course are congruence, similarity, right triangles, trigonometry, using coordinates to prove simple geometric theorems algebraically, and applying geometric concepts in modeling situations. The figures that are used to communicate around these relationships and representations build from the notions of point and line into polygons and circles.</p> <p>The process of articulating sound and precise reasoning is threaded throughout the geometry course. Therefore, reasoning and sense making should be a regular part of instruction, with or without formal proof writing. Integration of the Common Core Standards for Mathematical Practice will be critical for students understanding of how to approach Geometry. Through “practicing” reasoning, students will be progressing toward expressing course-level appropriate geometric thinking by constructing viable arguments, critiquing the reasoning of others and attending to precision when making mathematical statements.</p>
<p>Enduring Topics</p>	<ul style="list-style-type: none"> • GEOMETRY COURSE OVERVIEW: Geometry is designed as a one-year course. The seven units are tied together through a set of enduring topics listed below: • CONSTRUCTIONS: How do tools of geometry model and visualize geometric properties? • TRANSFORMATIONS: How do geometric transformations allow mathematicians to explore, visualize, and explain relationships among geometric objects? • PROPORTIONS: How does proportional reasoning explain geometric relationships when comparing quantities? • CONGRUENCE: What criteria and features helps us determine if geometric figures are congruent? • MODELING: Which models best help analyze a situation? How do we assess the effectiveness of a model? • PROOF: How do we convince other people that a geometric claim is true?
<p>Unit Topics</p>	<ul style="list-style-type: none"> • UNIT 1: Tools of Geometry • UNIT 2: Proofs about Congruence • UNIT 3: Similarity and Proof • UNIT 4: Right Triangle Trigonometry • UNIT 5: Extending to Three Dimensions • UNIT 6: Coordinate Geometry • UNIT 7: Circles

Algebra II	
<p>Course Description</p>	<p>At the end of the Algebra II course, students should be able to apply functions and equations to a contextual situation and mathematically model it to make</p>

	<p>appropriate inferences and conclusions based on their knowledge of different mathematical representations.</p> <p>The course starts by providing a general overview of different families of functions so students can identify the key features that distinguish different families of functions in a variety of representations and then determine in which situations a given family is best for modeling. Each subsequent unit gives students opportunity to develop more depth of knowledge with a thorough understanding of how to use each function family including transformations, finding roots, understanding the effects of restricting domain, range and number sets, inverses, solving for key features including maxima and minima, roots, intercepts and end behavior and how to apply these tools to real life and abstract situations. This course culminates by allowing students to build on this knowledge and have further opportunity for real life application in probability and prediction and statistics and inference from data.</p>
<p>Enduring Topics</p>	<ul style="list-style-type: none"> • QUANTITIES AND VARIABLES: How can quantities best be represented when analyzing relationships as quantities change? • RATE OF CHANGE: How does a function’s rate of change determine characteristics that uniquely define the function? • FUNCTIONS AND FAMILIES: Why are functions important? How do key features of function families help explain relations across functions in the same family? • ZEROS: Why are zeros, where $f(x)=0$, key points in the patterns of functions? How does the structure of a function’s graph and equation give insights into its zeros? • MULTIPLE REPRESENTATIONS: What makes one representation of a function better suited to a problem than another? • MODELING: Which models best help analyze a situation? How do we assess the effectiveness of a model?
<p>Unit Topics</p>	<ul style="list-style-type: none"> • UNIT 1: Families of Functions • UNIT 2: Exponential Functions • UNIT 3: Trigonometric Functions • UNIT 4: Rational and Polynomial Functions • UNIT 5: Probability • UNIT 6: Statistics (Inferences from Data)

Science: All students will take Earth Science, Living Environment and either Physics or Chemistry. Career pathway courses might include physiology, sports nutrition, or engineering,

Earth Science	
Course Description	Earth Science is the study of our physical environment, which introduces students to the fields of Geology, Meteorology, Astronomy, and Oceanography. Earth Science is designed so students understand the processes of change in earth and space through first-hand observation and inference. Emphasis is placed on scientific inquiry and analysis of data.
Enduring Topics	<ul style="list-style-type: none"> ● SPACE SYSTEMS: What is Earth’s place in the Universe? What makes up our solar system and how can the motion of Earth explain seasons and eclipses? (MS.ESS) What is the universe, and what goes on in stars? What are the predictable patterns caused by Earth’s movement in the solar system? (HS.ESS) ● HISTORY OF EARTH: How do people figure out that the Earth and life on Earth have changed over time? How does the movement of tectonic plates impact the surface of Earth? (MS.ESS) How do people reconstruct and date events in Earth’s planetary history? Why do the continents move? (HS.ESS) ● EARTH’S SYSTEMS: How do the materials in and on Earth’s crust change over time? How does water influence weather circulate in the oceans, and shape Earth’s surface? (MS.ESS) How do the major Earth systems interact? How do the properties and movements of water shape Earth’s surface and affect its systems? (HS.ESS) ● WEATHER AND CLIMATE: What factors interact and influence weather and climate? (MS.ESS) What regulates weather and climate? (HS.ESS) ● HUMAN SUSTAINABILITY/IMPACTS: How can natural hazards be predicted? How do human activities affect Earth systems? (MS.ESS) How do humans depend on Earth’s resources? How do people model and predict the effects of human activities on Earth’s climate? (HS.ESS)
Unit Topics	<ul style="list-style-type: none"> ● UNIT 1: Origin of the Universe and Our Solar System ● UNIT 2: Earth’s Interior and Plate Tectonics ● UNIT 3: Landscapes and Surface Processes ● UNIT 4: Geologic History and Evolution of Life ● UNIT 5: The Earth-Sun-Moon System ● UNIT 6: Weather ● UNIT 7: Geography, Climate, and Human Cities ● UNIT 8: Review of Major Topics

Living Environment	
Course Description	The Living Environment explores the fundamental processes of living things. Students will be introduced to biological themes and concepts that make up the living world.
Enduring Topics	<ul style="list-style-type: none"> • STRUCTURE AND FUNCTION: How do the structures of organisms enable life's functions? (HS.LS.1) • MATTER AND ENERGY IN ORGANISMS AND ECOSYSTEMS: How do organisms obtain and use energy they need to live and grow? How do matter and energy move through ecosystems? (HS.LS.2) • INTERDEPENDENT RELATIONSHIPS IN ECOSYSTEMS: How do organisms interact with the living and non-living environment to obtain matter and energy? (HS.LS.3) • INHERITANCE AND VARIATION OF TRAITS: How are the characteristics from one generation related to the previous generation? (HS.LS.4) • NATURAL SELECTION AND EVOLUTION: How can there be so many similarities among organisms yet so many different plants, animals, and microorganisms? How does biodiversity affect humans? (HS.LS.5)
Unit Topics	<ul style="list-style-type: none"> • UNIT 1: Characteristics of Life • UNIT 2: Nutrients, Energy, & Biochemical Processes • UNIT 3: Homeostasis in Human Body Systems • UNIT 4: Disease & Disruption of Homeostasis • UNIT 5: Comparative Reproduction • UNIT 6: Genetics, Biotech, & Decision Making • UNIT 7: Ecosystems and Invasive Species • UNIT 8: Climate Change & Human Impact • UNIT 9: Review of Major Topics

Social Studies: All students will take a three year sequence of history classes as well as one social studies elective.

Global History and Geography I	
Course Description	Global History and Geography is a two-year course. The first year of the course examines world history prior to 1750
Enduring Topics	<ul style="list-style-type: none"> • CONFLICT: What causes conflict? What effects does it have? • INTERCONNECTEDNESS: Do the benefits of interconnectedness outweigh the costs? • COOPERATION: Why do we cooperate with one another? What effects can cooperation have? • IDEAS AND BELIEFS: How do ideas and beliefs shape our lives and the world around us? • POWER: How is power gained, consolidated, maintained, and lost? • ENVIRONMENTAL IMPACT: How does our environment affect us? How do we affect it? • SCARCITY: In a world with scarce resources, how do people get what they need and want? • INEQUALITY: Why is there inequality? What effects does it have? • INNOVATION: Do the benefits of innovation outweigh the costs?
Unit Topics	<ul style="list-style-type: none"> • Unit 1: Historical Thinking • Unit 2: The First Civilizations • Unit 3: Classical Civilizations • Unit 4: Political Powers and Achievements • Unit 5: Social and Cultural Growth and Conflict • Unit 6: Ottoman and Ming Pre-1600 • Unit 7: Transformation of W. Europe & Russia • Unit 8: Africa and the Americas Pre-1600 • Unit 9: Interactions and Disruptions

Global History and Geography II	
Course Description	Global History and Geography is a two-year course. The second year of the course examines world history from 1750 to present
Enduring Topics	<ul style="list-style-type: none"> • CONFLICT: What causes conflict? What effects does it have? • INTERCONNECTEDNESS: Do the benefits of interconnectedness outweigh the costs? • COOPERATION: Why do we cooperate with one another? What effects can cooperation have? • IDEAS AND BELIEFS: How do ideas and beliefs shape our lives and the world around us? • POWER: How is power gained, consolidated, maintained, and lost?

	<ul style="list-style-type: none"> ● ENVIRONMENTAL IMPACT: How does our environment affect us? How do we affect it? ● SCARCITY: In a world with scarce resources, how do people get what they need and want? ● INEQUALITY: Why is there inequality? What effects does it have? ● INNOVATION: Do the benefits of innovation outweigh the costs?
Unit Topics	<ul style="list-style-type: none"> ● UNIT 1: The World in 1750 CE ● UNIT 2: Enlightenment, Revolution, and Nationalism ● UNIT 3: Causes and Effects of the Industrial Revolution ● UNIT 4: Imperialism ● UNIT 5: Unresolved Global Conflict (1914-1945) ● UNIT 6: Unresolved Global Conflict (1945-1991) ● UNIT 7: Decolonization and Nationalism ● UNIT 8: Tensions Between Cultural Traditions and Modernization ● UNIT 9: Globalization and the Changing Environment ● UNIT 10: Human Rights Violation

Unites States History & Government	
Course Description	This course will enable students to understand the progression of the United States from the Native Americans and European colonization to the present day. We will focus on the development of our representative democracy, economic growth and social movements in order to understand the causes and impacts of various eras, events and historical figures in our history.
Enduring Topics	<ul style="list-style-type: none"> ● CHANGE: How do systems, ideas, or beliefs change over time? ● ENVIRONMENT: How does our environment affect us? How do we affect it? ● CITIZENSHIP / CIVIC VALUES: What are the duties and privileges of American citizenship? ● CONSTITUTIONAL PRINCIPLES: How does the US Constitution shape our lives as Americans? ● ECONOMIC SYSTEMS: To what extent does the American economy shape the American experience? ● FOREIGN POLICY: What motivations and intentions shape foreign policy? ● GOVERNMENT: How does federalism and democracy shape the American experience? ● REFORM MOVEMENTS: How do people affect change in their society? ● EQUALITY: Is there one American experience?
Unit Topics	<ul style="list-style-type: none"> ● UNIT 1: Colonial Foundations ● UNIT 2: American Revolution ● UNIT 3A: Building a Nation

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| <ul style="list-style-type: none">• UNIT 3B: Sectionalism and the Civil War• UNIT 4: Reconstruction• UNIT 5: Progressive Era• UNIT 6: Rise of American Power• UNIT 7: Prosperity and Depression• UNIT 8: World War II• UNIT 9: Cold War• UNIT 10: Domestic Change• UNIT 11: Contemporary America |
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Physical Education: All students will take physical education each year. The Lewis Katz Basketball Academy will develop its own unique curriculum that addresses physical fitness, wellness, and nutrition. Students will learn to prepare for and play sports, take care of their bodies, and manage stress.

Key Ideas	<ul style="list-style-type: none"> • Students perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. • Students design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.
Key Skills	<p>Students will:</p> <ul style="list-style-type: none"> • demonstrate proficiency in selected complex physical activities (games, sports, exercises) that provide conditioning for each fitness area • establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities • make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs • use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities • know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness), establish a personal profile with fitness/wellness goals, and engage in appropriate activities to improve or sustain their fitness • follow a program that relates to wellness, including weight control and stress management • demonstrate competence in leading and participating in group activities

(e) Promotion and Graduation Policy

Promotion and Retention: Grade promotion is not automatic; students must earn promotion by demonstrating mastery of essential knowledge and skills. Responsive classroom instruction and academic coaching and tutoring provide extensive supports and interventions throughout the school year and multiple opportunities for students to progress and meet grade level standards. Academic problems are identified early to help the student, parent and school effectively address them. If, after extensive efforts have been made, retention is necessary, a detailed retention plan is prepared to maximize support of the student during the retention year and to provide a plan to getting back on track.

Promotion decisions are based a holistic examination of a student’s grades, standardized test scores, attendance, and classroom assessments. We will look thoughtfully at student test scores, examples of student work, teacher observations, and other measures to make these decisions. Retention must answer this basic question: will retention benefit the students? There is no formula that can answer this question; it must be answered on a case-by-case basis using all available knowledge about the student.

Students with disabilities are promoted to the next grade based upon demonstrating mastery of the key objectives of their courses. In certain instances, the Committee on Special Education will recommend modified promotional criteria, which may be considered in the promotion decision. However, students with IEPs who have significant attendance or behavioral problems unrelated to their IEPs must complete content coursework requirements consistent with their IEPs or they may be retained. The Academic Director, after consulting with teachers, counselors and other staff will make the final decision about retention, though parents may appeal the decision to the Head of School (and may avail themselves of the school’s complaint policy if they are not satisfied with the Head of School’s decision).

Graduation Requirements: Students at Lewis Katz New Renaissance Basketball Academy will take the requisite courses and state tests to meet all of the requirements for a Regents diploma. As the Board of Regents has recently been modifying these requirements, our school will adjust as necessary to ensure all students qualify for a Regents diploma. Moreover, they will graduate with coursework and experiences that set them up for post-secondary success. We have selected the following graduation requirements to reflect our school’s mission of both college and career readiness.

Graduation Requirements

25 Credits	<ul style="list-style-type: none"> • 4 English • 4 Social Studies • 4 PE (includes health) • 3 Math • 3 Science • 1 LOTE • 2 Career Readiness (.5 credit per year of Advisory) • 4 Career Pathway (1 considered an art)
5 Regents Exams	<ul style="list-style-type: none"> • English Exam • U.S. History Exam • Global History Exam • 1 Math Exam • 1 Science Exam
Senior Career Pathway Capstone	Design, complete and present a senior career pathway capstone project that receives a Pass based on a rubric assessed by a review committee comprised of teachers, students and experts in the career pathway.

Experiential Learning	Complete one experiential learning activity related to your career pathway, which might include dual enrollment at a local college, internship or job
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Programmatic Audit

Richard Rothstein has identified eight educational goals that have withstood the ebb and flow of reform movements over the last 160 years:

1. basic academic skills,
2. critical thinking,
3. arts and literature,
4. preparation for skilled work,
5. social skills and work ethic,
6. citizenship,
7. physical health, and
8. emotional health (Rothstein, 2008).

The school will establish annual measurable metrics for each goal. At the end of each year school leadership will collect and analyze data, prepare a report and present it to the board and school community that outlines the school's progress towards meeting these goals. It will rely heavily on data collected throughout the year by various stakeholders, including instructional leaders, teachers, counselors and coaches. Data types will include internal and external assessment results; enrollment, attendance and punctuality data; survey results from students, families, and staff; and hiring and staff retention data.

In addition, the school will submit the annual report required by the State that evaluates progress towards meeting our Accountability Plan goals. This will be shared with the board, our authorizer and the school community.

We describe in the Response 5ae our process for curriculum review and revision. We will use this annual practice to audit the efficacy of our curriculum and assessments.

School leaders are responsible for regularly collecting and analyzing pertinent data to evaluate all domains of the academic program. They will disaggregate data to systematically assess the quality of the academic program on different types of students. The Academic Director will focus on overall academic performance as well as by race, gender and socioeconomic status. The Director of Student Support will monitor the performance of students with disabilities, English language learners, and students identified for intervention.

Finally, we hope through our partnership with New Visions to build relationships with its CMO and charter school staff members and participate in inter-visitations that provide valuable feedback to school leaders about effective program implementation.

Calendar and Schedules

Calendar: Students in NYCDOE schools start their school year two days after Labor Day and have frequent days off from school during the year. In addition to traditional national holidays, NYCDOE students do not have school on Rosh Hashana (2 days), Yom Kippur, Eid al-Fitr, Lunar New Year, Good Friday, Anniversary Day, Clerical Day, Chancellor's Conference Day, and Election Day. District schools are also closed for a week long Winter Recess, Midwinter Recess and Spring Recess. With this many interruptions in their calendar, district students do not have the consistency and time for learning they need to succeed. Therefore, Lewis Katz Basketball Academy will start the week before Labor Day, recognize only national holidays, and break only for winter and spring recess. As a result, our students will receive almost three weeks of additional learning each year. We believe parents will not only support the additional learning time but also appreciate knowing their children are in a safe and nurturing environment during the many days that the district schools are closed. The school year is organized into four quarters for grading purposes.

- Days of Instruction: 194
- Hours of Instruction Per Day: 6.4
- Hours of Instruction Per Year: 1244
- Staff Training Camp: Aug. 18 – Aug. 31
- Student Training Camp: Sept. 1 – Sept. 3
- First Day of School for Students: Sept. 1
- Last Day of School for Students: June 25
- Teacher Post Season: June 28 – July 1
- Last Day of School for Teachers: July 1
- School Year Organization: Four Quarters

Staffing Training Camp: Whereas district teachers show up one day before the arrival of their students, our teachers will have two dedicated weeks of professional development and collaborative planning time in August.

Student Training Camp: Three days of fun community building activities and opportunities for staff and students to get to know each other and establish community norms and expectations before formal classes start the day after Labor Day. During this training camp, student will take some diagnostic assessments and begin work on their personal opportunity plans (POPs). They will also meet their Advisory Teams and begin to develop AT Compacts.

Post-Season: Teachers will meet for one week after students' last day to review and reflect on the school year, in particular the efficacy of curriculum, assessments and intervention programs.

August 2020

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
	Staff Training Camp	Staff Training Camp	Staff Training Camp	Staff Training Camp
24	25	26	27	28
Staff Training Camp				
31				
Staff Training Camp				

September 2020

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
	Student Training Camp	Student Training Camp	Student Training Camp	
7	8	9	10	11
Labor Day	Students First Day of School			
14	15	16	17	18
21	22	23	24	25
28	29	30		

October 2020

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November 2020

Monday	Tuesday	Wednesday	Thursday	Friday
2	3	4	5	6
9	10	11	12	13
		Veterans Day		End 1 st Quarter
16	17	18	19	20
Begin 2 nd Quarter				
23	24	25	26	27
			Thanksgiving Break	Thanksgiving Break
30				

December 2020

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
			Winter Break	Winter Break
28	29	30	31	
Winter Break	Winter Break	Winter Break	Winter Break	

January 2021

Monday	Tuesday	Wednesday	Thursday	Friday
				1
				Winter Break
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
MLK Day				
25	26	27	28	29
				End 2 nd Quarter

February 2021

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
Begin 3 rd Quarter				
8	9	10	11	12
15	16	17	18	19
Presidents Day				
22	23	24	25	26

March 2021

Monday	Tuesday	Wednesday	Thursday	Friday
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		
Spring Break	Spring Break	Spring Break		

April 2021

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
			Spring Break	Spring Break
5	6	7	8	9
12	13	14	15	16
				End 3 rd Quarter
19	20	21	22	23
Begin 4 th Quarter				
26	27	28	29	30

May 2021

Monday	Tuesday	Wednesday	Thursday	Friday
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				
Memorial Day				

June 2021

Monday	Tuesday	Wednesday	Thursday	Friday
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
				Students Last Day of School
28	29	30		
Teacher Post Season	Teacher Post Season	Teacher Post Season		

July 2021

Monday	Tuesday	Wednesday	Thursday	Friday
			1	2
			Teacher Post Season	
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

Schedules: There is ample research demonstrating that adolescents do not enter sleep mode until 10:45 pm and their brains remain in sleep mode until 8:00 am. Consequently, the American Academy of Sleep Medicine issued a Position Statement¹ in 2017 asserting “that middle school and high school start times should be 8:30 AM or later to support:

- An adequate opportunity for adolescents to obtain sufficient sleep on school nights
- Optimal alertness in the classroom environment to facilitate peak academic performance
- Reduced tardiness and school absences to foster improved opportunities for learning
- Adolescent mental health and psychological well-being

With this in mind the Lewis Katz Basketball Academy will open for breakfast at 8:30 am followed by a community meeting at 8:50 am and classes will not start until 9:00 am. The schedule will run until 4:00 pm, providing students with a seven hour school day, which is longer than the traditional district school day. Students will have six instructional periods in which to take ELA, Math, Science, Social Studies, PE and an Elective (Basketball 101 in 9th grade) as well as a period for Academic Coaching and Advisory and a shortened period for lunch.

Subject	Minutes Per Week
ELA	275
Math	275
Science	275
Social Studies	275
PE	275
Career Pathway	275
Advisory	110
Academic Coaching	165
TOTAL	1925

We intend to use a 4x2 model whereby courses are paired—ELA and Social Studies, Math and Science, PE and Electives, Coaching/Advisory and Lunch. While the base schedule is designed for the consistency of daily courses, the 4x2 model allows teacher pairs to coordinate double blocks for extended learning activities such as labs or debate or presentations. Advisory groups can also incorporate lunch into their discussions and activities.

¹ <http://jcs.m.aasm.org/viewabstract.aspx?pid=30998>

Optional Blocking Example (Student Perspective)

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	ELA	ELA	History	ELA	ELA
Period 2	History			History	History

Optional Blocking Example (Teacher Perspective)

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1	ELA1	ELA1	ELA2	ELA1	ELA1
Period 2	ELA2			ELA2	ELA2

The Academic Coaching period is held three days per week and grade level teacher teams will review student needs and assign students to the subject(s) they feel require additional support. Thus students may meet with different teachers on different days. Advanced students can use this period for acceleration with computer-based instruction or other forms of student-directed learning.

To support school culture and social emotional learning, a short community meeting is held every morning to build esprit décor and an Advisory period is held two days per week for career readiness skills and social emotional learning.

Teachers teach four subject area courses per day or two extended blocks over two days (total 220 minutes per day). They also provide academic coaching for one period three days a week. In addition, each teacher will work with a small group of students on social emotional learning during twice weekly Advisory class. Teachers get two periods per day for planning and class preparation (110 minutes). Planning blocks may be used for collaborative planning meetings once departments are established. Monday mornings there will be a staff meeting and on Wednesday mornings a grade level team meeting.

Sample Student Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30 – 8:50	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:50 – 9:00	Community Meeting				
9:00 – 9:55	ELA	ELA	ELA	ELA	ELA
9:55 – 10:50	History	History	History	History	History
10:50 – 11:45	Academic Coaching	Advisory	Academic Coaching	Advisory	Academic Coaching
11:45 – 12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15 – 1:10	Math	Math	Math	Math	Math
1:10 – 2:05	Science	Science	Science	Science	Science
2:05 – 3:00	PE	PE	PE	PE	PE
3:00 – 3:55	Career Pathway				
	Basketball	Basketball	Basketball	Basketball	Basketball

Sample Teacher Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 9:00	Staff Meeting		Department Meeting		
8:50 – 9:00	Community Meeting	Community Meeting	Community Meeting	Community Meeting	Community Meeting
9:00 – 9:55	ELA1	ELA1	ELA1	ELA1	ELA1
9:55 – 10:50	ELA2	ELA2	ELA2	ELA2	ELA2
10:50 – 11:45	Academic Coaching	Advisory	Academic Coaching	Advisory	Academic Coaching
11:45 – 12:15	Lunch	Lunch	Lunch	Lunch	Lunch
12:15 – 1:10	ELA3	ELA3	ELA3	ELA3	ELA3
1:10 – 2:05	ELA4	ELA4	ELA4	ELA4	ELA4
2:05 – 3:00	Planning	Planning	Planning	Planning	Planning
3:00 – 3:55	Prep	Prep	Prep	Prep	Prep
	Basketball	Basketball	Basketball	Basketball	Basketball

Specific Populations

We believe a school organized around the sport of basketball will bring out the best in many students traditionally defined as at-risk. Our school will promote alternative means of demonstrating learning and use teamwork and growth mindset to motivate students.

(a) Struggling Students

Lewis Katz Basketball Academy is designed so a diverse group of students can all successfully learn together with each getting the appropriate support he or she needs. With a class size of 22 students and a teacher case load of only 88 students, all students will be known well so none fall through the cracks.

- **Identification:** Our school employs a comprehensive assessment system that includes diagnostic assessments at the beginning of the year as well as ongoing diagnostics at the beginning of units and when new students enter the school. In addition, ongoing formative and summative assessments will also reveal students in need. Grade teams meet weekly as part of the response to intervention (RTI) process to discuss student performance and assign students for targeted academic coaching. In addition, behavior and social emotional issues can be surfaced during these meetings as well.
- **Interventions:** Within classrooms teachers are expected to differentiate instruction through varied levels of text, questions, tasks, projects, and assessments. Small group instruction and blended learning within classes will target specific skill or content deficits. Computer-based instruction will provide personalized content and pacing. Push-in support by teachers or aides will be coordinated with general education instruction. For students who need additional support, grade level teams will meet weekly to assign their students to appropriate Academic Coaching classes that supplement their regular classroom instruction. For students who have multiple needs, teachers will prioritize and decide how to distribute students over three days of coaching each week. This is akin to the targeted assistance model used so effectively in Icahn schools. All teachers will participate in academic coaching, including non-core teachers and special education teachers, allowing for small group sizes. Finally, counselors are assigned to each grade and will conference with individual students of concern and provide interventions such as counseling, mediation, behavior plans, etc. This will constitute our response to intervention (RTI) program. Grade teams will monitor student progress and reassign students to alternative coaching and other interventions based on need.
- **Evaluation:** We will track student participation in academic coaching, looking at frequency and duration in individual subjects to explore impact. We will also disaggregate student performance by race, gender, economic disadvantage, ELL status, and disability to see how different subgroups are fairing with our intervention approach.

(b) Students with Disabilities

We believe that in a school community as small as the Lewis Katz Basketball Academy it is important to include students with disabilities to the extent possible in the general education program. With small class and grade sizes and a robust student support team we believe we can provide students with disabilities a real chance at success. The school board and staff agree to abide by all of the assurances found in Appendix B of the RFP – Special Education Assurances.

- **Identification:** We will do everything in our power to identify students with disabilities who deserve special education services. With parents' permission, a record request and review will be conducted for every admitted student to determine if they have a pre-existing Individualized Education Program (IEP). We will ask parents to note this on their child's admissions forms and ask them about it during home visits in the summer. We will never ask for this information prior to the lottery and will be clear that having an IEP will in no way affect a student's selection through our random lottery process. Once a pre-existing IEP is identified, the Director of Student Support will analyze it and determine whether the Lewis Katz Basketball Academy provides the services mandated in the IEP. If an IEP mandates services that are not available at the school, the Director of Student Support will work with the family to contact the district Committee on Special Education (CSE) and understand the options for modifying or waiving the IEP or finding an alternative setting for their child that meets the IEP requirements.

Once students are enrolled, they will be continuously evaluated to identify barriers to learning, including the use of diagnostic screenings, standardized tests, curriculum-based assessments, and performance tasks. Additional data will include social emotional learning and career readiness skills, grades, discipline and credit accumulation. Grade teams will be responsible for implementing the school's response to intervention (RTI) process by trying to identify specific barriers to learning and implementing responsive interventions. These may occur within classroom instruction or through academic coaching, tutoring, meetings with counselors, or other means. Typically using six week cycles to monitor student progress the grade level team will determine if the intervention strategies were effective. If not sufficiently effective to overcome a significant barrier to learning, the grade team may try additional cycles of interventions. When it becomes apparent that none of the attempted interventions have met with adequate success, the Director of Student Support will contact parents to recommend an evaluation for special education. With a parent's permission, the student will be referred to the CSE, which is the sole authority permitted to conduct an evaluation and determine eligibility for special education services. Again with a parent's permission, the CSE with input from school staff will develop an IEP for that student that lays out specific goals and mandated services. As described above, if an IEP mandates services that are not available at the school, the Director of Student Support will work with the family to contact the district Committee on Special Education (CSE) and understand the options for modifying or waiving the IEP or finding an alternative setting for their child that meets the IEP requirements.

- **Services:** We intend to deliver special education services for learning disabilities primarily through special education teacher support services (SETSS) and integrated co-teaching (ICT). If numbers and need are sufficient, we will also consider special class services, such as 12:1:1 classes. We have budgeted to open with two special education teachers in our first year, rising to six when we serve grades 9-12. Based on IEP service mandates at any given time, special education teachers will be assigned to co-teach or push in to general education classes or pull out students with disabilities for targeted support. Mandated counseling will be provided by the appropriate grade counselor. Related services such as speech, occupational therapy, physical therapy, or paraprofessional services will be contracted or provided through a related service authorization (RSA). The Director of Student Support will coordinate related services and help parents utilize an RSA. Finally, students who no longer need special education services are declassified after a reevaluation. Declassified students do not have an Individualized Education Program (IEP), but may receive the following declassification services to ease the transition to general education in the first year: instructional support, testing accommodations and related services.
- **Administration:** The Director of Student Support is responsible for the special education program. The Academic Director and Director of Student Support will coordinate all accommodations (i.e., adjustments to the environment, instruction or materials), modifications (i.e., changes to how students access information and demonstrate learning), and supplementary aids (i.e., related service providers, special education teachers and paraprofessionals). Special education and general education teachers will meet during planning periods to coordinate instruction and the use of cloud-based lesson plans will facilitate communication and planning. The Director of Student Support will supervise the special education staff and provide relevant support to all staff regarding IEPs, the RTI process, special education services in the general education classroom, and co-teaching strategies. Teachers will have online secure access to their students' IEPs, which will be reviewed with them by the Director of Student Support or a special education teacher.
- **Professional Development:** The Academic Director and Director of Student Support will coordinate relevant training during the Staff Training Camp so all staff are familiar with the school's RTI and Child Find processes, our school's special education program, strategies for supporting students with disabilities within the general education classroom, data analysis techniques for progress monitoring and program evaluation, and co-teaching planning and delivery. During the school year the Director of Student Support will coach special education teachers while the Academic Director will coach general education teachers. As the need arises based on classroom and team meeting observations instructional leaders may design and delivery additional trainings during staff and grade team meetings.
- **Evaluation:** The Director of Student Support will be responsible for collecting and analyzing special education data, including disaggregated results from school-wide testing as well as progress towards and achievement of individual IEP goals. In addition,

all faculty will be surveyed at least annually regarding the efficacy of the special education program.

(c) English Language Learners

We view every student as an English language learner along a spectrum of need and believe the most effective approach to promoting most students' English proficiency is to develop their literacy skills within the general education classroom, also known as immersion. We expect that most ELL students will speak Spanish but will be prepared for students who speak other languages. We will translate all program documents and communication into a language parents can comprehend. In addition, ELL students will have access to the same programs and activities as general education students, including after-school, extra-curricular and experiential learning activities.

- **Identification:** The Director of Student Support is responsible for the identification of ELL students. Staff will request students' records immediately after the spring lottery and try to identify any students already designated as ELL. In addition, the school will administer Home Language Surveys to determine the predominant language in the home and the student's native language. The school will then administer the New York State Identification Test for English Language Learners (NYSITELL) to students flagged by the Home Language Survey to determine their eligibility for English as a New Language (ENL) supports. All ELL students will take the New York State English as a Second Language Achievement Test (NYSESLAT) annually to determine proficiency levels and whether they remain eligible for services.
- **Services:** Depending on the proficiency levels of students, services will range along a spectrum from basic ENL strategies employed by general education teachers to targeted supplemental instruction during the academic coaching period designed to scaffold learning in the general education classroom to direct instruction in English literacy for students with little to no proficiency. Typical immersion strategies include: increased wait time for answers, repeating answers in standard English, allowing students to supplement oral production with physical communication, demonstrating with visuals and manipulatives, pairing or grouping students with native speakers, and building on the student's prior knowledge. We anticipate English and special education teachers will provide supplemental intervention during the academic coaching period. Grade team meetings will be used to coordinate supports and services between general education classrooms and other interventions, e.g., academic coaching and tutoring. Finally, computer-based instruction may also be used to develop our ELL students' literacy proficiency.
- **Professional Development:** All teachers will participate in general literacy training because we believe developing reading, writing, listening and speaking skills is critical to learning in all subjects. The Director of Student Support will coordinate ENL training during the Staff Training Camp and as needed throughout the school year. In addition, he or she and the Academic Director will work with the English department on its

approach to literacy development and facilitate sharing among all departments. General education teachers will receive training in effective ENL methodology to incorporate into lesson planning for their courses and academic coaching. We intend to hone both the capacity of all staff to enrich language development as well as academic concepts and skills.

- **Evaluation:** The Director of Student Support will be responsible for collecting and analyzing ELL data, including disaggregated results from school-wide testing as well as performance in English and other classes. Grade teams will review the work product of ELL students over time to gauge progress. In addition, all faculty will be surveyed at least annually regarding the efficacy of the ENL program.

(d) Gifted and Advanced Students

The previously described assessment system will be used to identify advanced students and grade team meetings will be used to discuss strategies for meeting their needs. All teachers will be trained in the concept of zone of proximal development and use it to differentiate their lessons. Thus, within classes advanced students should have opportunities for increased challenges, which might include more rigorous questioning, tasks, projects, assignments, homework and assessments. In addition, active learning is designed to give students agency over their learning, which is to be found in the use of personal opportunity plans (POPs), Socratic dialogue, cooperative learning, and self-assessment practices. Grade teams will assign advanced students to academic coaching that enriches their general classroom experiences through independent and group projects, planning learning experiences for their peers, or peer evaluation work.

Instructional Leadership

(a) Instructional Leadership Roles

Head of School: The Head of School is the school leader responsible for the academic, operational and financial performance of the school. He or she establishes the professional culture within the building, supervises other leadership positions, and holds secondary leadership accountable. With regards to instructional leadership, the Head of School will focus on setting academic expectations and internal goals related to the school's mission and Accountability Plan goals, monitor development and implementation of the curriculum, instructional practices, assessment and professional development program, ensure effective partnerships, monitor the staff evaluation process, and approve all hiring and termination decisions. The Head of School reports directly to the Board of Trustees and is therefore influential in communicating all needs to the board regarding implementation of the academic program.

Academic Director: The Academic Director leads the instructional staff. He or she coordinates the development and/or selection of curriculum and assessments, sets expectations for instructional practice, coordinates the intervention model, identifies professional development needs and implements the professional development program, supervises and supports teachers, conducts teacher evaluations, makes faculty hiring and termination recommendations to the Head of School.

Director of Student Support: The Director of Student Support is responsible for all programs designed to ensure students meet grade level expectations and graduation requirements. He or she is responsible for the special education program, the English as a new language (ENL) program, and the Academic Coaching and tutoring/mentoring programs. The Director of Student Support is the primary liaison with the Committee on Special Education. He or she is responsible for identification systems for students with disabilities, English language learners, struggling students, and advanced students. The Director of Student Support supervises and supports special education teachers, counselors, tutors and mentors, and conducts their evaluations. The Director of Student Support assists with implementation of social emotional learning and the Advisory program.

Counselors: The Counselors will participate in planning the Advisory program and assist Advisors with the development of their students' personal opportunity plans (POPs). They will support all teachers in integrating social emotional learning to the curriculum.

College & Career Coordinator: Hired in the third year of the school's operation, the College & Career Coordinator is responsible for developing students' college awareness and coordinating higher education programs (i.e., dual enrollment) and experiential learning opportunities (i.e., jobs and internships). The College & Career Coordinator assists with developing the Advisory curriculum and career pathways and guides counselors in post-secondary planning with their students.

Department Chairs: As the school grows, department chairs with expertise in their subject content and pedagogy will be appointed. They will coordinate department meetings, ensure vertical alignment in their subject's curriculum, convey faculty questions and concerns to leadership, identify professional development needs and contribute to the professional development program, and support teacher self-evaluation efforts (e.g., videotaping and reflection protocols).

Athletic Director: While largely an operational/logistical role, the Athletic Director will work with coaches to ensure players are academically sound and eligible to play. He or she will set expectations for developing scholar athletes and work with coaches to coordinate tutoring and other support for students in the athletic program. He or she will communicate with academic staff and teachers regarding expectations for athletes in classrooms.

The Head of School will be responsible for hiring instructional leaders. He or she will develop job descriptions and with the assistance of the Director of Operations post the job throughout the region and nation on job boards and at schools of education. We anticipate our partnership with New Visions will be useful in helping to identify candidates who are already or ready to step up to be instructional leaders. The selection process will include not only the standard resume and letter of interest, but a demonstration lesson and writing samples. We will conduct numerous reference checks, including supervisors, colleagues and if possible students.

Instructional leaders will have access to a large amount of data with which to monitor academic program implementation and student outcomes. After each round of major testing, e.g., NWEA MAP, they will conduct data meetings to identify patterns and trends across subgroups and student cohorts.

(b) Teacher Support and Supervision

In the section below we describe our professional development program, which includes a variety of opportunities for formal training. The real trick is converting professional development learning into classroom practice. Our approach to this is two-fold: ongoing coaching and reflective practices.

Core Teaching Rubric: In order to focus teacher support and supervision, the school needs a concise, coherent framework for understanding what we want from our teachers. Many schools use rubrics such as the Danielson Framework or the Marzano Art and Science of Teaching. We, however, have selected the Core Teaching Rubric produced by The New Teacher Project (TNTP). As stated by TNTP the "Core Teaching Rubric streamlines today's complicated rubrics to bring the same focus and coherence to classroom observations that the Common Core brings to academic standards. Developed by TNTP and field-tested by volunteers across the country, the rubric can help observers more usefully assess teacher performance, by focusing them on a few key factors most critical to performance." In addition, the TNTP Core Teaching Rubric is available free of charge under a Creative Commons license. The TNTP Core Teaching Rubric addresses four performance areas:

1. **Culture of Learning:** Are all students engaged in the work of the lesson from start to finish?
2. **Essential Content:** Are all students engaged in content aligned to the appropriate standards for their subject and grade?
3. **Academic Ownership:** Are all students responsible for doing the thinking in this classroom?
4. **Demonstration of Learning:** Do all students demonstrate that they are learning?

Each performance area has three components:

1. **Essential Question:** The core question to answer about the particular performance area. In an effective teacher's classroom, the answer to each Essential Question is "yes."
2. **Descriptor Language:** Descriptions of each performance area are used to differentiate five levels of performance: Skillful, Proficient, Developing, Minimally Effective and Ineffective. The TNTP Core Teaching Rubric uses descriptors that focus primarily on student actions and responses.
3. **Core Teacher Skills:** A non-exhaustive list of the teacher skills and behaviors that contribute to the student outcomes in each performance area. The rubric contains four descriptive levels for each indicator to help teachers and instructional leaders evaluate their proficiency.

Professional Growth Plans (PGPs): By the end of the Staff Training Camp in August each teacher will have developed a Professional Growth Plan that aligns with the Core Teaching Rubric and states explicit and measurable goals for professional growth and student performance. PGPs will inform all subsequent supervision and support during the school year and frame evaluation at the end of the year.

Coaching: Each teacher will be assigned to at least one coach and may receive additional coaches if specific needs must be targeted. In the first year the Academic Director will coach the core teachers and the Director of Student Support will coach the special education teachers. (The Head of School will also likely coach depending on his or her areas of expertise.) As the school grows, Department Chairs will take on some coaching roles as well. Coaches will have the following responsibilities:

- Help teachers develop professional growth plans with reasonable and measurable goals.
- Conduct regular review of lesson plans and provide timely feedback so teachers can revise before delivery.
- Assist teachers in developing lessons that meet the needs of all students, including students with disabilities and English language learners.
- Conduct regular observation of classroom instruction and document feedback and evidence in cloud-based repository.
- Conduct regular observation of teacher participation in professional meetings and other duties.
- Conduct regular coaching sessions with teachers to discuss review of work products and instructional delivery.

- Assist teachers in norming their reflective work through videotaping and other forms of evidence collection.
- Identify areas of need for individual teachers, grades, and departments to inform the professional development program.
- Connect teachers with professional resources and expertise.
- Regularly review progress towards PGP goals and help teachers revise goals and plans as necessary.

Reflective Practice: We will operate under a continuous improvement mindset and teachers will not wait for evaluation to target areas for growth. Teachers will be expected to formally reflect on their practice by using protocols to videotape themselves teaching, analyze their own “game tape” for effective moves and areas that need improvement, and create action plans. They will also do this in collaboration with their peers to help norm the process and provide multiple perspectives on individual’s practice. Finally, teacher evaluation, as described below, requires teachers to collect evidence and demonstrate growth and achievement of their PGP goals, which requires rigorous reflection.

(c) Professional Development

The Lewis Katz Basketball Academy will have a comprehensive professional development program designed to meet all individual, grade team, department and school-wide needs.

The staff begins their schools year with a three week Staff Training Camp in August before the students arrive. Topics will include:

- School Mission and Accountability Plan Goals
- School Culture and Community Building
- Curriculum and Assessment Design
- Lesson Planning
- Zone of Proximal Development
- Active Learning Strategies
- Special Education and ENL programs
- Academic Coaching Program
- Social Emotional Learning
- Advisory Program
- Career Readiness Skills
- Introduction to Career Pathways
- Technology
- Professional Growth Plan

During the school year professional development takes place during weekly staff, grade team and department meetings as well as during staff coaching sessions scheduled during teachers’ prep periods.

Weekly Staff Meetings: Led by the Head of School and Academic Director, these meetings pertain to issues of interest to the entire staff. While much of the content may be logistical in

nature, these meetings will also be used to develop school-wide norms and practices. This may include presentations, role plays, reflection work, and discussions.

Weekly Grade Team Meetings: These weekly meetings are attended by the six core teachers for each grade team (ELA, Math, Science, Social Studies, PE and Career Pathway) as well as the grade counselor. They will use these meetings to horizontally align curriculum and assessments where appropriate, identify students of concern and develop action plans, assign students to Academic Coaching based on data, and review and revise grade team norms. These meetings will often be attended by the Academic Director and Director of Student Support who will help teachers develop their collaborative planning skills.

Department Meetings: Once the school adds additional grades, teachers from each department will meet to vertically align curriculum and assessment and share and develop subject-specific pedagogical practices. Teachers will review and evaluate student work together to norm expectations. With the guidance and support of the Academic Director, Lesson Study protocols will be implemented to hone the curriculum. Departments will also participate in the annual curriculum review and revision process.

Coaching Sessions: The Academic Director and Director of Student Support (and Department Chairs once appointed) will meet regularly with their teachers for targeted coaching sessions. They provide personalized professional development based on identified needs and each teacher's desired areas for improvement.

Protocols: A common downfall of staff meetings and professional development activities is lack of purpose and direction. Therefore, the Lewis Katz Basketball Academy will use protocols to structure and focus its meetings and other activities. For example:

- **Critical Friends Protocols:** Grade teams will use Critical Friends protocols to productively target problem-solving activities.
- **Student-Work Protocols:** Teacher will use protocols to focus on discrete elements of learning aligned to lesson objective and collect concrete evidence and evaluate using normed rubrics.
- **Videotaping Protocols:** Teachers will follow a procedure to analyze their own and peers' teaching, generate warm and cool feedback, and document their findings.
- **Inter-visitation Protocols:** Teachers will be expected to visit their peer's classrooms and use a protocol for evidence collection and reflection that will focus their visit and shape subsequent group discussions at grade team or department meetings.

External PD: Through our partnership with New Visions we anticipate access to academic resources and expertise. Our staff may participate in New Visions trainings for its charter schools staff, conduct inter-visitations with New Visions charter schools, and New Visions leaders may come to our school to conduct trainings and facilitate information sharing.

(d) Teacher Evaluation and Accountability

The professional growth plan and core teaching rubric are the foundation of our evaluation system. With input and approval from supervisors, teachers set clear and measurable goals at the beginning of the year for their teaching practice and student performance. Key domains include:

Domain 1: Data-Driven Planning and Assessment

Domain 2: Classroom Learning Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

Domain 5: Partnerships, Family and Community

We intend to use a teacher-centered evaluation system where the burden is placed on teachers to reflect on practice and collect evidence (e.g., lesson plans, student work, assessment data, videotaping, etc.) that clearly demonstrates their efficacy and/or growth in specific areas. Twice each year (mid-year and at the end of the year) teachers will present their findings to their supervisor who will examine and question the evidence to determine its robustness. The supervisor will then draft an evaluation report that aggregates data from the teacher and other sources to determine final ratings on the rubric. Teachers will then draft a response that evaluates their final evaluation findings in contrast to their goals. In practice, teachers will be continuously discussing their goals and evidence of progress throughout the year during staff coaching meetings, but will have a formal evaluation document generated twice per year.

Accountability: Lewis Katz Basketball Academy staff are at-will employees, meaning their jobs are not guaranteed. During coaching sessions teachers will be informed if their performance does not meet expectations and will be provided with clear expectations and feedback as well as clear deadlines for improvement. Coaches will monitor teacher performance and provide additional support. Once reasonable time and effort have been invested in improvement, coaches will re-evaluate with input and evidence from teachers. Should, in the opinion of a coach, the teacher not make sufficient improvement to warrant retention, the coach will recommend termination or a placement change to the Head of School who will make the final decision.

Culture and Discipline

We intend to provide our students with the environment of a major university or professional sports team, which will be characterized by:

- a relentless drive for excellence
- deep respect for one's self as well as others
- healthy competition
- devotion to teamwork
- demand for honest feedback and constructive criticism
- understanding failure as a tool for improvement
- a strong sense of personal safety and security

This approach is strongly supported by research: The researcher Peter Demerath has identified a few major factors involved in creating a school environment that spurs student success: "The first factor is an "improvement-oriented" school culture among teachers and staff... The second major factor in a healthy school culture is a fundamental belief in the ability of students to learn and achieve...Ultimately, the goal is to instill "future orientation" in students, which my research suggests is the most important non-cognitive factor in student success." (2015) Another study found "that students with either high aspirations or high expectations have higher school achievement than those with both low aspirations and low expectations. Furthermore, complete alignment between high aspirations, high expectations and high achievement is the most important predictor of future educational behaviour among students." (Khatab, 2015) For this reason, the Lewis Katz Basketball Academy will place great emphasis on what has come to be called the "growth mindset" and will use our facility, staff, curriculum and programs to instill high expectations that lead to our students' success.

Basketball: All students will play the game of basketball in PE class, and as an extra-curricular activity basketball will be our primary sport (though we will explore other sports based on student interest, facility and equipment requirements, and cost). We will support six competitive teams of 12 students each (boys and girls freshman, junior varsity and varsity teams) for a total of 72 students playing high level basketball. We will also provide opportunities for intramural basketball for other students to play against other charter and district schools. Our partnership with New Renaissance Basketball Association will help us access league play and eventually scholarships for our students. Academic eligibility will be a paramount; students who do not commit to learning will not play.

Basketball will be a major component of school culture. The school community will support our teams as they represent the school in competition. Events will celebrate our teams and the students and staff who helped them to train and prepare. We will organize activities so students can hear from and meet professionals from the college and professional basketball world, including players, coaches, managers and owners. We will organize outings to college and professional games and tour their facilities. Our culture will teach students how to behave and interact in a professional, dignified way and use these opportunities to further their career aspirations.

Facility: Our facility will play a significant role in shaping the culture. It will be newly renovated, clean and well lit, to demonstrate to students that we take them seriously and believe they deserve the best. It will be comfortable and welcoming, using color, posters, signs, banners, pictures and art to create a sense of community. Messages and quotes will adorn the halls and classrooms, speaking to leadership, character, growth and harmony. There will be no metal detectors; instead students will be positively welcomed into the building by staff hired and trained to build relationships with students and encourage not only their presence, but their active participation in the school community. We will also invest in resources to enhance the school experience and support the exploration of career pathways, including gymnasiums, training rooms, a broadcast studio, and technology. Like athletes, our students will wear uniform shirts with words on the back, but instead of their names they will display values, such as loyalty, dignity, courage, grit, humility, and pride. Each day will start with a short school-wide meeting to connect individuals to the community, to share successes, surface concerns, and build school spirit.

Staff: Our staff will be a critical component of school culture and all staff members, including front office staff, teachers, and administrators will be responsible for instilling our values and expectations. They will teach and model the values we espouse, including:

- building strong relationships based on mutual trust and respect,
- modeling goal setting, progress monitoring and reflection,
- utilizing effective conflict resolution strategies, and
- demonstrating comfort and interest in living in a multi-cultural world.

A number of key staff positions are directly related to school culture and discipline: we have one counselor per grade, a full-time Director of Student Support, an Athletic Director and in Year 3 a College & Career Coordinator will be hired.

Counselors: The counselor to student ratio in New York was 1:635 in 2014-15. The American School Counselor Association recommends a counselor to student ratio of 1:250. In our school it will be 1:88. Each grade will have a dedicated counselor who will function as a life coach and advocate for their students. Counselors will meet regularly with individual students, small groups, Advisory classes and the whole grade. They will be pro-active as educators, developing social emotional learning and career readiness curricula, promoting recognition activities, and helping students set goals. They will also provide individual and small group counseling (e.g., grief, trauma, divorce, etc.). They will be reactive in response to family issues and other personal problems that get in the way of student learning. They will provide opportunities for students to cool down and reflect before problems become more heated and escalate. They will mediate conflicts between students and help students communicate more effectively with teachers, staff, parents, employers and other important adults in their lives. With this level of support we believe all students can graduate college and career ready.

Student Training Camp: School will begin for students the week before Labor Day, but formal classes will not start until the day after Labor Day. This “pre-season” time is for fun community building activities and opportunities for staff and students to get to know each other and establish community norms and expectations before starting formal instruction. During this training camp, student will take some diagnostic assessments and begin work on their personal

opportunity plans (POPs). They will also meet their Advisory Teams and begin to develop AT Compacts. The school will also host social events that include the families of our students and staff to build a strong school community.

Personal Opportunity Plans (POPs): Each students will create a POP at the beginning of the school year with input from their advisor. Students will collect and analyze pertinent data about themselves, such as attendance, punctuality, grades, test results, personality inventories, and use these to establish academic, personal, college and career development goals for the year. Students will be expected to discuss their POPs with their parents and get feedback from Advisory Team and other peers before setting their goals. This holistic approach promotes POPs as a student-directed activity to give students a sense of agency. Throughout the year students will reflect and monitor progress towards their goals, modifying them as necessary. POPs are not one-time activities but rather an ongoing process. At the end of the year students will present their POP accomplishments to their peers and use the results for developing a new POP in the next year.

Advisory: All staff will serve as advisors to a group of students and facilitate Advisory classes. With curriculum developed by the counselors, Academic Director and Director of Student Support, they will address:

- Community and team building
- Goal setting and progress monitoring
- Academic advising
- Social emotional learning
- Career readiness skills
- Experiential learning (jobs and internships)
- Post-secondary advising (college and career)

The Advisory curriculum will be flexible so it can be responsive to student interests/concerns and to current events at the school, local, national or even international level.

Advisory Teams: Within each advisory class of 22 students, advisory teams will be created comprised of 5-6 students. Each advisory team will engage in team building exercises and develop an Advisory Team Compact that establishes the team's goals and spells out team members' responsibilities to each other. Teams will compete, in some cases with themselves and in other cases against other teams, to earn recognition, rewards and privileges, which introduces a healthy system of peer pressure and support. For example, attendance and punctuality are important values at Lewis Katz Basketball Academy, and teams will earn points when all of their members are at school and on time. As a result students will develop systems to ensure their team mates wake up on time and get to school. Similarly, teams will track their average growth on academic and social emotional learning and be recognized for improvement.

Student-Parent-School Compact: We will adopt a compact that spells out the responsibility of students, parents and school staff to each other in maintaining a strong healthy school community. Below are initial ideas, which will be refined during the planning year:

Student Responsibilities:

- Come to school each day ready to learn and do my best.
- Arrive to school, classes and events on time with the materials I need.
- Ask questions and actively participate in learning activities.
- Complete my class work/homework and ask for help when I don't understand.
- Do my homework every day and ask for help when I need it.
- Create a personal opportunity plan (POP) and monitor my progress.
- Use constructive strategies to address conflicts and ask for help to mediate them.

Parent and Family Responsibilities:

- Make sure that my child is on time and strives for 100 percent attendance, and contact the school if my child is absent.
- Establish a time and place for homework and work with my child to complete it on time.
- Ensure that my child gets enough sleep each night.
- Attend conferences, look at school work, and contact the school as needed to monitor my child's progress.
- Stay informed about my child's education and communicate with the school by promptly reading all notices from the school either received by my child or sent to me and responding as appropriate.

School Responsibilities:

- Create a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Assist parents in understanding academic achievement and career readiness standards and assessments and how to monitor their child's progress by providing information and training.
- Share and communicate best practices for effective communication, collaboration and partnering with all members of the school community;
- Supporting parental involvement activities
- Provide high-quality curriculum and instruction in an effective learning environment that supports students in meeting graduation requirements.
- Provide access resources, people and experiences that help students pursue a career pathway.
- Provide parents with frequent reports on their child's academic progress and social emotional development. Contact parents to discuss identified needs for intervention.
- Provide parents reasonable access to staff.

While we understand that as a public school we cannot oblige students and parents to sign a compact as a requirement for enrollment in our school, we can create a culture where stakeholders come to understand the importance of the compact, buy into its significance, and choose to sign it. We will introduce the compact during recruitment and use home visits during the summer to educate parents and students about it.

Classroom Management: All teachers and coaches will receive training in our school’s approach to classroom management based on our Code of Conduct (see Response 9b), including staff roles and responsibilities, areas for school-wide and teacher-selected norms and rules, referral systems, de-escalation techniques, and expectations for parent communication. As a high school teaching young adults, we will provide some opportunities for students to contribute to the creation of classroom expectations and norms, but will set certain non-negotiable rules, such as punctuality and respect. Posters throughout the building will remind students about behavioral expectations and teachers will be expected to use positive reinforcement by recognizing exemplary behavior. They will also be expected to call out negative behaviors in a firm but kind way. Teachers are also expected to work collaboratively with their grade’s counselor and use them to help pro-actively defuse tensions and respond to behaviors that disrupt instruction.

Professional Development: Teachers and staff will receive extensive training in expectations and strategies for creating and maintaining our school culture. During the two week Staff Training Camp in August they will go over school values, expectations, routines, systems, curriculum and assessment, pedagogy as they relate to culture. They will learn techniques for relationship building and de-escalation, effective communication strategies with students and their families, build systems for collaboration with their grade counselors, and plan for the Advisory program. During the year the Academic Director, Director of Student Support, Athletic Director and College & Career Coordinator will all work with teachers to hone their skills in active learning, classroom management, and culture building. Coaching through observation and contrastive feedback will be the primary means of developing teachers, but external training and visitations to other schools may also occur.

Safety and Discipline: The Lewis Katz Basketball Academy will adhere to the “strict/warm” philosophy of behavior management and discipline by setting high expectations and communicating to the students our unwavering belief in their ability to meet them. This approach has been successful in many successful charter schools that create from the start a sense of urgency around achievement. Moreover, we will teach them explicit strategies for reaching goals and overcoming obstacles.

Based on the work of the Center for Restorative Practices, these are the shifts we seek to implement in our school:

From...	To...
Efforts to suppress misbehavior based on the view that misbehavior is evidence of failing students or classrooms.	Recognizing and using the inherent value of misbehavior as an opportunity for social and emotional learning.
Authority-driven disciplinary actions that focus only on the identified misbehaving students.	Restorative circles that bring together everyone who is most immediately affected by the incident.
Punishment and exclusion is used to control misbehavior and motivate positive behavior changes.	Dialogue leading to understanding and action to set things right and repair and restore relationships.

When students do violate the established norms and rules of our community, we will use some elements of the restorative justice approach as well as more traditional consequences such as detention and suspension. We believe it appropriate to emphasize restorative justice practices because brain studies show that punitive responses activate a fight/freeze/flight brain response, shutting down children's ability to learn. Restorative responses create a brain state of relaxed alertness that optimizes the ability to think creatively and learn (Saufler, 2011). These are the restorative justice techniques we may employ:¹

- **Mediation:** This process is based in the belief that if one person has hurt another (or believes s/he has been hurt by someone else), something good can come of bringing the two people together to talk about it. Counselors will be the primary facilitators of mediation, but teachers, coaches and even students may lead mediations.
- **Community Conferencing:** This involves the participation of each person affected by the behavior and allows all stakeholders to contribute to the conflict resolution process.
- **Circles:** A circle is a versatile restorative practice that can be used proactively, or reactively, to respond to wrongdoing, conflicts, and problems. Circles can be used as a tool to teach social skills such as listening, respect, and problem solving. Circles provide people an opportunity to speak and listen to one another in a safe atmosphere and allow educators and students to be heard and offer their own perspectives. Circles can also be used to celebrate students, begin and end the day, and discuss difficult issues to develop relationships and build community. Advisory teams, whole classes, athletic teams, or specific groups of students may use circles at various times for various purposes.
- **Peer Juries:** Peer juries allow students, who have broken a school rule, and trained student jurors to collectively discuss why the rule was broken, who was affected, and how the referred student can repair the harm caused

Discipline Review Board: In order to model democratic practices, our school will implement a Discipline Review Board comprised of teachers, counselors, administrators, and students. It focuses on addressing incidents that have impacted the school community. Over the course of the school year, the Discipline Review Board meets to make recommendations for interventions to repair harm and restore relationships. These interventions may consist of restorative conferences, referrals to counseling or evaluation, community service, or exclusion from school events or extracurricular activities. In addition, the Discipline Review Board meets to discuss ways to recognize students and staff who have contributed positively to the school community by promoting a safe, inclusive, and productive environment.

Code of Conduct: Our Code of Conduct (see Response 9b) describes various consequences for misbehavior and the due process afforded our students.

¹ Restorative Practices: Fostering Healthy Relationships & Promoting Positive Discipline in Schools, A Guide for Educators. 2014

Discipline Policy

Lewis Katz New Renaissance Basketball Academy Charter School Code of Conduct

The Lewis Katz Basketball Academy believes that sticking to this expectation will help us to achieve the mission of the School and to ensure that there is a sense of respect and security throughout the School community. Nevertheless, the School has established procedures that are followed when this sense of safety, inclusivity, and productivity is broken. Lewis Katz Basketball Academy utilizes a Code of Conduct that is based on the New York City Department of Education's Citywide Behavioral Expectations and incorporates many of its standards (hereafter "The Code of Conduct.") The Code of Conduct prohibits behaviors that are inconsistent with the School's goal of maintaining a sense of belonging and safety throughout the School. The Code of Conduct explains the kind of supportive interventions a student may receive for specific kinds of behavior, as well as possible disciplinary responses. Behavior that is in violation of the Code may result in an exclusion from social or afterschool activities, from regular classroom instruction (suspension) or, under certain circumstances, permanent removal from school (expulsion).

Lewis Katz Basketball Academy believes in Restorative Practices; this means that we believe that all the members of our community (staff, students, and families) have the ability to address and prevent harm by talking and working together. We are committed to addressing our challenges in thoughtful and responsive ways by taking responsibility for our actions and developing solutions as a community. We believe all of our students belong here in our community and that each one deserves every opportunity to correct his/her mistakes and to grow from each challenge or conflict.

The Standards set forth in the Code of Conduct apply to behavior in school during school hours, before and after school, while on school property, while traveling in school activities, at all school-sponsored events and on other than school property when such behavior negatively affects the educational process or endangers the health, safety, or welfare of the School Community. The following conduct is prohibited and can lead to serious consequences. Please note that after reviewing the Code of Conduct and considering other infractions if applicable, the school leader will use his/her discretion to determine the level and appropriate support intervention and possible disciplinary response to the incident.

Lewis Katz New Renaissance Basketball Academy Charter School

LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN
1	1.1 Disrespect Toward Others Any behavior that demonstrates a lack of regard for the feelings and wellbeing	<ul style="list-style-type: none"> • Communication with parent/guardian • One-on-One Restorative Conversation with staff or administrator • Restorative Conversation with those involved in the incident • Behavior and/or Attendance Contract • Mediation/Conflict Resolution • Community Service • Family meeting • Individual/Group Counseling • Review and/or revise pre-existing Behavior/Attendance Contract 	<ul style="list-style-type: none"> • Removal from classroom/event • Detention during lunch/afterschool/Zero period • Exclusion from extracurricular activity • Behavior Contract/Disciplinary Probation • Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events) • 1-2 day(s) In-School Suspension <p><i>* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.</i></p>
	1.2 Teasing Name-calling, gossiping, rumors, taunting,		
	1.3 Academic Negative Doing little to no work during the class period;		
	1.4 Trespassing A student is in the space of another school in shared campus space, or on		
	1.5 Lateness A student enters school/class after the stated time on the bell schedule.		
	1.6 Cutting A student is absent for a period class and/or is not present on the		
	1.7 Uniform Infraction A student is out of uniform - no shirt, black pants or is covering the uniform		

LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN
2	2.1 Vandalism Causing intentional damage to school property, property belonging to staff, students or others DOE - B28	<ul style="list-style-type: none"> • Communication with parent/guardian • One-on-One Restorative Conversation with staff or administrator • Restorative Conversation with those involved in the incident • Behavior Contract • Mediation/Conflict Resolution • Community Service • Family meeting • Individual/Group Counseling • Referral to a Community-Based Organization • Referral to external counseling/support service agency • Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) • Review/Revise pre-existing Behavior Contract 	<ul style="list-style-type: none"> • Removal from classroom/event • Detention during lunch/afterschool/Zero period • Exclusion from extracurricular activity • Behavior Contract/Disciplinary Probation • Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events) • 1-3 day(s) In-School Suspension <p><i>* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.</i></p>
	2.2 Threats/Intimidation Engaging in or verbalizing an act of coercion; threatening violence or		
	2.3 Smoking and/or possessing matches or lighters.		
	2.4 Academic Dishonesty Engaging in scholastic dishonesty which includes but is not limited		
	2.5 Knowingly Possessing Property Knowingly possessing property belonging to another without permission.		

Lewis Katz New Renaissance Basketball Academy Charter School

LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN
3	3.1 Tampering with School Documents Accessing without authorization, changing, or moving a record or	<ul style="list-style-type: none"> • Communication with parent/guardian • Family meeting • One-on-One Restorative Conversation with staff or administrator • Restorative Conversation with those involved in the incident • Formal Restorative Conference • Behavior Contract • One-way Contract with a commitment ensuring the harassment will not happen again • A Safety Plan • Mediation/Conflict Resolution [not to be used for Harassment or Bullying] • Community Service • Restorative Community Circle • Individual/Group Counseling • Referral to a Community-Based Organization • Referral to external counseling/support service agency • Functional Behavioral Assessment (FBA) 	<ul style="list-style-type: none"> • Removal from classroom/space/event • Detention during lunch/afterschool/Zero period • Exclusion from extracurricular activity • Behavior Contract/Disciplinary Probation • Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events) • 1-5 day(s) In-School Suspension or Out-of-School Suspension <p><i>* Alternative Instruction and Reintegration Plans are required for any student who is removed from class and/or suspended.</i></p>
	3.2 Contributing to an Unsafe Environment Creating risk by recklessly engaging in behavior including but not limited to, disobeying directives of staff, school safety, or law enforcement; entering school or allowing entry to unauthorized persons against school rules; gang-related behavior including		
	3.3 Physical/Verbal Aggression/Horseplay (Moderate) Any type of incidental physical		
	3.4 Harassment/Discrimination Using slurs, taunting, threatening, stalking, or seeking to intimidate or coerce another based on actual or perceived race, color, weight, national		
	3.6 Bullying Intentional aggressive behavior involving a power/strength imbalance including, but not limited to: Physical Intimidation (hitting, pushing, punching), Verbal abuse (name-calling, teasing), and/or Cyber bullying (sending mean, threatening or vulgar messages or images, posting sensitive, private		

LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN
4	4.1 Physical Aggression (Severe) Any type of physical contact or threat that causes injury to students or school staff. (e.g. punching, hitting, kicking,	<ul style="list-style-type: none"> • Communication with parent/guardian • Family meeting • One-on-One Restorative Conversation with staff or administrator • Restorative Conversation with those involved in the incident • Formal Restorative Conference • Behavior Contract • One-way Contract with a commitment ensuring the harassment will not happen again • A Safety Plan • Mediation/Conflict Resolution [not to be used for Sexual Harassment] • Community Service • Restorative Community Circle • Individual/Group Counseling • Referral to a Community-Based Organization • Referral to external counseling/substance use/support service agency • Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) for 	<ul style="list-style-type: none"> • Removal from classroom/space/event • Detention during lunch/afterschool/Zero period • Exclusion from extracurricular activity • Behavior Contract/Disciplinary Probation • Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events) • 1-8 day(s) In-School Suspension or Out-of-School Suspension • Referral to the Discipline Review Board <p><i>* An Alternate Instruction Plan and Reintegration Plan is required for any student who is removed from class and/or suspended</i></p>
	4.2 Sexual Harassment/Suggestive Behavior Making sexually suggestive comments, innuendoes, propositions, or engaging in		
	4.3 Possession of Controlled Substances Possession of controlled substances		
	4.4 Falsely activating a Fire Alarm Falsely activating a fire alarm or other disaster		
	4.5 Theft without force or intimidation Taking or attempting to take property belonging to a person or the school		
	4.6 Making a Bomb Threat Making a bomb threat. DOE – 43		

LEVEL	BEHAVIOR	SUPPORT INTERVENTION	POSSIBLE DISCIPLINARY RESPONSE TO BE USED IN
5	5.1 Starting a Fire Starting a fire or attempting to start a fire in any campus setting.	<ul style="list-style-type: none"> • Communication with parent/guardian • Family meeting • One-on-One Restorative Conversation with staff or administrator • Restorative Conversation with those involved in the incident • Formal Restorative Conference • Behavior Contract • One-way Contract with a commitment ensuring the harassment will not happen again • A Safety Plan • Mediation/Conflict Resolution [not to be used for Sexual Harassment] • Community Service • Restorative Community Circle • Individual/Group Counseling • Referral to a Community-Based Organization • Referral to external counseling/substance use/support service agency • Functional Behavioral Assessment (FBA) or Behavioral Intervention Plan (BIP) for students with an IEP • Review/Revise pre-existing Behavior/One-way Contract 	<ul style="list-style-type: none"> • Removal from classroom/space/event • Detention during lunch/afterschool/Zero period • Exclusion from extracurricular activity • Behavior Contract/Disciplinary Probation • Short-term loss of privileges (such as leadership programs, internships, team/sports programs and/or special events) • Parent accompanies child to school • 1-10 day(s) In-School Suspension or Out-of-School Suspension • Long-term suspension or expulsion** • Referral to Law Enforcement <p><i>* Alternative Instruction and Reintegration Plans are required for any student who is suspended.</i></p> <p><i>** Before a Principal suspends a student for an Extended Suspension (more than 10 days), the Principal will schedule a formal disciplinary hearing. At this hearing, the school will present evidence to support the charge of a code violation and the student will have the opportunity to present his/her case and be accompanied and represented by a parent and/or an advocate or counsel. If the student has an IEP, the Principal will also refer the student to the Committee on Special Education (CSE) for a Manifestation Determination Review (MDR).</i></p> <p><i>*** A student may not be expelled without a formal disciplinary hearing. The determination of the hearing Officer will be reviewed on the record of the disciplinary hearing by the Board of Trustees.</i></p> <p>Note: certain Category II weapons may have</p>
	5.2 Threatening to Use Force to Take Property Threatening to use force or		
	5.3 Using Force to Inflict Injury Using force against or inflicting or attempting to inflict serious injury		
	5.4 Using Force to Inflict Injury Based on Characteristics Using force against or inflicting or attempting to inflict injury upon another person based on actual		
	5.5 Engaging in Physical Sexual Aggression Engaging in physical sexual aggression,		
	5.6 Selling or Distributing Drugs Selling or distributing illegal drugs, controlled		
	WEAPONS: The New York City Department of Education has defined the Term WEAPONS for disciplinary purposes. It has also		
	5.7 Possessing or Selling any Category I or Category II Weapon Possessing or selling any Category I		
	5.8 Threatening to Cause Physical Injury Using Weapons		
5.9 Using Weapons to Cause Physical Injury Using any Category I or Category II Weapon for the purpose of causing physical injury.			

Note: After reviewing the Code of Conduct and considering the student’s disciplinary history, including previous violations of the Code of Conduct, the School Leader may, in her or her discretion, consider support interventions and disciplinary responses from the next Level.

Weapons

Category I	Category II
<ul style="list-style-type: none"> • Firearm, including pistol and handgun, silencers, electronic dart, and stun gun • Shotgun, rifle, machine gun, or any other weapon which simulates or is adaptable for use as a machine gun • Air gun, spring gun, or other instrument or weapon in which the propelling force is a spring or air, and any weapon in which any loaded or blank cartridge may be used (such as a BB gun or paintball gun) • Switchblade knife, gravity knife, pilum ballistic knife and cane sword (a cane that conceals a knife or sword) • Dagger, stiletto, dirk, razorblade, box cutter, case cutter, utility knife and all other knives • Billy club, blackjack, bludgeon, chukka stick, and metal knuckles • Sandbag and sandclub • Sling shot (small, heavy weights attached to or propelled by a thong) and slung shot • Martial arts objects including kung fu stars, nunchucks and shirkens • Explosives, including bombs, fire crackers and bombshells 	<ul style="list-style-type: none"> • Acid or dangerous chemicals (such as pepper spray, mace) • Imitation gun or other imitation weapon* • Loaded or blank cartridges and other ammunition • Stun weapons • Any deadly, dangerous, or sharp pointed instrument which can be used or is intended for use as a weapon (such as scissors, nail file, broken glass, chains, wire).

* Before requesting a suspension for possession of an article listed in Category II for which a purpose other than infliction of physical harm exists, e.g., a nail file, the principal must consider whether there are mitigating factors present. In addition, the principal must consider whether an imitation gun is realistic looking by considering factors such as its color, size, shape, appearance and weight.

What Happens When a Student Breaks a Rule in the Code of Conduct?

When the Code of Conduct is violated, those most directly affected by the incident can expect to have a restorative conversation that is aimed at achieving a resolution that will repair the harm done, as well as repair the relationships of those involved. When a student breaks a rule or behaves in a way that disturbs the educational process or endangers others, the Principal will decide the level of violation and the appropriate support or intervention and possible disciplinary response to the incident. In some cases, the Principal will make a referral to the Discipline Review Board for review.

Discipline Review Board

The Discipline Review Board is made up of teachers, students, and a member of the school counseling department; it focuses on addressing incidents that have impacted the school community. Over the course of the school year, the Discipline Review Board meets to make recommendations for interventions to repair harm and restore relationships. These interventions may consist of restorative conferences, referrals to counseling or evaluation, community service, or exclusion from school events or extracurricular activities.

In addition, the Discipline Review Board meets to discuss ways to recognize students and staff who have contributed positively to the school community by promoting a safe, inclusive, and productive environment.

Disciplinary Responses

If the conduct of a student significantly disrupts the academic process or creates risks for the student or others, the Principal may initiate procedures for other kinds of disciplinary responses, including the following:

- Detention
- Exclusion from class or school events
- Behavior Contracts/Disciplinary Oversight
- An In-School Suspension
- An Out-of-School Suspension
- In rare instances, long-term suspension (or expulsion). Procedures as described below will be followed:

Detention

Students may be assigned to Detention at lunch, after school, or on a Saturday as a consequence of violating the Code of Conduct, or for lateness or uniform violations. Students will be advised of the reason for the Detention and given an opportunity to respond or explain.

Parents/guardians will be notified in the event that their scholar receives a detention. Calls and emails will be sent to the numbers provided to us; Parents are asked to remember to maintain current phone numbers and email addresses with the School.

Exclusion from Social/Extracurricular Activities

A student may be excluded from social or extracurricular activities for academic or behavioral reasons. A student who is suspended or otherwise disciplined for violating the Code of Conduct within 15 days of a field trip or social activity may not be permitted to participate in the trip or activity.

Behavior Contract/Disciplinary Oversight

In some instances, the school may decide that a Behavior Contract is necessary in order to encourage changes in a student's behavior. For the duration of this Behavior Contract, the student is considered to be on disciplinary oversight, during which time the student's behavior is monitored and evaluated. The disciplinary oversight period is a positive effort to help recognize the student's ability to grow, to seek help when necessary, and to make better choices.

Short-term Suspensions (10 days or Less): In School or Out-of-School

Our students are assured Due Process protections before any removal from school or from classes for disciplinary reasons. Before suspending a student, the Head of School will arrange for a preliminary investigation of reported misconduct and will notify the student of the allegations and provide the student with an opportunity to respond. The Head of School or a designee will also notify parents/guardians in writing and arrange, upon request, an immediate informal conference at which time parents will have an opportunity to ask questions and present relevant, additional information. If the student's presence in school presents a continuing danger to persons or property or an ongoing threat of disruption to the academic process, the suspension will be out of school and will be effective immediately. Under some circumstances the suspension will be served within the school setting. The Head of School may suspend a student for up to ten days.

During the time of the suspension, the student has a right to a minimum of two hours of instruction. When the suspension is complete, the student will be given a Reintegration Plan to provide the appropriate support services necessary for returning from suspension to maximize his/her ability to meet the academic and social standards within the school community. These support services may include a referral for a functional behavioral assessment or a combination of social-emotional and academic services as best meets the needs of the individual student.

Alternate Instruction and Reintegration Plans

Students removed from school for disciplinary reasons will be given all classroom assignments and an opportunity to make up tests missed during the period of suspension. The School will provide alternate instruction so that the student is given the full opportunity to complete assignments, tests, and quizzes given on the days that the suspension is in effect along with direct instruction. A student serving an In-School Suspension gets a full day of instruction in an alternate location from his/her regular classes. A student serving an Out-of-School Suspension will receive a minimum of 2 hours of instruction each day during the period of suspension. Arrangements for Alternate Instruction will be made on an individual basis and may include phone assistance, computer instruction, and/or home visits. One-on-one or small group tutoring may be arranged within the school or at a specified location. Reintegration Plans outline the positive contributions the student and staff will make in an effort to reintegrate the student into the school community. The student and his/her parent/guardian are invited to be part of co-creating this plan.

Long-term Suspensions (More than 10 days) and Expulsions

Before a student is excluded from school for more than ten days, the student will have an opportunity to present evidence on his or her own behalf at a formal disciplinary hearing before a Hearing Officer. The Hearing Officer will generally be an administrator from the School who has not been involved in the conduct that is the subject of the hearing. The student has the right to be represented by counsel or an advocate. After a Hearing Officer is appointed, a representative of the Hearing Officer will contact the parent/guardian to schedule the hearing and answer any questions about the hearing process. If the student has an IEP, the Director of Student Support will also refer the student to the Committee on Special Education (CSE) for a Manifestation Determination Review (MDR). The purpose of the MDR is to determine whether the conduct that is the subject of the hearing is closely related to the student's need for special education.

At the hearing, the School will present evidence and witnesses to support the charges that are being reviewed at the hearing and, if the charges are substantiated, will also make a recommendation with respect to consequences. The student will have the right to be accompanied and be represented by a parent and/or an advocate or counsel and will have the opportunity to present evidence and witnesses, as well as to cross-examine any of the School's witnesses. The Hearing Officer will first determine, based on the evidence presented, whether or not the student is guilty of the charges. If the student is found guilty, the Hearing Officer will have an opportunity to review the student's academic and disciplinary record, and the parents and student will have an opportunity to present additional information which may be relevant to the disposition. The hearing officer will make a recommendation regarding the penalty.

If the behavior that is the subject of the Disciplinary Hearing was a Level 3, 4, or 5 violation, as categorized in the Code of Conduct, the Hearing Officer, following review of the student's disciplinary record and after hearing any mitigating information presented by the student and parent, may recommend that the student be expelled. If, however, the Hearing Officer makes a penalty recommendation for expulsion, the decision of the Hearing Officer will automatically be

referred for review to the Board of Trustees, which will act as an appeals body in all cases in which expulsion is recommended. The Board of Trustees will review the record of the hearing and will also provide the parent and student with an opportunity to present a written statement. The determination of the Board of Trustees will be final.

Any other determinations of the Hearing Officer can be also be appealed by parents or guardians to the Board of Trustees by using the Complaint Procedures described in this Handbook and providing notice of the intent to appeal within two weeks of the Hearing Officer's decision.

If a parent or guardian is not satisfied with the decision made by the Board of Trustees, a further complaint may be made to SUNY Charter School Institute via email to charters@suny.edu or mail at: 353 Broadway, Albany, NY 12246.

If the Charter Schools Institute as the authorizer of the school does not satisfactorily resolve a formal complaint, the student can appeal the Institute's written determination to the New York State Board of Regents through the New York State Education Department ((518) 474-3852). Please or by submit written appeals by mail to the address listed below.

Charter Schools Office
Room #5N EB
Mezzanine
89 Washington Avenue
Albany, NY 12234

Special Education Policy

Students with disabilities have the same rights and responsibilities as other students and may receive consequences for the same misbehaviors. However, in addition to the procedural protections accorded all students in disciplinary matters, students with disabilities have additional protections guaranteed by federal and state laws.

Protections for Students with Individualized Education Programs (IEPs)

If a student with an IEP is charged with a violation of the Code of Conduct that may result in a long-term suspension (more than ten days) or a short-term suspension which brings the total cumulative number of suspension days for the student to more than ten during the school year, the school will refer the student to the Committee on Special Education (CSE) for a Manifestation Determination Review (MDR). The MDR will take place after the suspension hearing (if the student is found responsible for the conduct that is the subject of the hearing) or immediately after the tenth suspension day in a series of short term suspensions.

Protections for Children Not Yet Eligible for Special Education and Related Services

A student who does not have an IEP may claim any of the protections given under federal law to students with disabilities. The School will refer a Student to the CSE for an MDR, if, before the behavior that led to the disciplinary proceeding occurred, the parent of the student had requested that the student be evaluated or expressed concern about the student's possible need for special education services, or if School officials had expressed concerns about the student's pattern of behavior.

Protections for Students Who Receive 504 Accommodations

A student who receives 504 accommodations for an educational disability is also entitled to additional protections in disciplinary proceedings. The Section 504 Team within the School will review the student's evaluations and Section 504 plan and will determine whether or not the conduct which is the subject of the disciplinary proceeding is a manifestation of the student's disability.

Consequences of Manifestation Determination Review

If the CSE's MDR Team or the School's 504 Team finds that there is a connection is between the student's disability and the behavior that is the subject of the disciplinary proceedings the student will return to class, and the School and the CSE or Section 504 Team will work together with the student and his/her parents to develop a plan to address the behavior within the school or in another setting.

If, upon review, the CSE's MDR team or the School's Section 504 Team determines that the student's conduct was not a result of his/her disability, then the student may be disciplined in the same manner as a student without a disability. Parents may request an impartial review to challenge the CSE's manifestation determination. The student will remain in his/her current educational placement while the hearing is pending except under the following circumstances:

A student with an IEP may be removed from school for up to forty-five days, whether or not the conduct is a manifestation of the student's disability, if a hearing officer finds that the student violated the Code of Conduct by bringing drugs or a weapon on to school property or by inflicting a serious bodily injury on another person. The student is then provided with educational services in an interim (temporary) alternative educational setting that is arranged in cooperation with the CSE.

If a parent/guardian requests a hearing or an appeal to challenge the CSE's recommendation for an interim alternative educational setting or its manifestation determination, the child remains in the temporary alternative educational setting until the decision has been made by an Impartial Hearing Officer appointed by the New York City Department of Education, or until the time period for the suspension expires, whichever happens first, unless the parent and school agree otherwise.

Committee on Special Education (CSE) Meetings

The School will refer students with disability to the CSE for consideration of a Functional Behavioral Assessment (FBA) or a Behavioral Intervention Plan (BIP) if the student's conduct is subject to disciplinary procedures and a determination has been made by the CSE that the conduct was a manifestation of disability. Referrals may also be made for consideration of an FBA or BIP to address behavioral concerns.

Dress Code

We are a college and career preparatory school so all students are expected to wear appropriate attire to school for academic classes, physical education, career pathways courses and experiential learning opportunities off-site. Because students are preparing for the world of work and interacting with adult professionals on a daily basis, the school observes a professional dress code policy. All new students will receive one school shirt, one pair of pants, one PE shirt and one PE shorts upon enrollment, with additional items available for purchase. Families that can't afford to purchase additional dress code clothing will receive assistance.

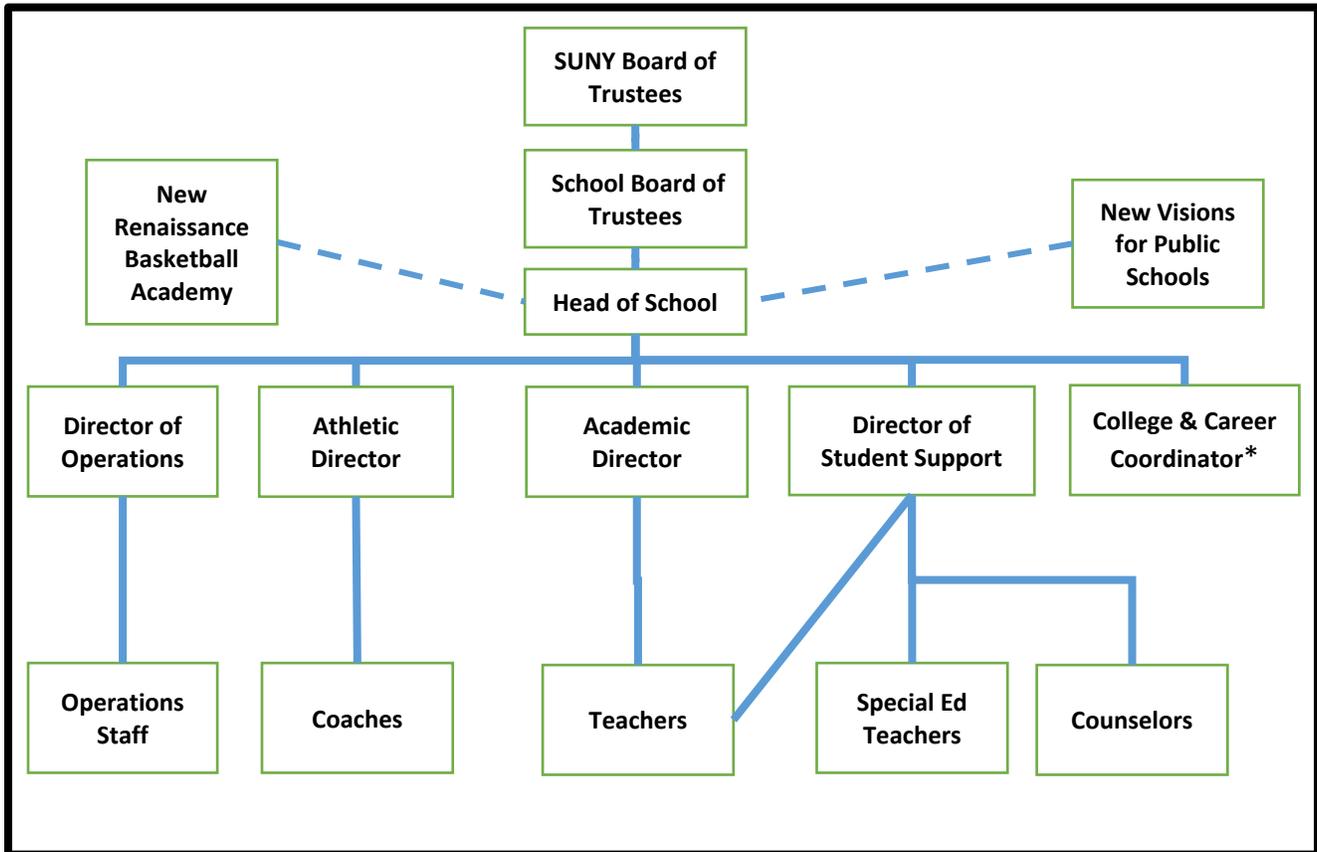
- Students must wear a Lewis Katz Basketball Academy shirt with the school emblem on the front and a value on the back (e.g., integrity, persistence, discipline, loyalty, dignity). Nothing should be worn over the school shirt while inside school.
- Students must wear Lewis Katz Basketball Academy PE shirt and shorts for physical education classes and career pathways classes that involve physical activity.
- Pants must be khakis or slacks and skirts must end below the knee (no denim).
- There is no specific requirement for shoes other than that they be close-toed.
- Students will be excused from the dress code when they are required to wear formal business attire for career related events.
- Clothing and accessories are prohibited which show obscene words or pictures, slurs, sexually suggestive statements, or that promote illegal crew, tagging, gang-related activities, or the use of alcohol, marijuana, tobacco and/or drugs, or weapons.
- Hats, caps and other head coverings are not permitted except during participation in approved activities or for documented religious or medical reasons.
- Baggy pants, saggy pants, and pants that slide past the hips and expose one's undergarment may not be worn to school.
- Tube tops, strapless attire, one-shoulder attire, halter-tops, and tank tops may not be worn.

Consequence for non-compliance includes but is not limited to:

- Borrowing and wearing a school shirt for the day
- Loss of privileges
- Student conference, parent conference, meeting with administrators
- Lunch detention
- Adjudication by a peer justice group
- Exemption from events

School Management and Leadership

(a) Organizational Chart



*The College & Career Coordinator is hired in Year 3 of operation.

(b) School Leadership and Management Structure

Lines of Reporting: The Board of Trustees of the Lewis Katz New Renaissance Basketball Academy Charter School will enter into performance contract, aka the charter, with the Board of Trustees of the State University of New York. The school’s board, as its governing entity, will hire the Head of School to manage the day-to-day affairs of the school. The school intends to partner with New Visions for Public Schools and New Renaissance Basketball Academy, but neither will play a management role in the school. The Head of School is responsible for the academic, operational and financial performance of the school. Reporting to the Head of School is a management team composed of an Academic Director, Director of Student Supports, Director of Operations, Athletic Director, and in Year 3 a College & Career Coordinator. All general education teachers report to the Academic Director with support from the Director of Student Support. The special education teachers and counselors all report to the Director of

Student Support. All operational staff (e.g., office manager, clerk, security, nurse, aides) report to the Director of Operations. Coaches will report to the Athletic Director.

Rationale: A national study of charter schools found that school performance in the first few years is a strong predictor of later performance (Peltason and Raymond, 2013). Therefore, we felt it imperative to open with a robust administrative team in place so all aspects of the school get the attention they require and a professional culture is established from day one. This will be costly in the early years, but as the school grows administrative salaries as a percentage of total personnel expenditures drop from 32% to 15%.

Charter schools have all of the traditional responsibilities of a public school as well as those of a school district; therefore, we will hire a Head of School who will oversee both the academic and operational sides of the school with two separate teams able to focus exclusively on their unique domains. This bifurcation of academic and operational responsibilities is common in most successful charter schools. In addition, we heed management studies that find too many direct reports stifles communication and accountability. Finally, as a small school with limited resources we will not try to manage too much on our own; we will contract financial services, utilize NYCDOE food services, and rely on public transportation. As we grow, we may consider bringing some of these management responsibilities in house, but only if it is more cost effective and labor efficient.

Management Roles:

- **Head of School:** As school leader, responsible for all aspects of the school and reports directly to the Board of Trustees. The Head of School will oversee all functions, represent the school to the public, set strategic goals and priorities, monitor progress towards mission and Accountability Plan goals, make ultimate hiring and termination decisions for all school staff, ensure program evaluation, establish and maintain strong professional and student culture, cultivate community partnerships, and oversee fundraising in conjunction with the Board.
- **Academic Director:** Coordinates the academic program, oversees curriculum and instruction, coordinates assessment, organizes professional development, coaches teachers and conducts observations and evaluation. The Academic Director supervises and supports all general education teachers with support from other instructional leaders.
- **Director of Student Support:** Facilitates the response to intervention (RTI) process through grade team meetings, academic coaching and other intervention strategies, coordinates and administers the special education program, including student identification and services, serves as primary liaison to the Committee on Special Education (CSE), makes referrals and participates in IEP meetings and reviews, monitors discipline for students with disabilities, coordinates identification and services for English language learners, manages special needs assessments and progress monitoring. The Director of Student Support supervises and supports the special education teachers and counselors with support from other instructional leaders.

- **Director of Operations:** Responsible for all non-academic issues in the school, including budget and finance (as liaison with contracted service provider), purchasing, technology, facility, transportation, health services, food services, human resources, compliance and reporting, The Director of Operations supervises the office staff, nurse, security and aides and coordinates their professional development and evaluation.
- **Athletic Director:** Manages the athletic program, including competitive basketball program, and gymnasiums and other physical fitness facilities, equipment and technology; supervises and supports coaches; schedules school space and away games, ensures academic eligibility.
- **College & Career Coordinator:** Coordinates college awareness program, cultivates partnerships, places students in experiential learning opportunities (dual credit classes, internships, jobs) during school year and summer, develops career pathway courses and supports their teachers, helps students with post-secondary planning, including college application process.

The school will outsource a number of functions, including finance and back-end responsibilities, janitorial services, tech support, and retirement admin services. These will be overseen by the Director of Operations.

Management Practices: Our school will first and foremost be guided by its mission and the promises made in our charter. The leadership team will undertake an annual strategic planning process each summer to generate a comprehensive list of needs for the coming year, assign primary and secondary responsibilities, set priorities, identify required resources, delineate action steps, and establish metrics for monitoring progress and achievement. The strategic plan will inform the development of each member of management's professional growth plan (akin to those created by teachers).

The Lewis Katz Basketball Academy will use structured in-person meetings and digital communication and project planning technology to effectively manage the school.

- **Senior Management Team:** The Head of School will coordinate weekly meetings with the Academic Director, Director of Operations, Student Support Coordinator, Athletic Director and College & Career Coordinator to review pertinent strategic plan elements, resolve pressing issues, share information to "un-silo" departments, and anticipate needs for the coming week.
- **Instructional Leadership Team:** The Academic Director, Student Support Coordinator, College and Career Coordinator and Department Chairs will meet regularly to coordinate curriculum development/selection, revision and revision, assessment administration, and professional development activities. This team will analyze student assessment results and other data for the purposes of program evaluation, staff evaluation, and progress monitoring for accountability.
- **Grade Teams:** These teacher teams will meet regularly with the Academic Director and Director of Student Support to evaluate student needs, assign students to academic coaching, identify students in need of evaluation, promote curriculum integration,

coordinate assessment, develop grade-wide culture practices, co-plan Advisory, and share best practices.

- **Departments:** As the school grows to employ multiple teachers within a subject, departments will be formed to facilitate curriculum development, vertical alignment, review and revision as well as any discipline-specific pedagogical practices. Career Pathways teachers will meet regularly with the Career & College Coordinator to identify student interests and determine future course offerings and experiential learning opportunities.
- **Operations Team:** The Director of Operations will facilitate regular meetings of non-academic staff to coordinate operations, surface problems and concerns, identify and resolve inefficiencies, and evaluate program efficacy. Operations staff will also hold regularly scheduled calls with contracted service providers, such as CSBM to review financial systems and data.

The school will employ proven communication strategies to ensure information is shared in a timely way, which may include shared document and data systems.

Management Evaluation: We plan to create a professional culture where constructive feedback is the norm and staff members constantly ask themselves and others whether they are meeting expectations. Quick, short-form surveys will be administered to gauge the efficacy of meetings, training, systems, and protocols, while twice per year a staff and parent survey will be administered to collect feedback on school performance, which will inform management evaluations.

Through regular meetings and informal feedback, staff should know where they stand. As for formal evaluation, the Head of School is responsible for evaluating all secondary leadership positions in the building. As noted, each staff member will develop a professional growth plan that establishes goals for the year against which he or she will be evaluated. These may include goals selected by the staff person for themselves as well as goals assigned by a supervisor based on assessed need. Twice per year staff will conduct a self-evaluation and collect evidence, data and artifacts to substantiate their findings, which will be presented to their supervisor. A subsequent discussion will take place to explore similarities and differences between the supervisor's and staff member's perceptions of performance, with the supervisor subsequently putting in writing his or her final evaluation.

School Leader Recruitment: This will be a critical hire, especially given that the school is being founded by a governing board rather than under the vision of a proposed school leader. The school and its key design elements will pre-date the Head of School by at least a year, therefore, it will be of the utmost of importance to discern candidates who not only truly understand our mission and the proposed school model, but have the proven capacity to pull it off. Key traits we will be seeking include:

- Experience in charter schools
- Experience in start-up situations
- Experience working with and under a governing board
- Experience managing adults

- Experience hiring staff for mission fit and excellence
- Experience with college and career readiness programs, including experiential learning
- Experience raising student achievement to high levels
- Systems-thinking
- Confidence
- Humility

Because this is a unique, first-of-its-kind school, we will cast a wide net for the Head of School, going beyond the traditional school leader pipelines. Our board members have extensive connections in the world of sports, education (public and private), youth development, and other fields where promising candidates might be located and ready for such a challenge. Our partner organization New Visions for Public Schools has helped to start 134 small schools in New York City and worked in nearly 800 schools across the city. We will of course also disseminate the job description to schools of education and organizations involved in leadership development, such as TNTP and New Leaders.

The Board will appoint an ad hoc hiring committee composed of board members and other volunteers with relevant expertise to develop an application package with submission requirements, including resume, letter of interest, writing samples, and evidence of raising student achievement. We may also consider using a video-based application component. The hiring committee will screen applications using a common rating tool and spend time norming their evaluations. Based on these ratings, a group of candidates will be selected for in-person interviews to be conducted by board members and others invited based on their knowledge of charter school leadership. The hiring committee will develop a common interview template to ensure a fair process. The hiring committee will select at least three finalists to invite back for an interview by the full Board. The full Board may then select one of these finalists to be the school leader, or request the hiring committee broaden its search and provide new recommendations. Once the board settles on a final candidate, the hiring committee will conduct extensive reference checks and a social media review and then, if acceptable, nominate the candidate for appointment by a vote of the full Board.

We anticipate that New Visions will advise us in this process and some of its staff members from the organization and/or its schools may participate in the search process, but while we will consider its input seriously, it will not have a vote in the appointment.

Personnel

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	1.0	1.0	1.0	1.0	1.0
Deans, Directors & Coordinators	2.0	2.0	3.0	3.0	3.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	1.0	1.0	2.0	2.0	2.0
TOTAL ADMINISTRATIVE STAFF	6.0	6.0	8.0	8.0	8.0
INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	4.0	8.0	12.0	16.0	16.0
Teachers - SPED	2.0	4.0	5.0	6.0	6.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	0.0	0.0	0.0	0.0	0.0
Specialty Teachers	2.0	4.0	6.0	8.0	8.0
Aides	2.0	4.0	5.0	6.0	6.0
Therapists & Counselors	1.0	2.0	3.0	4.0	4.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	11.0	22.0	31.0	40.0	40.0
NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	1.0	1.0	1.0	1.0	1.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	1.0	1.0	1.0	1.0	1.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	1.0	1.0	1.0	1.0	1.0
TOTAL PERSONNEL SERVICE FTE	19.0	30.0	41.0	50.0	50.0

The following explains the staffing chart above taken directly from the budget template:

- **Executive Management:** The school will operate with one Head of School.
- **Instructional Management:** The school will operate with one Academic Director.
- **Deans, Directors & Coordinators:** The school will operate with one Director of Student Support and one Athletic Director. In Year 3 a College & Career Coordinator will be hired.

- **CFO / Director of Finance:** We intend to outsource financial management to CSBM and have allocated \$120,000 per year plus another \$20,000 per year for an annual independent audit. The Director of Operations will be the liaison.
- **Operation / Business Manager:** The school will operate with one Director of Operations.
- **Administrative Staff:** The school will operate with one Office Manager and hire an Office Clerk in Year 3.
- **Teachers – Regular:** There will be four core teachers per grade: English, Math, Science and Social Studies.
- **Teachers – SPED:** The school will open with two special education teachers, add two more in Year 2, one more in Year 3 and one more in Year 5.
- **Specialty Teachers:** There will be two specialty teachers per grade: Physical Education and Career Pathways.
- **Aides:** There will be two aides in Year 1, four aides in Year 2, five aides in Year 3, and six aides in Years 5 and 6.
- **Therapists & Counselors:** There will one counselor per grade for a total of four counselors at full grade span:
- **Nurse:** There will be one nurse
- **Custodian:** Janitorial services will be contracted.
- **Security:** There will be one security officer.

(b) Qualifications and Responsibilities

Head of School

Qualifications	Responsibilities
<ul style="list-style-type: none"> • High expectations for student achievement • School administration experience, preferred in high school • Charter school experience (preferred) • CTE experience (preferred) • Experience leading and developing adults • Bilingual (preferred) • Experience with and commitment to college and career readiness • Experience with experiential learning • Demonstrated success in raising student achievement 	<ul style="list-style-type: none"> • Maintain accountability for the academic, organizational and financial performance of the school • Approve all hires and supervise directly or indirectly all faculty and staff. • Establish a professional work culture that promotes excellence and improvement • Report regularly to the board on the condition of the school and its progress towards mission and goals • Implement all school policies and procedures established by the board

<ul style="list-style-type: none"> • Experience working with and reporting to a governing board • High level of organization and resourcefulness necessary for start-up environment • Exemplary written and oral communication skills • Strong recommendations from prior employers, colleagues and employees • Experience hiring, supervising and evaluating employees • Confidence and humility 	<ul style="list-style-type: none"> • Establish and communicate clear goals and priorities, and develop and monitor strategic plans to achieve them. • Work with the board to develop an annual budget • Ensure the school maintains fiscal health and compliance with all laws, regulations and rules. • Evaluate all direct reports and approve evaluations of all other staff by secondary leaders • Implement a development plan in coordination with the board • Ensure timely responses to complaints by parents and staff • Serve as the face of the school to the outside community • Evaluate school programs and recommend policy changes as needed
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Academic Director

Qualifications	Responsibilities
<ul style="list-style-type: none"> • High expectations for student achievement • Instructional leadership experience, preferably in high schools and/or charter schools • Experience with and commitment to the principles of global education • Experience with international education or schools preferred • Bilingual preferred • Demonstrated success in raising student achievement • Experience working collaboratively as part of a dynamic team • High level of organization and resourcefulness necessary for start-up environment • Exemplary written and oral communication skills • Strong recommendations from prior employers, colleagues and employees • Experience hiring, supervising and evaluating employees 	<ul style="list-style-type: none"> • Recruit and hire of faculty with input from Head of School • Coordinate development and selection of curriculum • Coordinate the implementation of the school's assessment program • Plan academic portion of Staff Training Camp • Coordinate responsive professional development program • Conduct regular observations of teaching practice and provide faculty with actionable feedback • Coach and evaluate faculty • Coordinate scheduling and programming of students • Coordinate academic coaching sessions • Attend and support grade team and department meetings • Analyze data and use for program improvement • Set expectations for school culture • Support counselors in developing social emotional learning and career readiness skills program (Advisory)

Director of Student Support

Qualifications	Responsibilities
<ul style="list-style-type: none"> • High expectations for student achievement • Special Education Degree • Experience working with urban students with disabilities and ELLs and their families • Experience with special education administration • Experience in charter school setting (preferred) • Excellent communication skills • Bilingual (Spanish preferred) • Skilled in facilitating collaborative projects and work • Superb organizational and self-management skills and ability to handle multiple responsibilities effectively • Effective supervisor and trainer 	<ul style="list-style-type: none"> • Coordinate special education program, including identification, referrals, IEP development, reviews, parent involvement • Assist with recruiting and hiring special education faculty • Assist with recruiting and hiring counselors • Coordinate RTI process through grade teams and academic coaching • Serve as school’s Dignity Act Coordinator to address all incidents of harassment or discrimination under the Dignity for Students All (DASA) Act • Train staff in effective inclusion and differentiation techniques. • Ensure teachers have access to and understanding of their students’ IEPs. • Train teachers and staff in effective behavior management techniques using positive reinforcement • Assist Academic Director and Head of School with special education discipline • Coordinate related services. • Coordinate identification and ENL services for ELL students.

College & Career Coordinator

Qualifications	Responsibilities
<ul style="list-style-type: none"> • High expectations for student achievement • Experience with college advising • Experience with experiential learning • Experience with sport-related CTE schools/programs (preferred) • Self-starter who is comfortable in an entrepreneurial, start-up project • Demonstrated flexibility, creativity and collaborative working style • Ability to effectively communicate and collaborate professionally with 	<ul style="list-style-type: none"> • Coordinate college awareness programs • Coordinate dual enrollment programs • Coordinate experiential learning programs • Support Career Pathways teachers in developing and delivering courses • Coordinate post-secondary planning process • Cultivate community partnerships to benefit the school

<p>school leadership, parents, staff, and community members.</p> <ul style="list-style-type: none"> • Ability to anticipate problems and develop solutions quickly and efficiently 	<ul style="list-style-type: none"> • Monitor indicators of social emotional development and career readiness • Coordinate college testing • Facilitate Career Pathways Advisory Boards
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Director of Operations

Qualifications	Responsibilities
<ul style="list-style-type: none"> • Operations experience, preferably in high schools and/or charter schools • Business or accounting degree preferred • Demonstrated success providing superior customer service • Experience working collaboratively as part of a dynamic team • Quantitative skills and experience with accounting, budgets, and financial management • Experience with relevant business and finance software • High level of organization and resourcefulness necessary for start-up environment • Exemplary written and oral communication skills • Strong recommendations from prior employers, colleagues and employees • Experience hiring, supervising and evaluating employees 	<ul style="list-style-type: none"> • Support the Head of School in all aspects of operational and financial leadership • Assist with recruitment and hiring of non-academic staff • Accountable for all operational activities of the school in collaboration with Head of School, Academic Director and Athletic Director • Supervise back office personnel, including office manager and clerk, aides • Manage logistics of student recruitment and lottery • Establish and manage data systems, including student information systems, and reporting and compliance systems • Coordinate financial management with Charter School Business Management, Inc. • Coordinate human resources, including payroll and benefits, and maintain employment records • Oversee procurement process and conduct billing • Manage facility, including maintenance, renovations and upgrades • Coordinate food services and transportation • Coordinate staffing and resources for health services • Manage technology, including needs assessments, purchasing and maintenance • Prepare annual budget with leadership team and support the annual auditing process

	<ul style="list-style-type: none"> • Provide regular reporting of financial status to school leadership, the finance committee and overall board • Ensure school-wide compliance with health and safety laws, teacher certification, city and state education mandates, and all federal and state workplace regulations. • Maintain inventory of all school assets
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Athletic Director

Qualifications	Responsibilities
<ul style="list-style-type: none"> • Experience teaching physical education (high school preferred) • Administrative experience preferred • Ability to develop, organize and implement programs. • Skill in managing multiple tasks simultaneously • Facility with technology • Budgeting skills • Interact thoughtfully and courteously with students, staff and parents and resolve conflict in a professional manner. 	<ul style="list-style-type: none"> • Coordinate the school's basketball and other athletic programs • Collaborate with PE teachers on curriculum and assessment development • Manage development of athletic facilities: gym, weight room, etc. • Schedule gym and other sports facilities • Purchase and track athletic equipment • Ensure athletes meet health and academic requirements • Cultivate sponsorships • Schedule home and away games • Recruit and hire coaches • Supervise and develop coaches • Coordinate transportation for athletic events • Serve as liaison to athletic leagues • Schedule and secure officials for games • Assist College & Career Coordinator with college pathways programs

Teacher

Qualifications	Responsibilities
<ul style="list-style-type: none"> • High expectations for learning and behavior • Demonstrated success raising achievement of diverse students • Certification in subject area preferred • Experience with active learning techniques 	<ul style="list-style-type: none"> • Develop and plan curriculum aligned to standards • Collaborate with other teachers • Prepare rigorous and engaging lessons that integrate sports-related themes • Regularly assess student learning against measurable benchmarks and

<ul style="list-style-type: none"> • Experience with curriculum development, lesson planning, assessment, data-driven instruction • Strong classroom management skills • Reflective and open to feedback with the desire to continuously improve • Bilingual preferred • Ability to give and receive constructive criticism 	<p>provide students with useful feedback</p> <ul style="list-style-type: none"> • Plan and deliver academic coaching. • Serve as advisor to small group of students and deliver Advisory lessons • Contribute to the professional community by identifying needs and developing solutions • Participate in grade team and department meetings • Participate in annual curriculum review and revision process • Participate in self-evaluation process
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Special Education Teachers

Qualifications	Responsibilities
<ul style="list-style-type: none"> • Certification in special education • Experience working in urban schools (high school preferred) • Demonstrated success raising achievement of diverse students • Knowledge of New York Special Education law and regulations • Ability to collaborate with other teachers and staff 	<ul style="list-style-type: none"> • Provide SETSS and/or ICT services • Provide push-in and pull-out services • Collaborate with general education teachers on curriculum and assessment • Support inclusion model and RTI process • Academic coaching • Progress monitoring and action planning • Data analysis for program evaluation and improvement • Participate in IEP meetings and reviews • Participate in grade team meetings • Participate in self-evaluation process

(c) Staff Recruitment and Retention

Recruitment: As our job descriptions aptly describe, we will expect a lot from our faculty and will conduct an exhaustive search to find the best qualified people to work in our school. Through our founders and supports we already have multiple connections to higher education institutions and during the planning year will cultivate relationships with teacher colleges and education organizations within and outside the city. We will also spread the word through community based organizations, including sports and youth development organizations, after-school programs, college planning and support organizations, etc. Finally, our partnership with New Visions will give us access their recruitment and hiring pipelines and the ability to share job openings through the New York City teaching community. We will also use online job sites such as Idealist.org, chalkbeat.org, and the New York City Charter School Center. In addition, we will be represented at job fairs and present at colleges of education.

The hiring process will follow these steps:

1. Submit application including resume, letter of interest, writing sample, curriculum artifact and student work sample,
2. Initial screening of candidates based on the alignment of skills and experience described in job descriptions with those evident in resumes and letters of interest, as well as rating quality of submitted materials,
3. Phone interviews using interview protocols,
4. In-person interviews using interview protocols,
5. Demonstration instruction or task, depending on position,
6. Reference checks and social media review,
7. Fingerprinting and background checks.

During the planning year faculty hiring will be led by the Academic Director and Director of Student Support with input from the Head of School. Through our partnership with New Visions we will seek out operational schools in which candidates can conduct demonstration lessons, and New Visions staff may participate in evaluating candidates. Once the school is operational, instructional leaders will bring current faculty into the hiring process so they have input into hiring the peers they will work closely with in subsequent years.

Retention: We know we cannot compete with the pensions offered in traditional district schools, so we plan to attract and keep teachers with a much more professional and rewarding work environment where a relentless focus on student achievement trumps bureaucracy and adult interests. Two weeks of Staff Training Camp offers far more opportunity for professional development and planning than the one day district teachers have before their students arrive. In addition, we will implement a continuous coaching model so that teachers get constructive feedback and support. Our teachers will have meaningful input into curriculum and assessment selection and development. They will teach small class sizes of 22 students and have a total student caseload of 88 students. Each grade will have its own counselor to help teachers with behavior problems and social emotional learning. For compensation we have included in our budget an average starting salary of \$70,000, which on the current NYCDOE salary schedule is the equivalent of 7 years of experience with a Master's degree. We will offer a full range of benefits as well as a 5% salary match for a 403b savings plan after one year of employment. Finally, with success comes pride and our teachers will be responsible for engaging historically disadvantaged students and seeing them into college and careers. For all of these reasons, we believe teachers will enjoy working at the Lewis Katz Basketball Academy and remain on the faculty for many years.

Personnel Policies

Note: The following personnel policies are based on those in use in New Visions charter high schools.

Introduction

All personnel and employment policies and procedures of Lewis Katz New Renaissance Basketball Academy Charter School (Lewis Katz Basketball Academy or the School) set forth herein are presented only as a matter of information. These policies and procedures may be changed or deleted, and new policies or procedures may be added by the Schools at any time, subject to Article 56 of the New York State Charter Schools Act of 1998, other applicable laws, rules and regulations and for employees covered by a collective bargaining agreement, subject to the provisions of the collective bargaining agreement. The policies and procedures set forth herein are not intended to create or constitute a contract between this organization and its employees or to change the nature of the employment relationship between the organization and its employees, which is at will. In addition, these policies and procedures will apply to employees covered by collective bargaining agreements unless a specific policy or procedure, or a part of the policy or procedure, is controlled by the language of the applicable current collective bargaining agreement in effect at the time the matter arises.

Lewis Katz Basketball Academy benefit plans and programs, which are described in separate materials, may be referenced in this handbook. All benefits to which employees of Lewis Katz Basketball Academy may be entitled are subject to the terms and conditions set forth in the plan documents by which they are governed, and Lewis Katz Basketball Academy (or its designee) shall have the sole discretion to determine benefit eligibility and interpret the terms and conditions of any such benefit plans or programs. Lewis Katz Basketball Academy reserves the right to amend, alter or terminate, in whole or in part, any benefit plan or program at any time in its sole discretion except those matters already covered by collective bargaining.

All previously issued employee handbooks and any inconsistent personnel policy statements or memoranda are superseded. To the extent any portion of the Handbook conflicts with formal plans, including summary plan descriptions, written employment agreements, other legal documents, or federal, state or local laws, those formal documents and/or laws govern. This handbook will be reviewed and updated regularly as appropriate.

Mission Statement

The Lewis Katz New Renaissance Basketball Academy provides high school students with a rigorous academic program in the context of basketball, historically "New York's Game." The school graduates students with a college preparatory education and career readiness to succeed in the basketball and other sports-related industries.

Governance

The Board of Trustees is responsible for governing the Lewis Katz Basketball Academy. The Head of School reports to the Board and oversees the day-to-day operations of the school. When the Head of School is unavailable, day-to-day operations fall to the Director of Operations.

At Will

Employment at Lewis Katz Basketball Academy is at-will and of indefinite duration. The employee or the school may terminate employment at any time, with or without notice and for any reason.

Lewis Katz Basketball Academy may also alter an employee's position, duties, title or compensation at any time, with or without notice and with or without cause. No agreement to the contrary will be recognized except for any applicable collective bargaining agreement or unless such an agreement is in writing and signed by the Head of School, or in the case of the Head of School, the Chairman of the Board of Trustees.

Equal Opportunity

Lewis Katz Basketball Academy strives for staff that reflects the diversity of New York City public schools. The following Equal Employment Opportunity and Affirmative Action Policy applies to all Lewis Katz Basketball Academy' staff and applicants for employment at Lewis Katz Basketball Academy:

1. It is Lewis Katz Basketball Academy policy to provide equal employment opportunity to all employees and applicants for employment without regard to race, sex, color, creed, religion, national origin, age, disability, marital status, qualified veteran status, sexual orientation, gender identity, genetic predisposition or carrier status, victim of domestic violence, sexual offenses and/or stalking status, caregiver status or any other characteristic protected by law and in accordance with all applicable laws, directives and regulations of federal, state and city entities. This policy applies to all the terms and conditions of employment including, but not limited to, hiring, placement, promotion, termination, layoff, return from layoff, transfer, leave of absence, compensation and training. Advancement to positions of greater responsibility is based on an individual's abilities and demonstrated performance.
2. Lewis Katz Basketball Academy is committed to Equal Employment Opportunity and as part of the Affirmative Action Plan shall:

Recruit, hire, upgrade, train, and promote in all job classifications, without regard to race, sex, color, creed, religion, national origin, age, disability, marital status, qualified veteran status, sexual orientation, gender identity, genetic predisposition or carrier status, victim of domestic violence, sexual offenses and/or stalking status, caregiver status or any other characteristic protected by law and in accordance with all applicable laws, directives and regulations of federal, state and city entities.

Base employment decisions on the principles of Equal Employment Opportunity and with the intent to further Lewis Katz Basketball Academy' Affirmative Action commitment:

Ensure that all personnel actions such as compensation, benefits, layoff, return from layoff, Lewis Katz Basketball Academy sponsored training, social and recreation programs, shall be administered without regard to race, sex, color, creed, religion, national origin, age, disability, marital

Discrimination and Harassment

Lewis Katz Basketball Academy is committed to a collegial and safe work and school environment in which all individuals are treated with respect and dignity. Each individual has the right to work in a professional atmosphere that promotes equal opportunities and prohibits discriminatory or harassing practices. Accordingly, Lewis Katz Basketball Academy expects that all relationships among persons in the school will be business-like and free of bias, prejudice and harassment.

Staff should be aware that Lewis Katz Basketball Academy' Discrimination and Harassment Policy ("Policy") is intended to create a school environment that is free from harassment, bullying and intimidation and that, in accordance with the Dignity for All Student Acts (DASA, Education Law, Article 2), employees are expected to assure that students are also protected from harassment, bullying or intimidation. Accordingly, all staff is expected to know and adhere to the Policy, which is explained below.

Lewis Katz Basketball Academy prohibits discrimination in the provision of employment opportunities, benefits or privileges; creating discriminatory work conditions; or using discriminatory evaluative standards in employment if the basis of that discriminatory treatment is, in whole or in part, the person's race, color, national origin, age, religion, disability status, citizenship, gender, sexual orientation, gender identity, genetic predisposition or carrier status, veteran's status, sexual offenses and/or stalking status, victim of domestic violence, marital status, caregiver status, or any other legally protected status.

Discrimination of this kind may also be strictly prohibited by a variety of federal, state and local laws, including Title VII of the Civil Rights Act 1964, the Age Discrimination Act of 1975, and the Americans with Disabilities Act of 1990. This policy is intended to comply with the prohibitions stated in these anti-discrimination laws.

Lewis Katz Basketball Academy also prohibits harassment of any kind, including sexual harassment (as addressed in more detail below), and will take appropriate and immediate action in response to complaints or knowledge of violations of this policy. For purposes of this policy, harassment is any verbal or physical conduct designed to threaten, intimidate or coerce an employee, co-worker or any person working for or on behalf of Lewis Katz Basketball Academy, or any student. Verbal taunting (including racial and ethnic slurs) that, in the employee's or student's opinion, impairs his or her performance as an employee or student, is included in the definition of harassment.

Failure to comply with any part of the Policy will not be tolerated and may result in disciplinary action up to and including termination. Failure to observe this Policy may also result in personal liability if individuals are named as defendants in legal actions alleging discrimination or harassment. Lewis Katz Basketball Academy expects all employees, supervisors, students, and third parties (such as outside contractors) to comply with and abide by the Policy.

Sexual Harassment

Sexual harassment is a form of gender discrimination prohibited by this non-discrimination policy, Title VII, Title IX and/or other federal, state and/or city laws. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when, for example, (i) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment (quid pro quo harassment); (ii) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting that individual (quid pro quo harassment); or (iii) such severe, persistent and pervasive conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment (hostile environment harassment).

This policy covers all work-related activities and functions, including business trips, school trips, after-school and away from school activities, and business-related social events.

This policy pertains to every aspect of an individual's relationship with the school, including but not limited to recruitment, hiring, compensation, benefits, training and development, promotion, transfer,

discipline, termination, and all other privileges, terms and conditions of employment. Any individual who believes that discriminatory or harassing conduct either is occurring or has occurred should report such conduct according to the procedures outlined in the Policy.

In addition, Lewis Katz Basketball Academy does not approve of discriminatory or harassing conduct by third parties dealing with the school, such as vendors or consultants. Any individual who believes that he or she has encountered such conduct is strongly encouraged to discuss such conduct with the immediate supervisor, the Head of School, or the Director of Operations.

Examples of Conduct that may amount to Sexual Harassment: Preventing discrimination or harassment requires awareness by everyone at the school of the impact that one's actions may have on others. In determining whether discrimination or harassment has occurred, it is no excuse that the alleged offender "meant no harm" or was "just kidding." The following are examples, but certainly not an exhaustive list, of conduct that is unacceptable:

- Quid pro quo harassment (requests for sexual favors implicitly or explicitly linked to terms of employment, promotion, compensation, assignments, etc.).
- Unwelcome sexual advances, including, but not limited to, coerced sexual acts, inappropriate touching, kissing, pinching, tickling, massage, or other unwelcome physical contact.
- Comments about an individual's body (whether or not intended to be complimentary), sexual prowess or sexual deficiencies; leering, whistling, suggestive, insulting or obscene comments or gestures; display in the workplace of obscene objects or pictures.
- Jokes, innuendos, remarks or questions that are derogatory or demeaning to an individual's or group's characteristics or that promote stereotypes, or are of a sexual nature.
- Computer or voicemail messages or graphic material or display that contain sexual content or are derogatory toward a particular ethnic group, race or other protected status.

This Policy should not be used as a basis for excluding or separating individuals of a particular gender, race or other protected group from participating in business or work-related social activities or discussions. No one should engage in discrimination or exclusion in order to avoid allegations of harassment. The law and the policies of Lewis Katz Basketball Academy prohibit disparate treatment with regard to terms, conditions, privileges and perquisites of employment. The proscription of harassing behavior is intended to complement and further that Policy, not to form the basis of an exception to it.

Questions about discrimination or harassment should be directed to the school's Director of Operations, who is also the Title IX Coordinator.

Reporting an Incident of Harassment or Discrimination: Lewis Katz Basketball Academy strongly encourages all staff to report incidents of discrimination or harassment of any kind, regardless of the target or offender's identity or position. Lewis Katz Basketball Academy encourages individuals who believe they have been subjected to discriminatory or harassing behavior to promptly advise the offender that his or her behavior is offensive and/or unwelcomed and request that it stop. Often this action alone will resolve the problem. It is not necessary, however, for an individual to talk directly to an offender if that individual feels uncomfortable doing so.

Lewis Katz Basketball Academy strongly encourages the prompt reporting of complaints or concerns so that prompt and corrective action can be taken. Early reporting and intervention have proven to be the most effective methods of resolving actual or perceived incidents of discrimination or harassment. Lewis Katz Basketball Academy offers informal and formal reporting options as explained below.

As with any other investigation, all employees involved in the investigation must:

- cooperate fully; and
- be completely honest and forthcoming.

Any supervisor who observes an incident that might constitute discrimination and/or harassment, or becomes aware that an employee, student, volunteer, contractor or visitor may have been a victim of discrimination and/or harassment, must report the incident to his/her supervisor or the Director of Operations, who is also the Title IX Coordinator, immediately.

Informal Complaint Procedure

If an individual does not wish to confront the offender directly, or if such a discussion does not successfully end the discrimination or harassment, the individual should notify his or her immediate supervisor, the Head of School or the Director of Operations. An informal discussion may be initiated with the alleged offender on the individual's behalf or other appropriate action may be taken to rectify the situation.

An individual reporting discrimination or harassment should be aware that Lewis Katz Basketball Academy may decide it is necessary to take action to address the alleged discrimination or harassment beyond an informal discussion.

The best course of action in any case will depend on many factors and, therefore, the informal discussion will remain flexible. Informal discussion is not required and an individual may make a report according to the formal complaint process below in the first instance.

Formal Complaint Procedure

Employees who believe they have been subject to discriminatory or harassing behavior and wish to make a formal complaint should discuss their concerns with an immediate supervisor, the Head of School or the Director of Operations. A complaint may be made orally or in writing.

Investigation: Any reported allegations of discrimination or harassment will be investigated promptly. Except in certain circumstances, the alleged offender will be advised of the complaint and the name of the person making the complaint. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have relevant knowledge. Both parties will have the opportunity to present information and witnesses on their own behalf. The investigation and resolution of complaints usually occurs within 60 days, but that time frame may be reasonably adjusted according to the facts of a particular case, the time of year at which it was received and the parties involved.

Confidentiality: Both the formal and informal complaints and investigations will be handled with as much sensitivity as possible and information will be shared only with those individuals who have a legitimate need to know in order to investigate and resolve the issue.

The School has a compelling interest in protecting the integrity of its investigations. In every investigation, the School has a strong desire to protect witnesses from harassment, intimidation and retaliation, to keep evidence from being destroyed, to ensure that memories are not tainted and testimony is not fabricated. The School may decide in some circumstances that in order to achieve these objectives, we must maintain the investigation and our role in it in strict confidence. If The School

reasonably imposes such a requirement and an employee does not maintain such confidentiality, such employee may be subject to disciplinary action up to and including termination of employment

Retaliation: Retaliation against an individual for reporting discrimination or harassment or for providing information relevant to a claim of discrimination or harassment is prohibited by this policy and by law, including, but not limited to Title VII and Title IX. Retaliation will not be tolerated and will be treated with the same strict discipline as would discrimination or harassment itself. Acts of retaliation should be reported immediately to the employee's immediate supervisor, the Head of School or the Director of Operations, and will be promptly investigated.

Disciplinary and Corrective Action: Misconduct constituting discrimination or harassment will be dealt with appropriately. Corrective action to address the effects of the conduct and to prevent re-occurrence may include training or referral to counseling. Disciplinary action may include warnings, reprimands, withholding of a promotion or pay increase, reassignment, suspension without pay, compensation adjustments or termination, as appropriate under the circumstances.

Escalation or Appeal Process: Either party may appeal the School's decision to the Board of Trustees for good cause shown.

Recruitment and Hiring

Recruitment for position openings is initiated by the Head of School or designee. Job openings will be filled by qualified persons from within Lewis Katz Basketball Academy when possible. Preference is given to internal candidates over external candidates when both are equally qualified. However, internal candidates are not guaranteed positions for which they may apply.

Job Postings: Job openings will be posted on the staff bulletin board, intranet and/or web site. Lewis Katz Basketball Academy may begin an external search for applicants simultaneously with the job posting.

Background Checks: Fingerprinting and other formal background checks will be conducted on all candidates to whom job offers may be made and accepted and employment will be contingent upon satisfactory results.

Employment Offer Letters: Offer letters may be signed only by the Head of School or Director of Operations if the Head of School is unavailable, with the exception of the position of Head of School, which will be signed by the Chairperson or Secretary of the Board of Trustees.

Orientation: New staff members will undergo an orientation to acquaint them with Lewis Katz Basketball Academy' policies and procedures, their jobs, and their internal and external working relationships. All new hires are required to complete new hire orientation. The schedule for new hire orientation will be provided to employees at or around their time of hire.

Resignation: Employees are required to submit a written notice of resignation as far in advance as possible in order to facilitate appropriate transition and minimize disruption to the school. For resignations occurring during the school year, Instructional and Leadership Staff must provide 30 days' advance notice. For resignations occurring at the end of the school year, Instructional Staff and Leadership Staff must provide notice of resignation no later than May 30th. Operations Staff (all other staff) must provide at least 2 weeks of notice of resignation regardless of the time of year. Should an employee voluntarily terminate his or her employment at the School, Lewis Katz Basketball Academy will cease salary as of the last day worked and major benefits as of the last day of the month in which their resignation becomes effective. Employees are required to report to work on their last day of

employment with Lewis Katz Basketball Academy and cannot use paid time off, holiday or sick/personal days for his or her last paid day of employment. Faculty that worked the entire school year but elect not to return for a subsequent school year will receive regular salary and benefits through their summer break.

Return of School Property: Upon termination or resignation, employees must return all keys, records, files, supplies, or any other school property on or before the last date worked.

Employment Classification

Employees are classified as either Exempt or Nonexempt as determined by the Fair Labor Standards Act (FLSA) and will be notified upon hire which classification they fall into.

- "Exempt employees" include those who are not subject to the overtime provisions defined by the FLSA. Exempt employees are salaried, and do not receive overtime nor compensatory time for hours worked in excess of 40 hours per week.
- "Nonexempt employees" are hourly paid staff covered by the overtime pay provisions of the FLSA, regardless of individual titles or duties. Any employee who does not meet the qualifications for exemption is included in the term "nonexempt."

Compensation

Lewis Katz Basketball Academy offers a competitive compensation package that includes salary, health, welfare and other fringe benefits, including a 403(b) defined contribution plan. In accordance with NYS Wage Theft Prevention Act, pay notices will be distributed on hire.

Salary Ranges

Lewis Katz Basketball Academy has established salary ranges for each position. Salaries are commensurate with the nature of the position, taking into consideration the following factors:

- Performance
- Diversity and complexity of duties
- Amount of responsibility and judgment exercised
- Location of position within the organizational chart
- Qualifications, certifications and licenses required
- Level of proficiency
- Market pay

Salary Increases

Salary increases are within the sole and exclusive discretion of Lewis Katz Basketball Academy. Salary increases may be based on performance, Lewis Katz Basketball Academy's ability to meet its budgetary guidelines and parameters, and/or any other factors deemed relevant by Lewis Katz Basketball

Academy. Achieving a certain length of service in a position or with Lewis Katz Basketball Academy does not entitle an employee to a salary increase.

Personnel Records and Requests for Information

Personnel and medical files are the property of Lewis Katz Basketball Academy and access to the information is restricted. In addition to the individual to whom the personnel file applies, the only persons allowed to review personnel files are supervisors that may have a legitimate reason to do so. If an employee wishes to review his or her own personnel or medical file, he/she should contact Human Resources and access will be granted with reasonable advance notice.

Change in Personnel Data

It is an employee's responsibility to immediately notify Human Resources, in writing, of any changes in personnel data such as:

- Home address
- Home telephone number and, if available, cell phone number
- Number of dependents
- Name and contact information of individual to notify in case of an emergency
- Change in marital status
- Change in alien status
- Military status

Changes to home address, personal and emergency contact information, as well as tax withholdings can all be updated to HR by the employee directly through the Employee Self-Service portal. Change in marital or dependent status requires that the employee provide official documentation of the event (e.g., marriage or birth certificate). Failure to report the correct information may adversely affect the benefits to which an employee is entitled. Providing false information will result in disciplinary action, including termination of employment.

Inquiries About an Employee

All reference or employment verification requests should be directed to Human Resources. No one other than the Head of School or Director of Operations is authorized to respond either verbally or in writing to personnel inquiries of any type about current or prior employees of the School.

Nepotism

While the Lewis Katz Basketball Academy may hire and retain relatives of employees, it will not do so if it determines that hiring or retaining the individual may or does create problems of supervision, security, or conflicts of interest. Relatives will not be permitted to work in the same work location, a direct supervisory or reporting relationship.

With respect to the employment of a relative, Lewis Katz Basketball Academy defines relatives as spouses, domestic partners, parents, children, step-children, siblings, in-laws, step-parents, brothers, or sisters. Additionally, this policy also relates to individuals who are not legally related but who reside with Lewis Katz Basketball Academy employees.

Absences or Tardiness

If an employee is going to be late, leave early or be absent from work, he or she must call the Director of Operations or designee as soon as the lateness or absence becomes known, preferably the evening before if possible but no later than 6:00 a.m. on the date of the absence.

Lewis Katz Basketball Academy reserves the right to request written documentation by a medical provider for absences of three consecutive days or more. Depending on the circumstances of the employee's absence, Lewis Katz Basketball Academy may require the employee to provide documentation described in the Family and Medical Leave Act policy herein (Section IV.J) to return to work.

Frequent lateness or absences may result in disciplinary action, up to and including termination.

Performance Reviews

Professional goals for both Instructional and non-Instructional returning staff will be established annually in August/September but no later than October 15.

The evaluation process will serve to improve the quality of instruction at Lewis Katz Basketball Academy. It is a formative process in which professional goals are linked to classroom practice and student outcomes. The evaluation process will consist of multiple informal and formal classroom observations throughout the school year.

The evaluation process for non-instructional staff members will be driven by their job description, which will be evaluated to identify performance in SMART (specific, measurable, attainable, relevant, time-bound) Core Competencies and Key Responsibilities. A mid-year check in should be held in February and annual reviews will be submitted to HR in July.

Employees hired on or after January 1 will not receive an end of year performance rating and will not advance on the faculty career ladder.

Grievance and Conflict Resolution Procedures

Any employee who has a complaint concerning an employment decision or any other matter has the right to file a grievance. Employees should attempt to resolve the problem informally with their supervisor as soon as possible. If a solution cannot be reached, the employee may present a formal grievance, in writing, to the Head of School or Director of Operations for investigation and resolution. If the complaint is not addressed or resolved, the employee may escalate the matter to the Board of Trustees or a Committee designated by the Board.

No employee will be discriminated against, harassed, intimidated, or suffer any reprisal as a result of filing a grievance or participating in the investigation of a grievance.

All complaints will be handled in a timely manner.

Code of Ethics

All employees have a responsibility to avoid any conflict between their personal interests and those of Lewis Katz Basketball Academy. A conflict of interest occurs when employees' personal interests interfere – or appear to interfere – with those of Lewis Katz Basketball Academy. There are some common relationships or circumstances that can create, or give the appearance of, a conflict of interest. These situations generally involve gifts and business or financial dealings or investments.

Outside Employment or Business Interests: A conflict of interest exists when employees have a financial or ownership interest in a business, organization, or financial venture that may be at variance with the interests of Lewis Katz Basketball Academy. Employees may have outside business interests so long as these do not conflict with the interests of Lewis Katz Basketball Academy or interfere with job performance. If an employee is presented with an income-producing opportunity which directly results from their affiliation with Lewis Katz Basketball Academy, full written disclosure must be made to the HR Director prior to engaging in any compensable activities. In some cases where there is potential conflict of interest, a written waiver or consent from Lewis Katz Basketball Academy may be required.

Gifts, Gratuities: Employees are not to accept gifts of any material value, free trips, personal property or other items from an outside person or organization as an inducement to provide services or make purchases.

Personal Beliefs: Lewis Katz Basketball Academy recognizes that its employees may hold a wide range of personal beliefs, values and commitments. These beliefs, values and commitments present a conflict of interest only when they prevent employees from fulfilling their job responsibilities (with reasonable accommodation where required by law). In addition, Lewis Katz Basketball Academy strives to provide students with an appropriate learning environment, and to provide employees with the most ideal work environment possible which includes making employees comfortable when they are at work. Accordingly, to protect employees and students from unnecessary interruptions, annoyances, and disruptions to the learning environment, it is Lewis Katz Basketball Academy' policy to prohibit the distribution of literature in work areas and to prohibit solicitation and distribution of literature during employees' working time. "Working time" is the time an employee is engaged or should be engaged in performing his/her work tasks for Lewis Katz Basketball Academy. These guidelines also apply to solicitation by electronic means. Solicitation and distribution of any kind by non-employees on Lewis Katz Basketball Academy premises is prohibited at all times. Nothing in this section prohibits employees from discussing terms and conditions of employment.

Use of Confidential Information: During the course of their employment, employees may become aware of trade secrets and similarly protected proprietary and confidential information about Lewis Katz Basketball Academy (e.g., budgets and financial information, strategic plans, fundraising strategies and tactics).

Employees must not disclose such information to anyone outside of Lewis Katz Basketball Academy. Employees must not use such information for actual or anticipated personal gain, or for the actual or anticipated personal gain of any other person.

Theft

Theft of items not belonging to the employee (such as school property, property of colleagues, students, or other) during their course of employment is prohibited and may result in termination of employment. In addition, the School may notify the authorities about incidents of suspected theft and may pursue criminal charges against the suspected offender. It is the responsibility of employees to safeguard personal belongings and New Visions does not assume any liability for personal property that has been lost, stolen or damaged during the course of employment.

Penalties: A breach of ethical standards by an employee may result in discipline up to and including termination.

Workplace Professional Expectations

Staff are expected to behave in a manner that fosters collaboration, courtesy and respect. Discourteous conduct, use of profanity, sleeping on the job, bullying, and creating an unsafe environment for others are some examples of behaviors that may be subject to disciplinary action, up to and including separation from employment.

Dress Code

Lewis Katz Basketball Academy seeks to maintain its identity as a school of qualified professionals. Employees are expected to come to work well groomed and dressed in a way that reflects a professional environment and is consistent with the uniform policy for students. Lewis Katz Basketball Academy recognizes that employees have different dress styles and tastes, however, at all times your attire should communicate professional credibility and project a favorable image for the school. Employees have the option of purchasing and wearing elements of the student uniform (i.e., polo shirt with school logo, oxford shirt with school logo, sweater with school logo, etc.) as well.

The following are examples of inappropriate and unacceptable attire:

- Clothing that is revealing or ill-fitting
- Clothing that is ripped or dirty
- Jeans of any color (including jean skirts)
- Sweatshirts or sweatpants, tracksuits, spandex or lingerie-type garments, athletic wear, t-shirts with logos or other graphics
- Sneakers or gym shoes, flip-flops or other beachwear-type sandals, slippers
- Halter tops, tank tops, tops with spaghetti straps, backless or midriff-revealing attire (without a covering garment, such as jacket, blouse, sweater)
- Gym teachers, in the course of carrying out their duties, are exempt from the restrictions on athletic wear and sneakers.

The above list is not intended to be exhaustive or complete, so employees are expected to use good judgment or check with their supervisor if there are any questions.

Employees who do not comply with this policy may be sent home and the time deducted from their personal leave balance. Repeated violations may result in other disciplinary actions, up to and including termination.

Partner Organizations

New Visions for Public Schools

Mark Dunetz, President

205 East 42nd Street, New York, NY 10017

212-645-5110

mdunetz@newvisions.org

New Visions is currently a charter management organization operating ten charter schools in New York City as well as supporting numerous district schools. While New Visions will not manage our school per se, it will provide operational and academic advice and support, which will allow our school's staff to focus relentlessly on implementing its academic, sports and career readiness programs. No contract or monetary arrangements are planned at this time, though our school may pay for specific services in the future, such as professional development services.

Since 1989, New Visions for Public Schools has served as a laboratory of innovation within the New York City's public schools. It provides educators with the tools and training they need to analyze student performance, diagnose problems and design solutions to improve instruction. New Visions partners with teachers and school leaders, parents and community organizations to provide ambitious, rigorous instruction and to design curricula that are relevant to students' lives and aligned to college and job skills. New Visions supports a network of 69 public district schools and also operates an emerging network of eight traditional charter high schools and two AIM charter high schools in under-resourced neighborhoods of New York City. It serves a student population that roughly equals the size of the Seattle school system. In 2017, New Visions charter high schools achieved a graduation rate of 88.3% and its district schools achieved a graduation rate of 83.1%.

New Visions will partner with the Lewis Katz Basketball Academy to provide advice, support and resources. It will not have a management or education service provider role in the school. New Visions has created an extensive Open Educational Resource (OER) collection of curriculum materials that will form the foundation of our school's curriculum. It has also developed an instructional framework that provides guidance on how to create access points in core instructional units, assessments, and lessons while also providing individual access for students' learning and language needs. New Visions also offers a variety of other resources, including online and in-person professional development courses, including micro-certification, a Quiz Banker for generating quizzes based on past Regents exam items, and guidance counselor resources. Finally, with a network of ten operating charter schools our school can learn from their experiences through visitations and professional relationships.

No proposed board members are affiliated with New Visions.

New Renaissance Basketball Association (RENS)

Andy Borman, Executive Director

ABorman@nyrhoops.org

The RENS is a non-profit sports-based youth development organization. The mission of the RENS is to equip inner city athletes with the tools necessary to maximize their life potential on and off the basketball court. The New Renaissance program was inspired by the historical team of the same name during the Harlem Renaissance. It works with young athletes to turn them into professionals and instill the importance of hard work and effort to accomplish goals related and unrelated to basketball. It has three focus areas—academic achievement, community building, and commitment to core values—and works with youth to:

- Develop positive social and life skills.
- Build strong team skills and team discipline.
- Create future leaders who engage in community initiatives and promote community Involvement.
- Send kids to college for free through academic and or athletic scholarships.

The RENS provides free one-on-one tutoring by graduate students from St. Francis College as well as SAT preparation, scholarship funds, and community health connections for its team members, who travel across the nation playing in highly competitive atmospheres. Lewis Katz Basketball Academy will partner with the RENS to benefit from its experience with youth development. In particular, our school will leverage the RENS's tutoring program, SAT prep program, scholarship funds, connections in the basketball industry, summer job opportunities, and relationship with community health organizations. The RENS will also provide access to gear through its Nike sponsorship. We do not have any contract or monetary arrangements planned at this time.

Dan Klores is the founder of RENS and he, Alan Fishman, and Jack Irushalmi are board members.

June 12, 2018

To the SUNY Charter Schools Institute,

The New Renaissance Basketball Association (RENS), a seven year old not for profit, which provides educational and basketball assistance for more than 225 boys in grades 3 through 11 across the metropolitan area, is in full support of the Lewis Katz Basketball Academy on every level. We are proud to be considered a partner in this extremely unique and historic mission. Our tutors, who are graduate students in education from St Francis College in Brooklyn, will continue to provide all and any students with FREE one on one tutoring at the new school, their home or local library. Dr. Peter Leibman, Dean of Education will continue to provide FREE SAT prep for high school students once the Lewis Katz Academy opens its doors. On a basketball level we will provide free gear through our Nike sponsorships, and special training via a number of our coaches.

Andy Borman, Executive Director

Class of 1992 Duke University, and member of
their NCAA Championship team.

June 25, 2018



To Whom It May Concern:

I write this letter in support of the Lewis Katz New Renaissance Basketball Academy charter school application. New Visions has been deeply involved in conversations with the applicant and as a result is well positioned to speak to the viability of this school concept. As a founding principal of a school with a focus on behind the scenes careers in commercial television and film production, I am particularly excited about the unique opportunities this school will represent for students should it be approved. Like the television and film industry, there are a wide range of promising career options in professional sports with which students are currently unfamiliar. Currently there are virtually no options for students to learn about these careers while in high school. Given the intense interest which so many students have in professional sports more broadly, this represents untapped potential to which this school proposal responds.

In our assessment, the diversity of careers related to professional basketball afford opportunities to support students in the pursuit of specific careers as well as in the development of generalized employability skills. The career focused elements of the curriculum will also serve as a powerful anchor around which to organized a coherent and engaged school community. The New Visions team is excited by the vision for teaching and learning embedded in this proposal and are committed to continuing to partner with the team through professional development around our own open source curricular materials, data and school management tools, intervisitations with our own schools and technical support around the start-up process as needed.

Should this school be approved, it will offer students an educational experience they will not find at any existing district or charter school. The design represented in the team's proposal and the deep partnerships in the community and the industry that the team has already assembled have laid a strong foundation for success. For this reason, we are hopeful that this proposal will be approved and that we might look forward to welcoming this exciting new school into the NYC charter school community.

Sincerely,

A handwritten signature in black ink, appearing to read "MD", with a long horizontal flourish extending to the right.

Mark Dunetz
President

205 East 42nd Street, 4th Floor
New York, NY 10017

Tel 212 645 5110
Fax 212 645 7409

www.newvisions.org

Governance

Our proposed board remains essentially the same as that submitted in the Letter of Intent with the addition of Milton Sipp, who is replacing Gloria Cruz.

- **Dan Klores:** A native New Yorker, Dan Klores is an award-winning filmmaker and the recipient of the Independent Spirit Award for best director of the year for his film *Crazy Love* (2007) and the Peabody Award for his film *Black Magic* (2008), which examines Civil Rights-era America through the prism of basketball at historically black colleges and universities. Four of Mr. Klores' films premiered at the prestigious Sundance Film Festival. He is also the author of three off Broadway plays, the most recent shown at the Rattlestick Theatre in the Village, *The Wood*, about a tabloid newspaper columnist and his reporting on Abner Louima, the Haitian immigrant brutalized by rogue NYC police officers. Mr. Klores founded the New Renaissance Basketball Association for inner city youth throughout the metropolitan area. He, along with the singer/songwriter Paul Simon and the pediatrician Dr. Irwin Redlener, was one of the original spirits behind the creation of the Children's Health Fund, a series of medical mobile vans staffed by doctors and nurses who provide free health care to children from underserved backgrounds. He is also a board member of the Brooklyn Academy of Music (BAM). Mr. Klores is the author of one book, *Roundball Culture: South Carolina Basketball*. Prior to his writing/directing career, he worked for 25 years in the fields of marketing, public relations and crisis management.
- **David Stern,** Commissioner Emeritus of the National Basketball Association (NBA): Mr. Stern is the former NBA Commissioner and a member of the Naismith Memorial Hall of Fame. He has had a legendary career and is universally recognized for his progressive achievements in business, marketing, globalization, technology and labor relations. His 30 year tenure with the league made him the longest running Commissioner of any professional sport in American history. Mr. Stern is now a Chair Emeritus of the Board of Trustees at Columbia University, and currently advises numerous entities and not for profits across the globe. Mr. Stern, a 1966 graduate of Columbia Law School, is also a member of the Council on Foreign Relations.
- **Joe Conway,** Superintendent, Camden Charter School Network: Dr. Joseph Conway is currently the co-founder of Camden's Promise Charter School, Camden Academy Charter High School and Camden's Pride Charter School. Dr. Conway received his doctorate from Teacher's College, Columbia University in 2004. Additionally he has an M.A in Secondary Science Education from City College in New York, as well as a dual degree in Biology and in Theology from St. Joseph's University in Philadelphia. Dr. Conway was introduced to the urban environment through Teach for America when he spent five years teaching in the South Bronx from 1992-1997. Since that time, he has dedicated his life to the education of urban youth in America. Additionally, Dr. Conway teaches at Holy Family University as a graduate professor, mentors other charter school principals and administrators, and serves on non-profit boards.

- **Earl Monroe**, Retired Professional Basketball Player and Entrepreneur: Earl Monroe is a legendary basketball player and member of the Naismith Basketball Hall of Fame. Mr. Monroe was one of the most innovative and creative players and thinkers in the game's history. During his career in the National Basketball Association (NBA) he played for two teams, the Baltimore Bullets and the New York Knicks. He helped lead the New York Knicks to their last championship season in 1973 and in his honor both teams have retired Monroe's number. Since his retirement from professional basketball he has founded his own music label, served as a television and radio analyst, and been awarded the Peabody for producing the four hour documentary film, Black Magic. Mr. Monroe has also been active in various community affairs and programs, including the President's Council on Physical Fitness and Health, the Crown Heights Youth Collective, the Literary Assistance Fund and the Harlem Junior Tennis Program. He has received many honors for these "off-the-court" community activities, including the Harlem Professionals Inspirational Award, Most Outstanding Model for American Youth, the YMCA Citizenship Award and Big Apple Sportsman of the Year Award. He is a mentor to many young people off and on the basketball court, preaching the values of education first, last and always. A longtime resident of Harlem, he was born and raised in Philadelphia, and is a graduate of Winston Salem State Teachers College.
- **Jack Irushalmi**, President & Co-Managing Principal, Tri-Star Construction: Mr. Irushalmi is the President and Co-Managing Principal of New York City's leading privately held construction management and general construction firm. Founded in 1989, Tri-Star Construction services over 300 buildings throughout the New York City metropolitan area. Mr. Irushalmi is an experienced real estate and construction executive with a long history of success and commitment to excellence. He applies vast construction and real estate expertise to enhance all aspects of construction management projects, including value engineering, assessment of the impacts of conceptual design decisions on project outcomes, executive oversight and guidance of construction teams through all project phases. Mr. Irushalmi is on the Duke University Athletic Board, former President of The Seawane Club, Board member of the New Renaissance Basketball Association, and a member of the Real Estate Board of New York. He participates with several local political campaign committees and is actively involved with numerous charities and causes, including UJA, National Jewish Health, Big Brothers Big Sisters of New York, Rabin Medical Center, State of Israel Bonds, Sanctuary for Families, and Family Center.
- **Joseph Arbitello**, Associate Athletic Director, Christ the King High School: Mr. Arbitello is well known for his ability to motivate youngsters to learn and achieve their highest potential. Currently, Mr. Arbitello is the Associate Athletic Director of Christ the King's nationally recognized athletic program. Utilizing his knowledge of NCAA regulations and standards, he has instituted academic programs within the school to ensure that student athletes meet all academic requirements. Mr. Arbitello has over eighteen years' experience, working with youngsters in the classroom and on the court. He was hired in 2001 to teach social studies at Christ the King High School in Middle Village, Queens and in 2008 he was made the Men's Varsity Coach at Christ the King High School. In the past ten years, he has led Christ the King to win an unprecedented five City Championships and three State

Championships in boys' basketball. Mr. Arbitello has received many awards, which include New York State Coach of the Year in 2010, 2011, 2013, 2014 and 2015. Mr. Arbitello earned a Bachelor's of Arts degree in History from St. Joseph's College in 2000 and was inducted into St. Joseph's chapter of Phi Alpha Theta. He has also earned a Master's of Science degree in School Administration and Supervision from St. John's University.

- **Alan Fishman**, Chairman, Ladder Capital Finance Corporation: Alan Fishman is a lifelong New Yorker. He was educated in the public schools, graduating from Erasmus Hall High School. He graduated from Brown University with a degree in Economics and received a master's degree in Economics from Columbia University. Mr. Fishman has a varied career in the Banking industry. He is currently the Chairman of Ladder Capital Finance Corporation. Prior to Ladder, Mr. Fishman was the Chief Executive Officer of Washington Mutual Bank. During 2007 and 2008, he served as Chairman of Meridian Capital Group and prior to joining Meridian, he was President of Sovereign Bank. He assumed the leadership of Independence Community Bank when he was elected President and Chief Executive Officer in March 2001. Mr. Fishman has been an active leader in many not-for-profit activities. He served as Chairman of the Board of Trustees of the Brooklyn Academy of Music. He also served as Chairman of the Brooklyn Navy Yard Development Corporation and as Co-Chairman of the Downtown Brooklyn Partnership. He currently serves as the Chairman of the Brooklyn Community Foundation. The Brooklyn Community Foundation is the successor institution to the Independence Community Foundation. Mr. Fishman serves on the boards of several private companies and other not-for-profit and civic organizations.
- **Monica Major**, Director of Education and Youth Services, Bronx Borough President's' Office: Monica Major currently serves as the Director of Education and Youth Services for Bronx Borough President Ruben Diaz Jr., where she manages relationships with all educational institutions in the Bronx, including Department of Education, higher education institutions, and workforce development organizations. She also has experience as an asset manager and analyst with the New York State Housing and Finance Agency. She also previously served as the Bronx Representative on the Panel of Educational Policy. Ms. Major has volunteered for Community School District 11 for several years and has previously served as President for District 11 Community Education Council. As a Parent Advocate, she works to ensure that Bronx parent voices are heard on school governance issues. Ms. Major is a graduate of Baruch College and a Certified Mediator and remains very active in her community. She is a member of the National Council of Negro Women, North Bronx Section. Ms. Major is the mother of two children.
- **Joshua M. Rivera**, Director of Government and External Relations, Hostos Community College: Joshua Rivera is the Director of Government and External Relations and a member of the President's Cabinet at Hostos Community College, part of the City University of New York. Mr. Rivera serves as a member of the CUNY Legislative Action Committee, representing the University system as well as Hostos Community College before various legislative bodies, working with City and State legislative leaders, the Bronx Borough President, and key members of Congress. Previously, he served in a similar capacity representing The New York Botanical Garden. Mr. Rivera served as Chief of Staff to Council Member Leroy Comrie, the former Deputy Majority Leader of the New York City Council,

Constituent Services Director for former State Senator Vincent J. Gentile, and continues to serve as a faculty member in the Edward T. Rogowsky Internship Program in Government and Public Policy at the CUNY Graduate Center. Mr. Rivera currently serves as Secretary to the Board of the Staten Island Institute on Disabilities, is a member of the National Multiple Sclerosis Society, Southern New York Chapter, is a member of the Community Advisory Board for Spring Bank, and is an active member of the Richmond County Democratic Organization. He is a graduate of the State University of New York at Albany and is completing an Executive Master's Degree from the Marxe School of Public and International Affairs at Baruch this spring.

- **Derrick Green**, Field Technician, Verizon: Derrick Green is a lifelong resident of the Bronx where he attended and graduated from Adlai E. Stevenson High School. Mr. Green is a community activist and has spent the last 15 years mentoring children in his native borough; he is an active volunteer and coach at Kips Bay Boys and Girls Club in the Bronx. Mr. Green is a graduate of American International College and currently works as a field technician or "outdoorsman" for Verizon.
- Milton Sipp, Assistant Head of School and Head of Middle School, Riverdale School in the Bronx, New York. Mr. Sipp also teaches American history at the school. Formerly, he served as Assistant to the General Manager of the Cleveland Cavaliers as well as an East Coast scout for the LA Clippers. In addition, he has served as a National Director on the Board of the National Association of Independent Schools (NAIS) and chaired the organization's Membership Committee. He was a member of the Board of the Independent School Admissions Association of Greater New York (ISAAGNY) as well as a Board member for the Early Steps Programs, George Jackson Academy, and The Barnard Foundation, all in New York City. He currently serves on the Board of the American College of Greece in Athens. Milton received his BA from Oberlin College and his M.Ed from Harvard.

(a) Education Corporation Board Roles and Responsibilities

The Board of Trustees will enter into a charter agreement with the SUNY Board of Trustees to govern the school, providing active oversight to ensure achievement of the school's mission and Accountability Plan goals as well as adherence to the charter contract. While the Board will hire the Head of School to manage the day-to-day affairs of the school, the Board is ultimately responsible for the academic, operational and financial performance of the school. The Board will have the following roles and responsibilities:

- **Mission:** setting the school's mission and ensuring all decisions align with and support the mission.
- **Charter:** entering into a performance contract with the SUNY Board of Trustees.
- **Goals:** adopting an accountability plan with clear and measurable goals and establishing internal benchmarks and indicators with which to measure progress.
- **Management:** recruiting, hiring and retaining the Head of School and delegating authority within limits to manage the day-to-day operations of the school.

- **Policies:** approving and regularly reviewing and revising major school policies that provide the parameters within which management is expected to operate the school, including admissions, discipline, personnel and finance policies and procedures.
- **Resources:** securing and allocating resources sufficient to achieve the mission, including adopting an annual budget and contributing to the school.
- **Oversight:** monitoring the academic, organizational and financial status of the school, including program implementation, student performance, mission attainment, progress towards meeting Accountability Plan goals, compliance with laws and regulations, financial statements, annual audits, stakeholder satisfaction and complaints.
- **Advocacy:** serving as ambassadors for the school to promote its reputation and seek partnerships and support that enhance its programs.
- **Advice:** Share expertise of individual board members with school staff.
- **Strategic Planning:** formulating a long-term vision and plan, for among other things budget, staffing and facilities.
- **Reflection and Evaluation:** assessing the quality of governance and ensuring adequate expertise, diversity and commitment on the board.

(b) Education Corporation Board Design

The Board of Trustees will conduct its business under the guidelines adopted in its By-Laws, which can be found in Response 13d. The board will have between 5 and 15 board members (we have proposed a founding board of 11 members) elected for three year terms. The Board will conduct monthly meetings at the school. These meetings will be conducted and publicized in accordance with the Open Meeting Law; the school community will be informed about the time and location of each board meeting well in advance. The Board may go into executive session for appropriate matters, including discussion of private personnel matters.

The Board will be managed by officers: a Chair, a Secretary, and a Treasurer. The Board will also establish committees to facilitate its work. The standing committees will be:

1. **Executive Committee:** sets agendas for board meetings; monitors composition of the board and initiates board member recruitment as needed; orients new board members; evaluates board performance and coordinates board development activities. The Officers and Committee Chairs will comprise the Executive Committee.
2. **Finance Committee:** develops and recommends an annual budget to the board; develops and revises long-term projections and financial plans; develops, reviews and recommends revisions to the school's financial policies and procedures; recommends an auditor to conduct an annual audit and reviews findings; and monitors compliance with all adopted policies, regulations and laws. The Finance Committee will report monthly to the full board on the financial health of the school. The Treasurer chairs the Finance Committee.

3. **Accountability Committee:** monitors the school's progress towards achievement of its mission, goal and measures in its Accountability Plan, and any other internal goals established by the Board; approves the annual report for submission to the state and authorizer.

The Board may also establish ad hoc committees to deal with non-regular matters such as facility development, complaints, and hiring the Head of School. The Board shall determine the composition of committees and may invite non-Board members to participate. For example, school leaders will contribute to the Accountability Committee's analyses of implementation and outcome data.

Given the school's unique mission, the Board will seek out members that further college and career readiness as they relate to basketball. The Board will also prioritize diversity and will seek members with a variety of genders, race/ethnicities, ages, occupations, experiences and skills. While the board will not have a parent representative position per se, it will look to the families of students for individuals with the requisite motivations and expertise to join the board as well as seek other people who live or work in the community of the school. Recruitment will rely on the personal and professional networks of board members and school staff and may employ board matching services as well. Potential board members must attend at least two board meetings, tour the school, and prepare a letter of interest detailing their reasons for wanting to join the board and the skills and experience they will bring to the board. The Executive Committee will interview board candidates and make recommendations to the whole board for its approval. The Executive Committee will also be responsible for monitoring the diversity and performance of the board and its members and planning suitable development activities that meet its need. This committee will conduct an annual board evaluation that considers, among other things, attendance at and preparation for meetings, quality of committee work, decision alignment with the school's mission, and progress towards and achievement of school goals. In order to improve the board's practices, the Executive Committee will identify and disseminate literature on effective governance, identify potential conferences for members to attend, and if necessary recruit consultants to provide training for the board. All new board members will be provided an orientation by the Executive Committee. They will receive a board packet that includes board member, officer and committee job descriptions, the current by-laws and code of ethics, a copy of the charter, the last year's agenda and meeting minutes, current school policies, and the previous year's Annual Report.

(c) Stakeholder Participation

The Board of Trustees will put into action a variety of opportunities for parents and staff to provide input into the governance of the school. While by law staff members cannot be voting members of the Board, they will be invited to participate in board committees. For example, the Director of Operations will join the Finance Committee and instructional leaders and teachers will be invited to the Accountability Committee. Each monthly board agenda will set aside time for public comment when parents and staff may address the board. In addition, the school will use its website to identify board membership and describe clear means for communicating with the Board. The complaint policy will also lay out a path for appealing issues

to the board. Besides these direct forms of contact with the Board, it will make it its mission to discern community input by other means. For example, the Board will monitor data and trends that might be indicative of or presage concerns or problems, such as student attrition. The school will administer surveys to parents and staff to solicit information about satisfaction with programs, policies and practices. Finally, as a school designing Career Pathways, we will follow best practice from the field of career and technical education (CTE) and form advisory boards to advise and support our career pathways leaders and staff.

Bylaws

Of

Lewis Katz New Renaissance Basketball Academy Charter School

ARTICLE I MEMBERS

1.1 Members. The Educational Corporation known as the Lewis Katz New Renaissance Basketball Academy Charter School (“Lewis Katz Basketball Academy”) shall have no members; all rights that would vest in the members vest in Lewis Katz Basketball Academy Board of Trustees.

ARTICLE II TRUSTEES

2.1. Powers. Lewis Katz Basketball Academy shall be managed by a Board of Trustees ("Trustees"). Trustees shall act only through the Board of Trustees, and shall have no power as individual trustees.

2.2. Qualifications. Trustees shall be at least 18 years of age. Trustees shall have such other qualifications as may be prescribed by the Charter, the Charter Agreement, or these Bylaws.

2.3. Number.

2.3.1. Voting Trustees. The number of voting Trustees on the Board of Trustees shall not be less than five and not more than 15, or such other maximum number as may be determined from time to time by vote of a majority of the entire Board of Trustees. In these by-laws, references to the “entire board” shall mean the total number of trustees entitled to vote which the Board would have if there were no vacancies. The number of trustees constituting “the entire board” is the number of trustees who were elected as of the most recently held election of trustees (including trustees who are continuing their terms). Any newly created Trustee positions may be filled in accordance with Section 2.5 below. If the Board of Trustees votes to decrease the number of Trustees, such a decrease shall not affect the term of any incumbent Trustee.

2.4. Terms. Trustees shall be elected for a term of three years. Each Trustee may be elected to a successive term of three years. There shall be no term limits.

2.5. Election of Trustees. Candidates for open Board positions shall be nominated as follows: a Nominating Committee designated by the Board and composed of Trustees whose terms are not expiring shall nominate one or more candidates for each open seat. At each Annual Meeting, the Trustees shall, by a majority of votes cast, elect Trustees (to the extent there are open Board positions) and elect officers of Lewis Katz Basketball Academy for the ensuing year, and shall transact such other business as may properly come before the meeting. Trustees who are elected assume office subject to approval of the Charter authorizer. Any Trustee duly elected at an Annual Meeting shall hold office until the expiration of his or her term and until

his or her successor is elected and qualifies (or until his or her earlier death, resignation or removal).

2.6. Newly Created Trusteeships and Vacancies. Both newly created Trusteeships resulting from an increase in the number of Trustees and vacancies among the Trustees for any reason, including, without limitation, the removal of a Trustee, may be filled by the vote at any meeting of the Board of Trustees of a majority of the Trustees then in office. A Trustee elected pursuant to this section of these by-laws shall hold office until the next Annual Meeting of the Board of Trustees at which the election of Trustees is in the regular order of business and until his/her successor shall be elected and shall qualify, or until such Trustee's earlier death, removal or resignation.

2.7. Removal of Trustees. In accordance with Education Law § 226, a Trustee may be removed for cause by a vote of the Board of Trustees, provided that at least one week's previous written notice of the proposed action has been given to said Trustee and all other Trustees, and provided there is a quorum of not less than a majority of the entire Board of Trustees, as defined in § 2.3.1, above, at the meeting at which such action is taken.

2.8. Annual Meeting. The Annual Meeting of the Board of Trustees shall be held in the month of December of each year at the office of the Lewis Katz Basketball Academy, or at such other place and at such time as shall be determined by the Board of Trustees or the Chairperson and designated in the notice or waivers of notice of the meeting.

2.9. Annual Financial Report. The Chairperson and Treasurer shall present an annual financial report showing in appropriate detail the following:

- the assets and liabilities of the Lewis Katz Basketball Academy as of the end of the fiscal year;
- the principal changes in assets and liabilities during such fiscal year;
- the revenue or receipts of the Lewis Katz Basketball Academy, both unrestricted and restricted to particular purposes during such fiscal year; and
- the expenses or disbursements of the Lewis Katz Basketball Academy, for both general and restricted purposes, during such fiscal year.

This annual financial report is a requirement separate from that of the filing of an annual report with the charter entity and the Board of Regents in accordance with Section 2.10 or from any other financial reporting requirements the Board of Trustees may have.

2.10. Annual Report. In accordance with the New York Charter Schools Act, an annual report shall be submitted to the "charter entity" and to the Board of Regents. This annual report shall be in the form and contain information as prescribed by the New York Charter Schools Act and the Charter Agreement, and shall include a copy of the most recent independent fiscal audit of the Lewis Katz Basketball Academy.

2.11 Audit Oversight. The Board shall oversee the accounting and financial reporting processes of the Lewis Katz Basketball Academy and the audits of the financial statements of the Lewis Katz Basketball Academy. The Board shall annually retain or review the retention of

an independent auditor to conduct the audits, and upon completion thereof, review the results of the audits and any related management letters with the independent auditor. In addition, the Board shall undertake the following activities:

- Review with the independent auditor the scope and planning of the audits prior to their commencement;
- Upon completion of the audits, review and discuss with the independent auditors any material risks and weaknesses in internal controls identified by the auditor; any restrictions on the scope of the auditor's activities or access to requested information; any significant disagreements between the auditor and management; and the adequacy of Lewis Katz Basketball Academy' accounting and financial reporting processes;
- Annually consider the performance and independence of the independent auditor.

Only Trustees who are "independent trustees," as such term is defined in § 102(a)(21) of the Not-for-Profit Corporation Law may participate in any Board deliberations or voting relating to matters set forth in this section.

2.12. Regular and Special Meetings. Regular or any special meetings of the Board of Trustees may be held at the office of the Lewis Katz Basketball Academy or at another location within the City of New York consistent with the New York Open Meetings Law. Regular meetings of the Board of Trustees may be held at such times as may be fixed from time to time by resolution of the Board of Trustees, but shall be held at least monthly. Special meetings of the Board of Trustees may be called at any time by the Chairperson, shall be called by the Secretary of the Lewis Katz Basketball Academy on the request of any two Trustees, or may be called in the absence of the Chair by the Senior Trustee upon written request of three Trustees.

2.13. Quorum. A majority of the entire Board of Trustees shall constitute a quorum for the transaction of business or of any specified item of business, but a majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place.

2.14. Notice or Waiver of Notice of Meetings. Annual, regular and special meetings of the Board of Trustees shall be held on notice to the Trustees. Notice of any adjournment of a meeting of the Board of Trustees to another time or place shall be given to the Trustees who were not present at the time of the adjournment and, unless such time and place are announced at the meeting, to the Trustees who were present. Notices shall state the time and place of the meeting and shall indicate that they are being issued by or at the direction of the person calling the meeting. Notice of each meeting of the Board of Trustees shall be given to each Trustee not later than noon, New York time, on the seventh day prior to the meeting. Notices are deemed to have been given: by mail, when deposited with the first class postage thereon prepaid, at a post office or official depository under the exclusive care and custody of the United States Postal Service; by messenger at the time of delivery; by electronic mail at the time of transmission; and by facsimile at the time of confirmation of transmission, mechanical or otherwise. Notices by mail, messenger, electronic mail or facsimile shall be sent to each Trustee at the address, electronic mail address, or facsimile number designated by him/her for that purpose or, if none has been so designated, at his/her last known address. Notice of any

meeting of the Board of Trustees need not be given to any Trustee who submits a signed Waiver of Notice, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at the commencement thereof, the lack of notice to him/her. If a purpose of a meeting of the Board of Trustees is the removal of any director, the notice or waiver of notice of such meeting shall so state. Waiver of notice may be written or electronic. If written, the waiver must be executed by the Trustee signing such waiver or causing his or signature to be affixed to the waiver by any reasonable means, including facsimile signature. If electronic, the transmission of the waiver must set forth or be submitted with information from which it can reasonably be determined that the transmission was authorized by the Trustee.

2.15. Open Meetings. Notwithstanding any other provisions of these By-laws, the Lewis Katz Basketball Academy shall comply with the New York Open Meetings Law.

2.16. Executive Session. To the extent permitted by the New York Open Meetings Law, after opening a regular or special meeting of the Board of Trustees in open session, the Board may by resolution go into Executive Session. Topics for an Executive Session will be limited to confidential matters identified in the New York Open Meetings Law.

2.17. Action by the Board of Trustees.

2.17.1. Any reference in these by-laws to action to be taken by the Board of Trustees shall mean such action at a meeting of the Board of Trustees. Except as otherwise expressly required by law or by these by-laws, the vote of a majority of the Trustees present at the time of the vote, if a quorum is present at such time, shall be the act of the Board of Trustees. In any case in which a Trustee is entitled to vote, he/she shall have no more than, or no less than, one vote. There is no proxy voting.

2.17.2 Pursuant to Education Law § 226, if any Trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the Board of Trustees, the Trustee shall be deemed to have resigned, and the vacancy shall be filled.

2.17.3. The Trustees shall adopt and annually review a Code of Ethics which shall set forth the standard of conduct expected of them and which shall include a Conflict of Interest Policy containing provisions for disclosing, addressing and documenting conflicts of interest which may affect matters brought before the Board. Standards for disclosure and recusal shall be in all respects consistent with the provisions of §§ 800–806 of the General Municipal Law, to the same extent as such sections apply to public school districts. The Conflict of Interest Policy shall contain specific provisions for addressing Related Party Transactions, as such term is defined in § 102(a)(24) of the Not-for-Profit Corporation Law and in the Conflict of Interest Policy adopted pursuant to this section.

2.18. Videoconference Meetings. Any one or more members of the Board of Trustees or any committee thereof may participate in a meeting of the Board of Trustees or such committee by means of videoconferencing or similar communication equipment allowing for simultaneous visual and auditory participation of all persons participating in the meeting, so long as the public has notice of and access to all such locations in accordance with the New York Open Meetings Law. Participation by such means shall constitute presence in person at a meeting.

ARTICLE III COMMITTEES

3.1 Committees of the Board

3.1.1. The Board of Trustees may designate from among its members Committees of the Board consisting of three or more Trustees. The Board may designate such committees of the board by resolution adopted by a majority of the entire board. Such committees, to the extent provided in the resolution, shall have all the authority of the Board of Trustees, except that no such committee shall have authority as to the following matters:

- the filling of vacancies in the Board of Trustees or in any committee;
- the fixing of compensation of the Trustees for serving on the Board of Trustees or on any committee;
- the amendment or repeal of the by-laws or the adoption of new by-laws; and
- the amendment or repeal of any resolution of the Board of Trustees which, by its terms, shall not be so amendable or subject to repeal.

3.1.2. The Board of Trustees may designate (through the process set forth paragraph 3.1.1, above) one or more Trustees as alternate members of any such committee, who may replace any absent member or members at any meeting of such committee.

3.1.3. The Board of Trustees may create an Executive Committee consisting of the officers of the board and may authorize such committee to act in place of the Board in between Board meetings except as specified in 3.1.1 above. The Executive Committee will be responsible for setting meeting agendas,

3.1.4. The Board of Trustees may create a Finance Committee to perform the duties set forth in paragraph 2.11 of these Bylaws. The Finance Committee shall be approved annually by a majority of the entire board, subject to review of eligibility for membership on this Committee by the Chairperson of the Board following review of disclosure statements and personal interviews as needed. The responsibilities of the Finance Committee shall include (i) recommend the annual appointment of the School's auditors; (ii) review with the School's auditors the scope of the audit and non-audit assignments and related fees, accounting principles the School shall use in financial reporting, internal auditing procedures and the adequacy of the School's internal control procedures; (iii) otherwise to take all actions necessary and appropriate in light of, and in order to comply with, all applicable statutes, rules and regulations of regulatory agencies and bodies; (iv) review detailed monthly and quarterly financial statements; and (v) perform such other matters as the Board may assign from time to time.

3.1.5. The Board of Trustees may create an Accountability Committee. The Accountability Committee shall (i) monitor implementation of the school program as described in the charter agreement, (ii) review student achievement and other data, and (iii) evaluate progress towards and achievement of the school's mission and Accountability Plan goals.

3.2. Special Committees. The Board of Trustees may create such special committees as it may deem desirable. Such committees shall have only the powers specifically delegated to them by the Board of Trustees and may be either Committees of the Board or Committees of the Corporation. Committees of the Corporation may include individuals who are not Trustees and may be comprised of fewer than three members. The Chairperson of the Board of Trustees may appoint the members of special committees.

3.3. All Committees. All committees shall serve at the pleasure of the Board. Members of committees who are designated by the Board of Trustees shall also serve at the pleasure of the Board of Trustees. In the event that the Board does not appoint an Executive Committee, Finance Committee, or Accountability Committee, all of the powers and duties of such Committees shall be executed by the Board as a whole, except that the duties of the Finance Committee shall be assumed by only those Trustees who are “independent” trustees as that term is defined herein.

3.4. Organization, Meetings of Committees. The Chairperson of the Board of Trustees shall be ex officio chairperson of the Executive Committee, if any, and the Secretary of the Board of Trustees shall act as secretary thereof. Committees may adopt rules governing the time of, the method of calling, or the method of holding their meetings, and the conduct of their affairs. All committees shall keep a record of their acts and proceedings in accordance with the New York Open Meetings Law and shall report thereon to the Board of Trustees.

3.5. Quorum and Manner of Acting. A majority of the members of a committee shall constitute a quorum for the transaction of business, and the act of a majority of those present at a meeting at which a quorum is present shall be the act of the committee. The members of a committee shall act only as a committee.

ARTICLE IV OFFICERS

4.1. Officers. At each annual meeting, the Board of Trustees shall elect, by a plurality of the votes cast for each office, a Chairperson, a Secretary, a Treasurer, and such other officers or assistant officers as it may determine. Any two or more offices may be held by the same person, except the offices of Chairperson and Secretary.

4.2. Chairperson. The Chairperson shall be elected from among the members of the Board of Trustees. He/she shall, if present, preside at all meetings of the Board of Trustees and the Executive Committee, if any. Unless otherwise provided by these by-laws or in a resolution of the Board of Trustees by creating or modifying a special committee, he/she shall appoint the members and chairpersons of all committees. The Chairperson shall be deemed to act as, and may exercise the powers of, President of the Lewis Katz Basketball Academy to the extent action in such capacity is necessary or desirable. The Chairperson shall perform such other duties as may from time to time be assigned to him/her by the Board of Trustees. In the event of the absence of the Chairperson at any meeting of the Board of Trustees, the Trustees may select another Trustee to chair the meeting.

4.3. Treasurer. The Treasurer shall be elected from among members of the Board of Trustees. The Treasurer is responsible for reviewing and reporting to the Board on the budget for Lewis Katz Basketball Academy, after such budget has been submitted for review by the Finance Committee and submitted for review to the Head of School and Director of Operations, as applicable. The Treasurer shall ensure that all Board expenditures follow policies established by the Board. Additionally, the Treasurer shall be responsible for the review and acceptance of all interim unaudited Financial Statements prepared by the school's accountant that are presented at Board Meetings. The review of Financial Statements will include all School bank account reconciliations for the corresponding financial reporting period.

4.5. Secretary. The Secretary shall act as secretary of all meetings of the Board of Trustees and of the Executive Committee, if any, and shall keep the minutes thereof in the proper book or books to be provided for that purpose. The Secretary shall see that all notices required to be given by Lewis Katz Basketball Academy are duly given. The Secretary shall have charge of the books, records and papers of Lewis Katz Basketball Academy. The Secretary shall see that the reports, statements, and other documents required by law are properly kept and filed. The Secretary shall perform such other duties as may from time to time be assigned to the Secretary by the Board of Trustees or by the Chairperson. No Trustee may serve concurrently on the Board of Trustees as Chairperson and Secretary.

4.6. Term. Each officer shall hold office until death, resignation, removal or until the next annual meeting of the Board of Trustees and until his/her successor shall be elected and shall qualify, whichever first occurs.

4.7. Resignations. Any officer may resign at any time, in writing, by notifying the Board of Trustees. Such resignation shall take effect at the time therein specified and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The resignation may be submitted electronically, but if electronic, the transmission of the resignation must set forth or be submitted with information from which it can reasonably be determined that the transmission was submitted by the Trustee.

4.8. Removal. Officers may be removed by the Trustees in the same manner as set forth in these By-Laws for the removal of Trustee.

4.9. Vacancies. A vacancy in the office of any officer caused by death, resignation, removal or other cause shall be filled for the unexpired portion of the term by a majority of the votes cast by the Trustees at any regular or special meeting. In the case that no candidate receives a majority of the votes cast, the two candidates receiving the highest number of votes shall participate in a run-off, until one candidate receives a majority of the votes cast. Blank votes or abstentions shall not be counted in the number of votes cast.

ARTICLE V CONTRACTS, LOANS AND GRANTS

5.1. Contracts. Subject to the Code of Ethics adopted by the Board, including rules and procedures for Related Party Transactions and except as otherwise provided by law, the Board of Trustees may, prospectively or retroactively, authorize the Secretary or, prospectively,

authorize any other officer(s) or agent(s) of the Lewis Katz Basketball Academy, in the name and on behalf of the Lewis Katz Basketball Academy or the schools operated by the Lewis Katz Basketball Academy, to enter into any contract. Any such authority may be general or confined to specific instances.

5.2. Loans. Subject to the Code of Ethics adopted by the Board, including rules and procedures for Related Party Transactions and except as otherwise provided by law, the Board of Trustees may prospectively authorize the Treasurer or any other officer(s) or agent(s) of the Lewis Katz Basketball Academy to effect loans and advances at any time for the Lewis Katz Basketball Academy from any bank, trust company or other institution, or from any firm, corporation or individual, and for such loans and advances to make, execute and deliver promissory notes, bonds or other certificates or evidences of indebtedness of the Lewis Katz Basketball Academy, and when authorized to do so to pledge and hypothecate or transfer, to the extent permitted by law, any securities or other property of the Lewis Katz Basketball Academy as security for any such loans or advances. Such authority conferred by the Board of Trustees may be general or confined to specific instances.

5.3. Grants. The Board of Trustees, on the basis of written recommendations from individual Trustees, officers and employees of Lewis Katz Basketball Academy, may, prospectively or retroactively, authorize the Chairperson, on behalf of the Lewis Katz Basketball Academy, to accept grants and other contributions.

ARTICLE VI COMPENSATION OF TRUSTEES

6.1. Compensation of Trustees. No compensation shall be paid by Lewis Katz Basketball Academy to any Trustee for services as such. Trustees and officers may be reimbursed or advanced reasonable expenses relating to the execution of their duties as Trustees or officers in any manner prescribed by the Board of Trustees. Such a Trustee or officer shall not, for purposes of Section 720-a of the New York Not-for-Profit Corporation Law, be considered compensated solely by reason of reimbursement or being advanced his or her actual expenses incurred in attending meetings or otherwise in the execution of such office.

ARTICLE VII INDEMNIFICATION; INSURANCE

7.1 Indemnification of Trustees and Officers. Lewis Katz Basketball Academy shall, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by §§ 721 through 726 of the New York Not-For-Profit Corporation Law, as amended from time to time, indemnify any person made, or threatened to be made, a party to any action or proceeding, other than an action by or in the right of the Lewis Katz Basketball Academy, or any school operated by it, to procure a judgment in its favor, by reason of the fact that he, his testator or intestate, was a trustee or officer of the Lewis Katz Basketball Academy against judgments, fines, amounts paid in settlement, and reasonable expenses, including, attorneys' fees actually and necessarily incurred as a result of such action or proceeding, or any appeal therein, if such trustee or officer acted in good faith, for a purpose which he or she reasonably

believed to be in the best interests of Lewis Katz Basketball Academy. Lewis Katz Basketball Academy shall reimburse or advance to any person referred to in this section the funds necessary for payment of expenses incurred in connection with any action or proceeding referred to in this section to the fullest extent permitted by New York Not-For-Profit Corporation Law.

7.2 Insurance. In accordance with Section 726 of the New York Not-For-Profit Corporation Law, Lewis Katz Basketball Academy shall prescribe and maintain insurance to indemnify Trustees and officers of Lewis Katz Basketball Academy, on terms and conditions set forth in a resolution of the Board of Trustees.

ARTICLE VIII BOOKS AND RECORDS

8.1. Where Books Are to Be Kept. Correct and complete books and records of account and minutes of the proceedings of the Board of Trustees and any Committees of the Board established by the Board shall be kept at the office of Lewis Katz Basketball Academy at such address as may from time to time be fixed by the Board of Trustees.

ARTICLE IX FISCAL YEAR

9.1. Fiscal Year. The fiscal year of the Lewis Katz Basketball Academy shall begin on July 1 and shall end on June 30 in each year.

ARTICLE X CORPORATE SEAL

10.1. Corporate Seal. The Board of Trustees may adopt a Corporate Seal, alter such seal at its pleasure and authorize it to be used by causing a facsimile to be affixed or impressed or reproduced in any other manner.

ARTICLE XI OFFICE

11.1. Office. The office of Lewis Katz Basketball Academy shall be located in New York City at such address as may from time to time be fixed by the Board of Trustees.

ARTICLE XII AMENDMENTS

12.1 Amendments. These By-Laws or any one or more of the provisions thereof may, at any annual, regular or special meeting of the Board of Trustees, be amended by changing, altering, suspending, supplementing or repealing the same; provided, however, that no By-Law by which any specified action by the Board of Trustees shall be amended, changed, altered, suspended, supplemented or repealed by a smaller vote than that required for action there under. Material changes to these By-Laws must be approved by the charter entity before they become effective.

ARTICLE XIII OTHER TRUSTEE POWERS

13.1 Appointment of Principal(s). The Board of Trustees may appoint and remove by majority vote of the entire Board, and in accordance with the terms and conditions of employment of, a Head of School whose principal responsibilities include education-related matters. This Section 13.1 is subject to the terms of any other contracts entered into by Lewis Katz Basketball Academy or the schools operated by Lewis Katz Basketball Academy.

13.2 Removal of Employees other than the Head of School. The employees of the schools operated by the Lewis Katz Basketball Academy, other than the Head of School, shall report to the Head of School, as determined from time to time by the Board of Trustees. The Board of Trustees shall have the power to remove teachers and other staff members by vote of the Trustees then in office, subject to the provisions of any applicable collective bargaining agreement or other contracts entered into by Lewis Katz Basketball Academy or the schools operated by Lewis Katz Basketball Academy.

13.3 No Limitation. The enumeration of certain miscellaneous powers in this Article XIII shall not be construed as a limitation on any powers of the Board of Trustees.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Board of the School, an education corporation duly organized and existing under the laws of the State of New York; that the foregoing By-laws of said School were duly and regularly adopted as such by the Board of Trustees of said School; and that the above and foregoing By-laws are now in full force and effect.

Secretary

Date

Code of Ethics

All members of the Board of Trustees (“the Board”), officers and employees of Lewis Katz New Renaissance Basketball Academy Charter School (“the School”) are expected to behave at the highest level of professional standards and ethics. The following Code of Ethics applies to Trustees, officers and employees, as specified in the Code:

- The Board shall conduct its affairs subject to the Charter Schools Act; other applicable provisions of the Education Law; provisions of the Not-For-Profit Corporation Law made applicable to education corporations by § 216-a of the Education Law; federal law and regulations related to the School's tax-exempt status; applicable provisions of the General Municipal Law; the School's charter and by-laws; and other applicable provisions of law and regulations. The Board may delegate aspects of the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
- Trustees, officers and employees shall avoid at all times engaging in activities that would appear to be influenced by other persons who have a special interest in matters under consideration by the Board or the School. If a Trustee inadvertently engages in such activities, such Trustee shall promptly notify the Board in writing of such activities and shall disclose all known facts prior to participating in a Board discussion of these matters.
- Trustees, officers and employees shall make full disclosures whenever there may be a conflict of interest with respect to a matter under discussion or consideration by the Board or job duties, as applicable, all in accordance with the Conflict of Interest Policy attached to and made a part of this Code of Ethics.

Any Trustee, officer or employee who has, will have, or later acquires an interest in—or whose spouse has, will have, or later acquires an interest in—any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the School of which he or she is a Trustee, officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and/or to the governing body thereof, as applicable, as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of such body, all in accordance with the Conflict of Interest Policy attached to and made part of this Code of Ethics.

No Trustee, officer or employee shall

- Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter; under consideration by the Board of Trustees.
- Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or

could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his part;

- Communicate with the School on behalf of a person or a firm unless such communication is part of their official duties for the school;
- Use confidential School information for a non-school purpose or disclose it to a private person or a firm for non-school purposes;
- Disclose confidential information acquired by him or her in the course of his official duties or use such information to further his or her personal interests;
- Have an interest in any entity which contracts with the School, except as set forth in the Conflict of Interest Policy attached to and made part of this Code of Ethics;
- Have a financial relationship with supervisors or subordinates outside their employment relationship with the School and the Board unless approved by the Board;
- Act in connection with any lawsuit or administrative hearing as a lawyer or an expert for a private interest if the School interest is involved;
- Hold any investments in conflict with the official duties, engage in private employment in conflict with official duties or seek future employment to the extent any of these activities are prohibited by Education Law section 2854 (1) (f), relevant provisions of the General Municipal Law, and the Conflict of Interest Policy attached to and made part of this Code of Ethics.

Trustees, officers and employees may:

- Work on political campaigns on non-school time; however, Trustees, officers or employees may not ask a subordinate, a student or a parent/guardian of a student to work on or give to any political campaign.
- Be affiliated with or employed by not-for-profit entities, such as charter management organizations, partners and founding organizations, but only to the extent authorized by the Board of Trustees in accordance with the Conflict of Interest Policy attached to and made part of this Code of Ethics.

Any Trustee, officer or employee who knowingly and intentionally violates any of the provisions of this Code may be suspended or removed from office.

Complaint Policy

Section 2855 (4) of the NYS Charter Schools Act provides that a parent or any other individual, entity or group may bring a complaint to the Board of Trustees alleging that a charter school has violated a term of its charter, the New York Charter Schools Act, or any other law relating to the management or operation of the charter school.

Complaints to the Board of Trustees should be in writing and should include a detailed statement of the complaint, including the names of the individuals involved and what provision of the School's charter or the law that you believe has been violated. The complaint should also state what response has been received from the School thus far and what specific action or relief you are seeking. It must also include the name, address and phone number of the complainant. The Board of Trustees will take steps to investigate the complaint, will provide an opportunity for the complainant to address the Board at the next scheduled Board meeting and will provide a response within thirty days of receiving the formal written complaint.

Complaints that are not about a violation of a specific law, and any other complaint that can be resolved at the School level should be submitted directly to the Head of School. Upon receipt of the complaint, the Head of School or his/her designee will investigate the allegations and will respond in writing or in person within ten business days. If this does not resolve the complaint, the individual or group may submit the complaint, in writing, to the Secretary of the Board of Trustees, which will act as an appeals body for any complaints that are not satisfactorily resolved by the Head of School. The Board will also review directly any complaints that involve the Head of School.

If the complainant believes that the Board of Trustees has not adequately addressed the complaint, the individual or group may present the complaint to the School's authorizer, the SUNY Board of Trustees. Complainant must submit a written copy of the school decision in the complaint. Please complete the SUNY Formal Complaint Form and email to charters@suny.edu or mail it to the Charter Schools Institute at: 353 Broadway, Albany, NY 12246. If you have questions about the SUNY formal complaint appeals process, you may call the Charter Schools Institute at (518) 445-4275.

If the Charter Schools Institute as the authorizer of the school does not satisfactorily resolve a formal complaint, the complainant can appeal the Institute's written determination to the New York State Board of Regents. The Board of Regents has delegated the authority to handle complaints concerning charter schools to the Commissioner of Education. The Complaint should be in writing and include a copy of the response that was received from the Board of Trustees and from SUNY and should state clearly what specific action or relief is being sought. Mail the complaint to: Charter Schools Office, Room #5N EB, Mezzanine, 89 Washington Avenue, Albany, NY 12234.

District Relations

As a first-of-its-kind public charter school, we hope to be an innovative model for other schools and educators. We intend to open our school to visitors who wish to observe and will share the practices we develop. We hope to leverage New Visions’ relationship with literally hundreds of schools in New York City so we build mutually beneficial relationships with other schools. As a public school in New York City, we intend to build a strong and respectful relationship with the NYCDOE, particularly the Office of School Design and Charter Partnerships, Office of Food Services, and Office of Pupil Transportation. We will work closely with our counterparts to understand all reporting and filing requirements and provide the district with all requested data and information in a punctual manner. Our Director of Student Support will reach out to the Committee on Special Education (CSE) to educate its staff about our school and the services we provide for students with disabilities and cultivate a relationship that allows us to work together in the best interest of our students and their families. We will also reach out to the CSD 7 superintendent and the high school superintendent and explore opportunities to collaborate. Finally, as a basketball school, we will seek opportunities to scrimmage with and compete against other schools, perhaps holding clinics at our school and provide other schools with access to our facilities when not needed by our own students.

The table below shows that at 12 high schools in CSD 7 not more than 50% of students graduated last year. In six schools the dropout rate was above 20%. We would hope to use the strategies described above to partner with these schools, including inter-visitations and collaboration on tutoring and intervention programs.

Outcomes for 2013 Four Year Cohorts in CSD 7 High Schools

School Name	Cohort	Graduation Rate	Regents Diploma	Dropout Rate
BRONX HAVEN HS	4 year June	3.8	2.5	11.4
BRONX HAVEN HS	4 year August	10.1	6.3	11.4
JILL CHAIFETZ TRANSFER HIGH SCHOOL	4 year June	12.2	9.2	16.3
JILL CHAIFETZ TRANSFER HIGH SCHOOL	4 year August	13.3	9.2	16.3
MOTT HAVEN COMMUNITY HIGH SCHOOL	4 year June	13.7	10.8	15.7
MOTT HAVEN COMMUNITY HIGH SCHOOL	4 year August	16.7	11.8	15.7
NEW EXPLORERS HIGH SCHOOL	4 year June	46.0	41.4	27.6
HEALTH OPPORTUNITIES HIGH SCHOOL	4 year August	49.3	43.7	29.6
HEALTH OPPORTUNITIES HIGH SCHOOL	4 year June	49.3	43.7	29.6
MOTT HAVEN VILLAGE PREPARATORY HIGH SCHOOL	4 year June	50.5	46.4	16.5
NEW EXPLORERS HIGH SCHOOL	4 year August	50.6	43.7	27.6
BRONX DESIGN AND CONSTRUCTION ACADEMY	4 year June	50.7	42.5	11.2
MOTT HAVEN VILLAGE PREPARATORY HIGH SCHOOL	4 year August	52.6	48.5	16.5
BRONX DESIGN AND CONSTRUCTION ACADEMY	4 year August	55.2	45.5	11.2
COMMUNITY SCHOOL FOR SOCIAL JUSTICE	4 year August	58.3	58.3	16.7

Lewis Katz New Renaissance Basketball Academy Charter School

School Name	Cohort	Graduation Rate	Regents Diploma	Dropout Rate
COMMUNITY SCHOOL FOR SOCIAL JUSTICE	4 year June	58.3	58.3	16.7
INTERNATIONAL COMMUNITY HIGH SCHOOL	4 year June	61.1	59.3	23.1
HERO HIGH HEALTH EDUCATION AND RESEARCH OCCUPATION	4 year June	61.5	58.7	9.2
INTERNATIONAL COMMUNITY HIGH SCHOOL	4 year August	63.0	61.1	23.1
CAREERS IN SPORTS HIGH SCHOOL	4 year June	67.9	60.4	9.7
BRONX LEADERSHIP ACADEMY II HS	4 year June	71.0	59.7	8.1
HERO HIGH HEALTH EDUCATION AND RESEARCH OCCUPATION	4 year August	71.6	68.8	9.2
CAREERS IN SPORTS HIGH SCHOOL	4 year August	73.1	63.4	9.7
BRONX LEADERSHIP ACADEMY II HS	4 year August	73.4	59.7	8.1
ALFRED E SMITH CAREER AND TECHNICAL EDUCATION HIGH	4 year June	75.9	67.1	12.7
HOSTOSLINCOLN ACADEMY OF SCIENCE	4 year June	76.7	73.3	5.8
THE URBAN ASSEMBLY BRONX ACADEMY OF LETTERS	4 year June	79.5	65.8	9.6
ALFRED E SMITH CAREER AND TECHNICAL EDUCATION HIGH	4 year August	79.7	70.9	12.7
THE LABORATORY SCHOOL OF FINANCE AND TECHNOLOGY: X	4 year June	81.1	80.0	1.1
HOSTOSLINCOLN ACADEMY OF SCIENCE	4 year August	83.7	79.1	5.8
THE URBAN ASSEMBLY BRONX ACADEMY OF LETTERS	4 year August	84.9	67.1	9.6
THE LABORATORY SCHOOL OF FINANCE AND TECHNOLOGY: X	4 year August	92.2	88.9	1.1
SOUTH BRONX PREPARATORY: A COLLEGE BOARD SCHOOL	4 year June	92.3	89.7	0.0
SOUTH BRONX PREPARATORY: A COLLEGE BOARD SCHOOL	4 year August	96.2	93.6	0.0
UNIVERSITY HEIGHTS SECONDARY SCHOOL	4 year August	98.3	98.3	1.7
UNIVERSITY HEIGHTS SECONDARY SCHOOL	4 year June	98.3	98.3	1.7

Student Demand, Community Support, Recruitment, and Retention

(a) General Student Population

A record number of students applied for seats in New York City charter schools this year. According to the New York Charter School Center, 79,600 students applied this spring to attend city charter schools, up 9% from 73,000 in 2017. However, there are only 26,900 seats open this coming year, indicating a clear need for more high quality seats.

In the Bronx there were 27,020 applicants for 6,960 seats, in the south Bronx there were 17,234 applicants for 4,453 seats, and in CSD 7 where we intend to locate there were 6,731 applicants for 2,342 seats, indicating significant demand.

Many of our founding team members work directly with youth and youth development organizations and have a keen understanding of the challenges and needs facing this community. Based on our experiences we know that a basketball themed high school will have a strong draw among middle school students. Moreover, we have been encouraged to develop this proposal by numerous politicians and organizations that know the needs of the community, including the Bronx Borough President’s office, Bridge Builders Community Partnership, and New Visions for Public Schools. Finally, we have begun to document specific interest in the Lewis Katz New Renaissance Basketball Academy Charter School by middle school age students and have already received 15 intent to apply forms and anticipate many more by the time of our capacity interview.

(b) Target Population Enrollment

Our enrollment and retention targets are based on enrolling 352 students in grades 9-12 at the end of the first charter term.

Enrollment and Retention Targets

	Enrollment	Retention
Economically Disadvantaged	89.3%	90.3%
English Language Learners	15.6%	91.5%
Students with Disabilities	19.8%	89.9%

Recruitment: As a New York City high school competing for students city-wide, we will cast a wide net to ensure as many students as possible are aware of the opportunity to apply to the Lewis Katz Basketball Academy. The only preference in our lottery will be for students who reside in CSD 7, which has a high percentage of economically disadvantaged students. (We may consider other at-risk preferences in the future.) A number of our founders have a background in marketing and public relations and we will develop materials that describe our programs and the application process to all types of students.

- **Economically Disadvantaged:** We will clearly explain that as a charter school we are a free public school. We will describe how our program is designed to engage

disadvantaged youth, including academic coaching and tutoring, longer day and year, one uniform and PE clothes provided by the school, and opportunities for experiential learning and career readiness. Our partnerships with New Visions for Public Schools, which has opened numerous new schools, as well as New Renaissance Basketball Association, which has recruited disadvantaged youth with an interest in academics and basketball, will help us hone our message and target our recruitment efforts. Furthermore, as part of our outreach we have already connected with numerous organizations in the Bronx and the larger community that can help us connect with economically disadvantaged youth, including:

- Administration for Children Services
 - ASTOR Family Service
 - ASTOR Home for Children
 - Bronx Defenders
 - Bronx Kinship Care Coalition
 - BronxWorks
 - Child Welfare Organizing Project (CWOP)
 - Children's Aid Society
 - Children's Village
 - Dominican Sisters
 - Good Shepherd Services
 - Graham Windham
 - Henry Street Settlement House
 - Highbridge Community Life Center
 - Highbridge Library
 - Leake and Watts
 - Legal Services of New York (LSNY)
 - LIFT
 - New Renaissance
 - New York Foundling
 - Odessey House
 - Safe Horizon
 - Sauti Yetu
 - St. Dominic's
 - Supportive Children's Advocacy Network (SCAN)
 - The "Storefront"
 - VIP Community Services
 - Workforce 1
 - Year Up
- **Students with Disabilities:** Our marketing material will explain how we are designed and staffed to meet the needs of students with disabilities, including how we provide SETSS and ICT services as well as counseling and other related services. We will have a full-time Director of Student Support, one counselor per grade with a counselor to student ratio of 1:88, and ample special education teachers. Our program will accommodate all

types of students and students with disabilities will not be discriminated against in extracurricular activities. We have already connected with a number of organizations that can help us to recruit students with disabilities:

- Jewish Child Care Association (JCCA)
 - Mental Health Association of the Southern and Northern Bronx
 - Mercy Center
 - MercyFirst
 - Success Counseling Services, INC
 - Woodycrest Center for Human Development, Inc. (WCHD)
- **English Language Learners:** All of our marketing materials and application will be translated into Spanish and other languages if needed. We will describe how our academic program utilizes active learning strategies to engage students and our English language immersion program will have push-in support and supplemental academic coaching and tutoring. Moreover, language proficiency will not be a prerequisite for participation in extra-curricular activities. We have already connected with organizations that can help us to recruit ELL students, such as Alianza Dominicana Inc.

Retention: Our school is designed to engage students and prepare them for college and career. For some students, the opportunity to play basketball will keep them enrolled, for others it will be the opportunity to gain college credits and career experience that sets them up for post-secondary success. We will have a number of programs in place to support students who are considering transferring or dropping out:

- **Counseling:** Each grade will have one counselor who will monitor each student's performance and support them through four years of high school. They will provide counseling services for students with IEPs as well as other students who need assistance. They will provide disadvantaged students and their families with connections and referrals to local organizations and agencies that can assist them with everything from housing to mental and physical health to immigration assistance to navigating the juvenile justice system. They will be tireless advocates for their students and their families.
- **Advisory:** All students will benefit from being part of a small group of students that meets regularly with an adult for social emotional learning and career readiness skill development. They will have opportunities for honest discussions and personal exploration.
- **Advisory Teams:** All students will belong to a group of 5-6 students that will support and motivate each other to succeed. They will compete against themselves and other teams for privileges, recognition and rewards and develop a sense of belonging and esprit de corps.
- **Academic Coaching and Tutoring:** Outside of the academic classroom, each students will have multiple academic coaching periods each week that target their individual needs. Grade team teachers will assign students each week to work with teachers on

skill and content deficits or enrichment opportunities. We also plan to utilize graduate students from St. Francis College to provide one on one tutoring for our students.

- **Personal Opportunity Plans:** Each student will develop an annual POP to set goals and design strategies. This will help students identify and overcome potential challenges before they become too large to handle.
- **Special Education Program:** Led by Director of Student Support, the special education staff will provide push-in and pull-out services, including SETSS and ICT. All teachers will be aware of their students with IEPs and have been trained in strategies for inclusion and support in the general education classroom. The Director of Student Support will also coordinate related services and help families negotiate related service agreements so they can access private services in their community.
- **Sheltered Immersion:** General education teachers will be trained in techniques of effected sheltered immersion to support ELL students in their classes. In addition, students will have access to additional literacy support during academic coaching periods and tutoring.
- **School Culture:** Our students will be immersed in a school culture that fosters achievement, growth mindset, teamwork and collaboration. Students will be taught to embrace failure as a tool for growth. Posters, school shirts, and school meetings will all reinforce positive behavior and instill high expectations and confidence in our students.
- **Experiential Learning:** We think students will want to remain in our school in order to participate in experiential learning opportunities, including dual enrollment at local colleges and internships and jobs at exciting businesses and organizations.
- **Career Pathways:** As students move through our program they will eventually “major” in a track of their choosing, allowing them to select classes and experiential learning that align with their aspirations.

(d) Community Support

Throughout our community outreach journey we have been encouraged by many people to follow through on our proposal for the Lewis Katz Basketball Academy. This includes politicians, educators, clergy, community activists and residents. We have received formal letters of support from:

- Rubin Diaz, the Bronx Borough President
- Bronx Community Board One
- Bronx Community Board Three
- Jackson Resident Association
- New Visions for Public Schools
- New Renaissance Basketball Association

We have also been most appreciative for the support provided by Bridge Builders Community Partnership, Inc., which allowed us to present our proposal and connected us to numerous

community based organizations. As our Outreach Table presented in Response 3j - Outreach Evidence shows, many individuals and organizations have expressed support for this proposal and asked how they can help make it a reality once the charter is approved.

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Parent Name:	Fafatounata Diallo
Student Name:	[REDACTED]
Current Grade:	<input type="checkbox"/> 6 th Grade <input checked="" type="checkbox"/> 7 th Grade
Address:	[REDACTED]
Phone Number:	[REDACTED]
E-mail Address:	[REDACTED]

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Parent Name:	^{Dad} Humberto KING, ^{MOM} Patrice KING
Student Name:	[REDACTED]
Current Grade:	<input type="checkbox"/> 6 th Grade <input type="checkbox"/> 7 th Grade [REDACTED]
Address:	[REDACTED]
Phone Number:	[REDACTED]
E-mail Address:	[REDACTED]

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Parent Name:	
Student Name:	Princess Nguyen
Current Grade:	<input type="checkbox"/> 6 th Grade <input checked="" type="checkbox"/> 7 th Grade
Address:	[Redacted]
Phone Number:	[Redacted]
E-mail Address:	[Redacted]

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Parent Name:	AIY Taveras
Student Name:	[REDACTED]
Current Grade:	<input type="checkbox"/> 6 th Grade <input type="checkbox"/> 7 th Grade [REDACTED]
Address:	[REDACTED]
Phone Number:	[REDACTED]
E-mail Address:	[REDACTED]

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Parent Name:	Bintou SAKO
Student Name:	[REDACTED]
Current Grade:	<input type="checkbox"/> 6 th Grade <input type="checkbox"/> 7 th Grade
Address:	[REDACTED]
Phone Number:	[REDACTED]
E-mail Address:	

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Parent Name:	Wilson Perez
Student Name:	[REDACTED]
Current Grade:	<input type="checkbox"/> 6 th Grade <input type="checkbox"/> 7 th Grade
Address:	[REDACTED]
Phone Number:	[REDACTED]
E-mail Address:	[REDACTED]

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Parent Name:	Luis Rodriguez, Sonia, Silverio
Student Name	[REDACTED]
Current Grade:	<input type="checkbox"/> 6 th Grade <input checked="" type="checkbox"/> 7 th Grade [REDACTED]
Address:	[REDACTED]
Phone Number:	[REDACTED]
E-mail Address:	

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Parent Name:	Phyllis Seemongar
Student Name:	[REDACTED]
Current Grade:	<input type="checkbox"/> 6 th Grade [REDACTED] <input type="checkbox"/> 8 th Grade
Address:	[REDACTED]
Phone Number:	[REDACTED]
E-mail Address:	[REDACTED]

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Parent Name:	Marina Valentin
Student Name:	[REDACTED]
Current Grade:	<input type="checkbox"/> 6 th Grade [REDACTED] <input checked="" type="checkbox"/> 8 th Grade
Address:	[REDACTED]
Phone Number:	[REDACTED]
E-mail Address:	

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Parent Name:	Carmen
Student Name:	[REDACTED]
Current Grade:	<input type="checkbox"/> 7 th Grade <input type="checkbox"/> 8 th Grade
Address:	[REDACTED]
Phone Number:	[REDACTED]
E-mail Address:	[REDACTED]

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Parent Name:	Shirley Leon
Student Name:	[REDACTED]
Current Grade:	<input type="checkbox"/> 7 th Grade <input type="checkbox"/> 8 th Grade
Address:	[REDACTED]
Phone Number:	[REDACTED]
E-mail Address:	[REDACTED]

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Parent Name:	F. Atormetta Tunkara
Student Name:	[REDACTED]
Current Grade:	<input type="checkbox"/> 7 th Grade <input type="checkbox"/> 8 th Grade
Address:	[REDACTED]
Phone Number:	[REDACTED]
E-mail Address:	

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Parent Name:	Iselda Reyes
Student Name:	[REDACTED]
Current Grade:	<input type="checkbox"/> 7 th Grade <input type="checkbox"/> 8 th Grade
Address:	[REDACTED]
Phone Number:	[REDACTED]
E-mail Address:	[REDACTED]

Lewis Katz New Renaissance Basketball Academy Charter School Intent to Apply Form

Mission Statement: *The Lewis Katz New Renaissance Basketball Academy provides high school students with a rigorous academic program in the context of basketball, historically "New York's Game." The school graduates students with a college preparatory education and career readiness to succeed in the basketball and other sports-related industries.*

The founders of the Lewis Katz Basketball Academy are proposing a new free public high school to be located in the South Bronx and serve students across the city who are interested in a basketball-themed college and career readiness program. The school is not just for players; it is for any student who would like learn about the many subjects related to modern sports, including print and broadcast journalism, analytics, coaching, physical fitness and nutrition, business management, scouting and agent representation, design and architecture, marketing and public relations, finance and law. All students will take college preparatory core classes AND career-oriented electives related to basketball and the sports industry. About one quarter of the students will be able to play competitive basketball. The school will be a small, tight community of about 400 students and staff who will learn, work and grow together in a school culture that fosters self-confidence, a growth mindset, healthy competition, leadership, teamwork and collaboration.

The Lewis Katz New Renaissance Basketball Academy Charter School will enroll its first 9th grade class in August 2020. If you would be interested in entering the lottery for admissions, please complete the form below. Submitting this form does not guarantee you a seat in the school and does not obligate you to attend.

If the Lewis Katz New Renaissance Basketball Academy Charter School is approved to open in August 2020, I intend to apply for admission to the first 9th grade class in August 2020.

Parent Name:	Emmy Santiago
Student Name	[REDACTED]
Current Grade:	<input type="checkbox"/> 7 th Grade <input type="checkbox"/> 8 th Grade
Address:	[REDACTED]
Phone Number:	[REDACTED]
E-mail Address:	[REDACTED]

Lewis Katz New Renaissance Basketball Academy Charter School Intent to Apply Form

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If the Lewis Katz New Renaissance Basketball Academy Charter School is approved to open in August 2020, I intend to apply for admission to the first 9th grade class in August 2020.

Parent Name:	Yinessa Adkins
Student Name:	[REDACTED]
Current Grade:	<input type="checkbox"/> 7 th Grade <input type="checkbox"/> 8 th Grade
Address:	[REDACTED]
Phone Number:	[REDACTED]
E-mail Address:	



The City of New York
Bronx Community Board Three

1426 Boston Road, Bronx, NY 10456

Telephone No. [REDACTED]

E-mail Address [REDACTED]

DIAL	Government Services
311	& Information for NYC

Comm. Bd. Info go to: bronxmail.com

RUBEN DIAZ, JR.
BRONX BOROUGH PRESIDENT

GLORIA ALSTON
CHAIRWOMAN

JOHN W. DUDLEY
DISTRICT MANAGER

June 20, 2018

Mr. Dan Klores
 Founder
 Lewis Katz New Renaissance
 Basketball Academy

Dear Mr. Klores

Bronx Community Board Three appreciates the opportunity to have heard your presentation concerning your proposed plans to develop the Lewis Katz New Renaissance Basketball Academy Charter High School in the Bronx. This school, as was understood, will be for students in grades 9-12, with an additional educational opportunity for parents in Bronx Community District Three.

Bronx Community Board Three is inspired by the theme of the school to teach the business of basketball, including law, journalism, finance and digital media; provide opportunities for students to participate on varsity and junior varsity teams; and provide academic rigor.

We look forward to the addition of the Lewis Katz New Renaissance Basketball Academy Charter School. If I can be of any other assistance, please feel free to contact me at 917-971-0082 or at jdudley@cb.nyc.gov

Thank you.

John Dudley
 District Manager

EXECUTIVE OFFICERS

Rev. Bruce Rivera
 1st Vice-Chairperson

Linda Kemp
 2nd Vice-Chairperson

Rev. Idus A. Nunn, Jr.
 Secretary

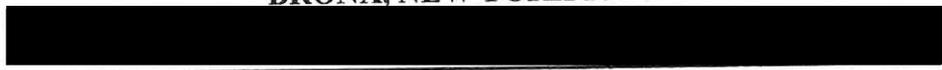
Kathy Johnson-Morris
 Treasurer

Rita Jones
 Sgt.-at-Arms/Parliamentarian



BRONX COMMUNITY BOARD #1

3024 THIRD AVENUE
BRONX, NEW YORK 10455



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RUBEN DIAZ, JR.
BOROUGH PRESIDENT

GEORGE L. RODRIQUEZ
CHAIRPERSON

CEDRIC L. LOFTIN
DISTRICT MANAGER

June 4, 2018

Mr. Dan Klores
Shoot The Moon Productions, Inc.
261 Fifth Avenue
2nd Floor
New York, NY 10016

Dear Mr. Klores:

This correspondence is in regard to your presentation of the proposed Lewis Katz New Renaissance Basketball Academy Charter School.

A discussion and vote was taken on this item at the Municipal Services Committee of May 10, 2018. The project was approved at the Committee level and moved on to the Full Board for a vote. Please be advised that the Full Board after reviewing the subject matter voted on and it was approved. Therefore we provide you with this Letter of Support.

If you have any questions I can be reached at [REDACTED] or via email [REDACTED]

Very truly yours,

Cedric L. Loftin
District Manager

C: Ms. Monica Majors - Director of Education Unit
Bronx Borough President's Office



BRONX BOROUGH PRESIDENT RUBEN DIAZ JR.

May 30, 2018

SUNY Charter School Institute
Charter School Office- SUNY Plaza
353 Broadway
Albany, New York 12246

Dear Sir or Madam

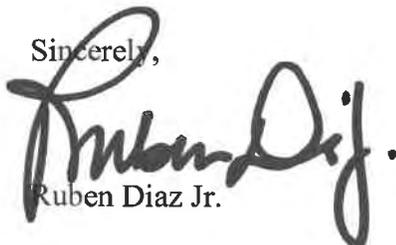
I write to offer my support for the Lewis Katz New Renaissance Basketball Charter School Proposal for school district 7 in the South Bronx. The high School will offer another school choice for students and parents. Through my conversation with the founder Dan Klores, I believe their mission is exciting, important and will provide academic rigor.

The Lewis Katz New Renaissance Basketball Academy will be the nation's first state-of-the-art high school combining high level academic opportunities in the context of basketball, historically "New York's Game". Approximately 400 young men and women will benefit from not only the full New York State core curriculum, but unique and progressive educational opportunities for both summer and fulltime employment during and after matriculation, as well. Specially skilled and trained faculty will teach students all facets of basketball, including digital media, broadcast and print journalism, law, management, coaching, physical rehabilitation, finance, personal representation, scouting, marketing, public relations, and video. This first-of-its-kind institution will surely be a model for other municipalities to emulate.

I request that you consider their application for approval, as there is a continued need for more quality school seats in the South Bronx. The creation of Lewis Katz New Renaissance Basketball Charter School would help address the need for more options and provide a strong support system for students who enroll.

I encourage you to support their application.

Sincerely,



Ruben Diaz Jr.

From: "JohnR" [REDACTED]

Date: Mon, 21 May 2018 11:39:46

To: [REDACTED]

Cc: 'Monica Major' [REDACTED]

Subject: Lewis Katz New Renaissance Basketball Academy

Dan,

Thank you for your kind words.

I am attaching an updated South Bronx Community Resources and Services Directory. My contact information is below and please let me how I can be of help as you move forward in developing the school.

Best Wishes,

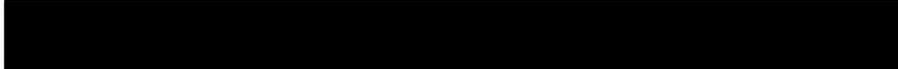
John Rios

Chair, Board of Directors

Bridge Builders Community Partnership, Inc.

[REDACTED]

Jackson Resident Association Inc.



June 25, 2018

Mr. Dan Klores
Shoot the Moon Productions, Inc.
261 Fifth Avenue
2nd Floor
New York, NY 10016

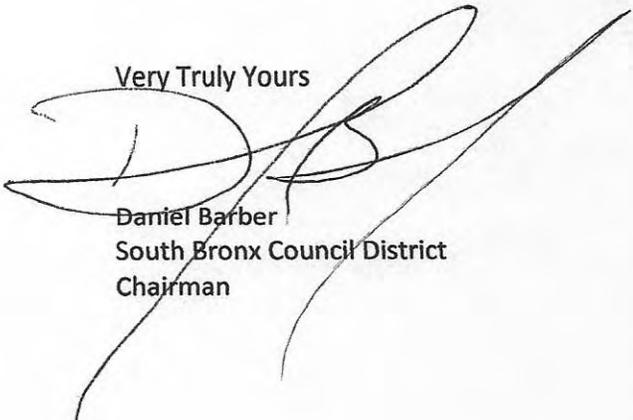
Dear Mr. Klores:

This correspondence is in Regards to your Presentation of the Lewis Katz New Renaissance Basketball Academy Charter School.

As Discussed I have spoken with the District Board of the South Bronx Council of Presidents Inc. and we voted to move Forwards. The Full Body also has agreed and we have decided to write this letter of Support.

If there are any further Questions or anything else needed feel free to contact me at your Convenience. I can be reached at .

Very Truly Yours



Daniel Barber
South Bronx Council District
Chairman

KATZ FAMILY OFFICE

905 North Kings Highway | Cherry Hill, New Jersey 08034

Drew Katz
Melissa Katz Silver

Kathleen Paella
EXECUTIVE ASSISTANT

June 25, 2018

Mr. Keegan Prue
Program Analyst
SUNY Charter Schools Institute
SUNY Plaza
353 Broadway
Albany, NY 12246

Dear Mr. Prue:

For the past 30 years our family has been deeply involved in supporting urban education throughout New Jersey and New York. Our parents, Marjorie and Lewis Katz focused their efforts on creating a mechanism to financially support students of all ages. They were instrumental in the establishment of Charter Schools in Camden, New Jersey and we are proud that today those schools have an enrollment of over 2,000 students. We are very pleased to support the application submitted to SUNY Charter Schools Institute on behalf of the Lewis Katz New Renaissance Basketball Academy Charter. We believe the founding applicants share our values regarding the importance of educational opportunities, especially to youth from disadvantaged communities. Please accept this letter as our full support of this application.

Sincerely,



Drew Katz



Melissa Silver

Admissions Policy

The Lewis Katz New Renaissance Basketball Academy (Lewis Katz Basketball Academy) is a non-selective, tuition-free public school. Any child who is a resident of New York State and is qualified under New York State law for admission to a public school is qualified for admission. Lewis Katz Basketball Academy is a high school serving grades 9 through 12 and enrolls only students eligible for enrollment in those grades. Lewis Katz Basketball Academy does not discriminate against or limit the admission of any student based on intellectual ability, measures of achievement or aptitude, athletic ability, disability, ethnicity, race, creed, national origin, religion, ancestry, gender, sexual orientation, or for any other basis that would be unlawful for a public school. Lewis Katz Basketball Academy will not require any action by a student or family (such as a tryout, audition, admissions test, interview, essay, attendance at an information session, etc.) in order for an applicant either to receive or submit an application for admission to the school. The school will ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; Title II of the Americans with Disabilities Act of 1990; and Section 2854(2) of the New York Education Law, which governs admissions to charter schools.

For admission to Lewis Katz Basketball Academy during the school's initial year, a student must be entering the 9th grade in August 2020. Approximately 88 students will be accepted for that school year. Every year thereafter, the school will add a grade level until we reach grades 9-12 in 2023 and admissions each year will be only for the grades offered by the school in the coming year.

Recruitment: Lewis Katz Basketball Academy is a College and Career Readiness school with a focus on Basketball. It is designed to graduate students with a high school diploma and experience in a career pathway related to basketball or sports. The school emphasizes post-secondary planning for higher education and/or career entry for every student. Student recruitment efforts will include marketing materials and applications disseminated throughout the city with an emphasis on Community School District (CSD) 7 and translated into at least Spanish, attendance at high school fairs and community events, outreach to middle school counselors, and informational sessions. Recruitment activities and materials will clearly communicate that Lewis Katz Basketball Academy welcomes students with disabilities and English language learners, and seek to encourage female students to consider the benefits of a basketball-related program. Lewis Katz Basketball Academy will work closely with partner organizations, including New Visions for Public Schools and New Renaissance Basketball Association, to inform families about the Lewis Katz Basketball Academy option.

Admissions: In its admission policies and procedures, Lewis Katz Basketball Academy will not engage in any of the following:

1. Requiring parents to attend meetings or information workshops as a condition of enrollment;
2. Having an unduly narrow enrollment period;

3. Giving preference to students specifically interested or talented in basketball, or;
4. Requiring tryouts, auditions, admissions tests, interviews or essays.

Applications: Applications for admissions will be made available at informational presentations, on our website, and by mail at the request of a student or family. Lewis Katz Basketball Academy will use the uniform application form created by the State Department of Education and it will be available in English, Spanish and any other language requested by parents. Applications can be mailed, emailed, or hand delivered by April 1st. Applications submitted by mail must be postmarked no later than April 1st. If the number of timely submitted applications of eligible students for admissions exceeds the capacity of the grade level, students will be accepted for admissions from among the applicants by a random selection process (lottery). Enrollment preferences will be provided in this order:

1. Returning students
2. Siblings of students currently enrolled at Lewis Katz Basketball Academy
3. Students who reside in CSD 7
4. Students who reside outside of CSD 7

Admissions Lottery: If the number of applications received exceeds the number of seats available, Lewis Katz Basketball Academy will conduct a lottery. The lottery will be independently observed by a disinterested party (8 NYCRR 119.5), a person who is not a board member or an employee of the school and who is not the parent, person in parental relationship, sibling, aunt, uncle or first cousin of any applicant to the school or of any student enrolled in the school. The lottery will be conducted in a transparent, equitable and random manner.

The lottery will be held in a space that is open and accessible to the public as required by NYS Education Law 2854 (2)(b) and capable of accommodating the anticipated number of attendees. If it is anticipated that attendance will exceed capacity, separated grade level lotteries will be held in separate locations and each lottery will be publicized in a manner consistent with Public Officers Law Section 104(1). At least one week prior to each lottery a public notice will publicize the lottery and the number of spaces available each year by grade level. Parents, guardians, persons in parental relationships and/or students will not be excluded from or required to participate in the lottery process.

The random process used in the lottery may be generated by a traditional ball system, technology-based software, paper ticket process or other methodology that generates random results. After enough students have been selected via lottery to fill all available spaces, a waitlist for each grade level will be formed from the remaining names. This waitlist will be based upon the random selection from the lottery and will be the only official, legal document identifying the names, home addresses, telephone numbers and grade levels of grade-eligible students with applications to the school pending acceptance. When vacancies arise, based upon the order of random selection from the lottery, families on the waitlist will be contacted by phone, mail, or email. The waiting list will expire annually at the lottery drawing for the next school year. Students applying for admission after the lottery is conducted will be admitted

throughout the year on a space-available basis or placed on the waiting list in the order in which they submit their application.

Whenever a vacancy occurs, in any grade, either prior to the start of a particular school year or at any time during the course of that school year, Lewis Katz Basketball Academy will contact the parent of the student next on the appropriate waiting list. Reasonable and multiple attempts (at least 3) will be made to contact the family of the student on the top of the waiting list and to obtain confirmation that the student is still interested in enrolling at Lewis Katz Basketball Academy before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents are unsuccessful, then Lewis Katz Basketball Academy may remove the student from the waitlist. Documentation of the attempts made to contact the parents of any student removed from the waitlist will be maintained by the school. Waiting lists will not be carried over from year to year. Instead, the annual admissions lottery will be used to create newly randomized waiting lists. The school will send a new admissions application directly to the parents of each child on the prior year's wait list.

Student Registration and Enrollment: Once the lottery has been conducted, Lewis Katz Basketball Academy will, within two weeks of the lottery, notify parents and guardians of applicants by mail whether their child has been granted a seat at the school or if they are on the waiting list. The school will require each parent of a child who has been selected for admission to confirm within two weeks of this notification his or her intent to enroll or not to enroll the child in Lewis Katz Basketball Academy by signing and returning a letter of acceptance. If the parent does not confirm within two weeks notification, the child's name will be removed from the enrollment list. The notification letter will notify families of this policy. The school will require currently enrolled students to confirm in writing their intent for the student to remain in the school the next year.

Prior to the commencement of each academic year, families of children who enroll at the school must complete the enrollment process. As part of this process, parents must provide verification of residency. Proof of residency must be established by presenting at least two of the following documents:

- A residential utility bill (gas or electric) in the resident's name issued by National Grid, Con Edison, the Long Island Power Authority, or other utility service dated within the last 60 days;
- An original lease agreement, deed or mortgage statement for the residence;
- A current property tax bill for the residence;
- A water bill for the residence dated within the past 60 days;
- Official payroll documentation from an employer such as a form submitted for tax withholding purposes or payroll receipt; a letter on the employer's letterhead will not be accepted; must be dated within the past 60 days; and/or
- Documentation or letter on letterhead from a federal, state or local government agency, including the Internal Revenue Service (IRS), City Housing Authority, Human Resources Administration (HRA), the Administration for Children Services (ACS), or an ACS subcontractor indicating the resident's name and address; all must be dated within the past 60 days.

In addition to proof of residency families must provide a copy of the student's prior year academic record, birth certificate and immunization record. Lewis Katz Basketball Academy staff will be available to assist parents in understanding the registration requirements, obtaining required information and completing the required forms.

In compliance with the McKinney-Vento Act, Lewis Katz Basketball Academy will immediately enroll students experiencing homelessness, even if the student is unable to provide documents typically required for enrollment (M-V Section 722(g)(3)(c)(i)). Students will have the right to attend classes while Lewis Katz Basketball Academy requests and awaits student records from the former school (M-V Section 722(g)(3)(C); N.Y. Educ. Law § 3209(2)(e); 8 N.Y.C.R.R. § 100.2(x)(4)(ii)).

Voluntary Withdrawal: Lewis Katz Basketball Academy is a public school of choice, both for application and withdrawal. A parent may transfer their child to a different school at any time. A parent wishing to withdraw their child from the school will be asked to complete a request for student withdrawal form. Lewis Katz Basketball Academy personnel will offer to meet with the family and discuss their reasons for withdrawing from the school, as well as to seek solutions to any problems that arise from these discussions. If the parents still wish to transfer their child to another school, Lewis Katz Basketball Academy will ensure timely transfer of any necessary school records to the student's new school.

Facilities

(a) Facility Needs

Our facility needs are focused on creating a college preparatory school organized around basketball: training for and playing the game, writing and broadcasting about it, learning the business side, etc. In addition to the obvious need for a gymnasium and locker rooms for boys and girls, our facility plan includes related classrooms for Career Pathways courses, such as a television studio for broadcast journalism and video suite for analyzing game tape.

Facility Plan

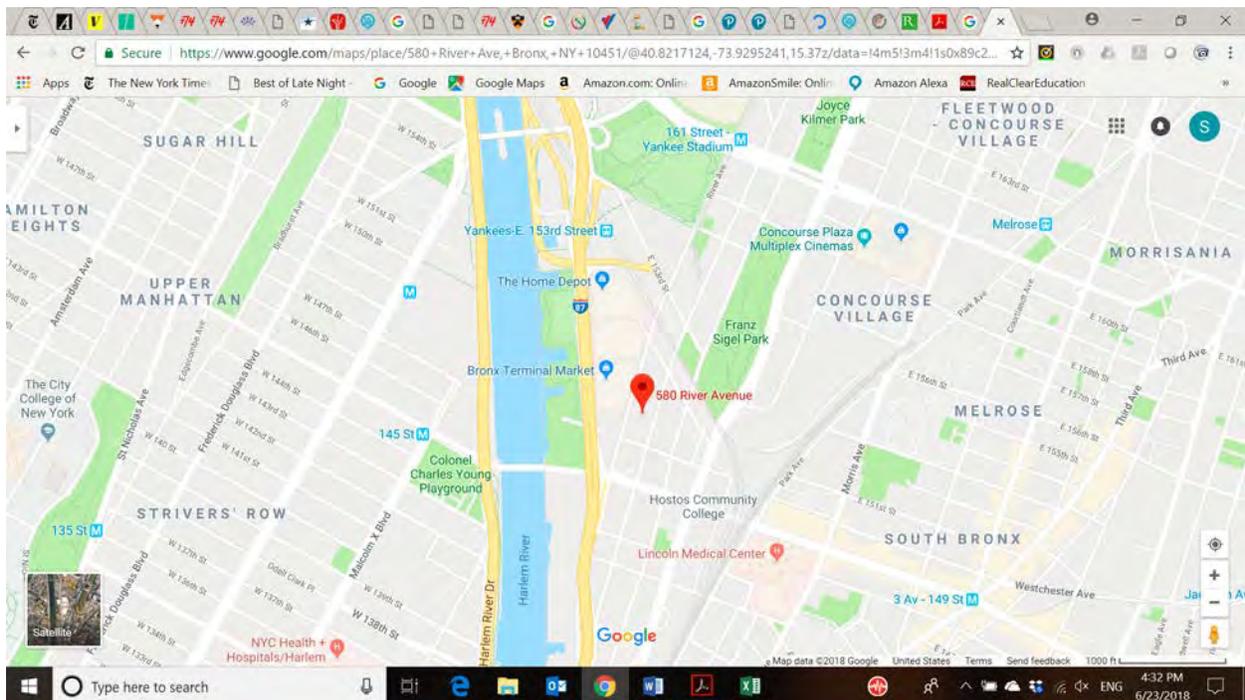
	Year 1	Year 2	Year 3	Year 4	Year 5
Classrooms (for 22 students)	5	10	15	20	20
Special Education Classroom (for 5 students)	1	2	3	4	4
Counselor Offices	1	2	3	4	4
Teacher Work Rooms	1	1	2	2	2
Reception / Main Office	1	1	1	1	1
Administrative Offices	5	5	6	6	6
Conference Rooms	1	1	2	2	2
Gymnasium	1	1	2	2	2
Locker Room (boys and girls)	2	2	2	2	2
Weight Room	1	1	1	1	1
Video Suite	1	1	1	1	1
Broadcast Studio			1	1	1
Nurses Office (private and secure)	1	1	1	1	1
Server Room	1	1	1	1	1
Cafeteria	1	1	1	1	1
Food Storage/Prep	1	1	1	1	1

(b) Facility Selection

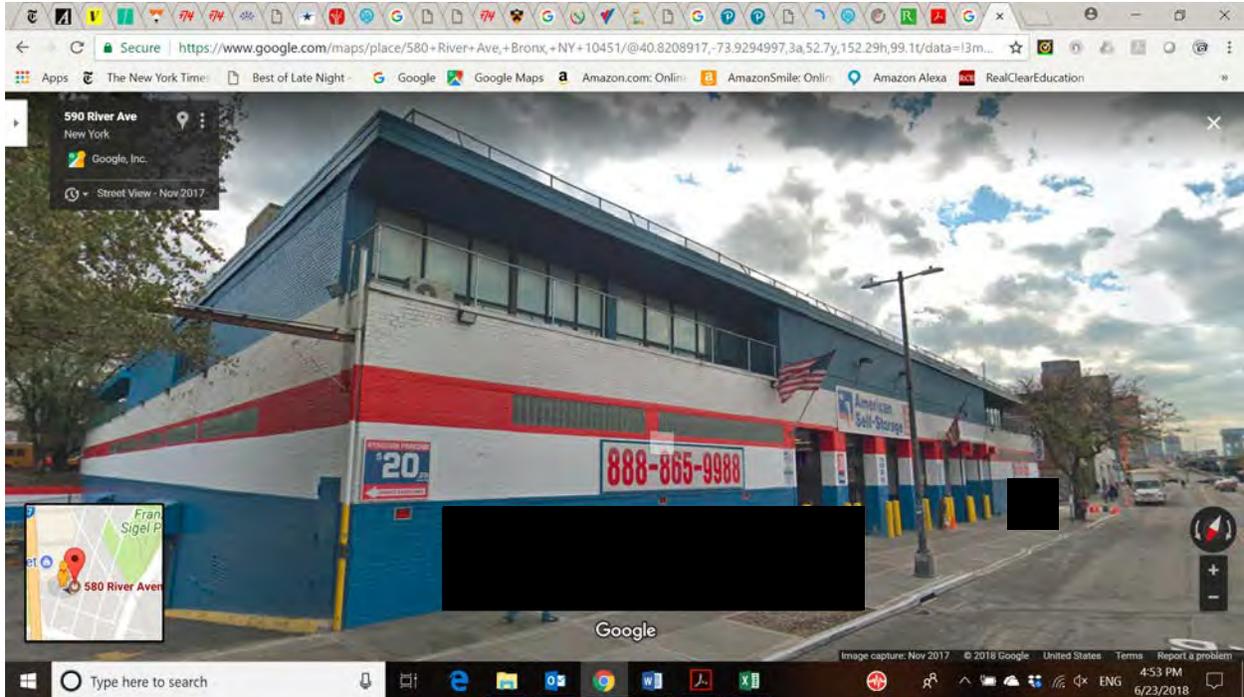
Given our unique facility requirements, we fully expect the Lewis Katz Basketball Academy to be located in private space that will accommodate a basketball career oriented high school. Based on the current policy and procedures for securing rental assistance, we will apply for and carefully consider any offers of NYCDOE space. It is possible that the NYCDOE will offer space that is suitable for a short incubation period and can accommodate our students and their needs for one to two years. This would give us additional time to accumulate funds for renovation of a private building. However, based on current district practices and politics we do not believe the NYCDOE will be able to provide a suitable space that meets the unique needs of our school in or around CSD 7. We believe it will be straightforward to demonstrate to the State Education Commissioner that the NYCDOE is unable to provide adequate space for our program, making us eligible for rental assistance.

Lewis Katz New Renaissance Basketball Academy Charter School

Given this situation, we are already in the process of securing a private facility for the school. The founding group is working with Jorge Madruga of Madd Equities and Eli Weiss of Joy Construction to identify and develop a school facility. Both have charter school experience and have developed projects in the Bronx, including public housing and commercial ventures. The founders are currently exploring a number of available buildings in the south Bronx; the primary site currently under consideration is a self-storage facility located at 580 River Avenue located near Yankee Stadium and Hostos Community College in the Bronx. It contains up to 80,000 square feet that can be readily converted into the Lewis Katz New Renaissance Basketball Academy Charter School, including both academic and athletic spaces. As a storage facility it is an ideal building because it has wide open spaces that can be easily optimized for our unique school design. Another site containing 140,000 square feet is also under consideration. Once the charter is approved the founding team can move forward with developing detailed architectural drawings and engineering plans for the selected space. Once drawings and plans are finalized, the developers estimate an eight month build, which is ample time for a fall 2020 opening.



Lewis Katz New Renaissance Basketball Academy Charter School



We are estimating 130 square feet per student with a lease cost of \$35 per square foot, which includes both rent and the build out of the facility.

Facility Costs

Students	Square Feet (150/student)	Cost (\$35/SF)
88	11440	\$400,400
176	22880	\$800,800
264	34320	\$1,201,200
352	45760	\$1,601,600

Depending on the terms negotiated with the developer, the facility renovation may occur in one single effort or as a phased build out. The cost estimate in the table above approximates our expectation for rental assistance at 30% of general per pupil revenue. However, as our budget shows in Response 21e, our school generates increasing positive net income each year and a growing cash balance, which may be used in addition to the rental assistance to augment the scope and/or pace of the build out. We have budgeted funds to initiate the build out during the planning year; we understand that CPS funds cannot be used for renovation but can be used for planning activities such as architecture and engineering. Actual renovation costs will be borne by the developer and these leasehold improvements will be captured in the triple net lease.

Should the SUNY Board of Trustees approve our charter, we will take the following steps to prepare a facility for opening:

1. Appoint a Facilities Committee that will include the Head of School, Director of Operations and at least two board members (one of our board members owns a construction company). We will work with developers to identify the site with the strongest potential to house our school in Year 1 and enter into negotiations.
2. Assessment of space suitability and renovation requirements may be required to inform lease rates and maintenance responsibilities. We will secure legal assistance in negotiating the lease.
3. The Facilities Committee will recommend a lease agreement to the full Board for its approval.
4. After signing the lease, the Finance Committee will develop a timeline for renovating the space, installing school equipment and furniture, e.g., Internet and wireless, AED, secure filing cabinets and nurse office, securing a certificate of occupancy, and moving staff and students into the building. The Committee will monitor the timeline carefully to ensure the building is ready on time for the beginning of the school year.
5. The school will coordinate with the DOE SchoolFood Office, Internet service providers and other relevant vendors to ensure that the building meets all requirements for the school.
6. The Facility Committee will work with the SUNY Charter Schools Institute to ensure the facility meets all requirements, e.g., Certificate of Occupancy, insurance, signage, fire safety/evacuation plans, at the time of the Prior Action Visit and permission is granted to open the school.

Request not applicable

Food Services

The School will provide breakfast, lunch and snack each day to all students. Our nutrition standards will meet USDA Nutrition Standards for School Meals. Following federal regulations, students with a disability that restricts their diet will be served meals at no extra charge.

Location: If the school is co-located in a NYCDOE school building, the Director of Operations will coordinate with other schools in the building for time and space in the cafeteria for our students to get and eat their meals, relying on the building's food service staff for preparation and serving. If located in a private space, as we anticipate, the school will contract with the NYCDOE School Foods division to deliver meals to our building. Our facility will be equipped with proper heating equipment and refrigerators as well as a cafeteria in which food will be served and students take their meals. This may be shared space for other activities during the day, e.g., physical education or tutoring.

Administration: The Director of Operations will be responsible for coordinating food services. Under current NYCDOE policy, school meals are free for all students, so we will not need to collect payments or bill families. Nevertheless, all parents, regardless of income, must still complete a School Meals Form so that our school can access federal funding for this program and others, e.g., Title I. This form will be part of the enrollment process at the beginning of the year.

Allergies: Our school will operate with an "allergy aware" policy. The school nurse and cafeteria staff will be made aware of student allergies, identify potential allergens in meals and if necessary segregate students for their safety, e.g., peanut free table. Parents and guardians of a child with allergies will be asked to complete the requisite medical forms in order for their children to receive the proper care for their allergies, and medication may be kept with the school nurse, e.g., epi-pens, and school staff will be trained in their use.

Alternative Food Services: Once the school has operated for a few years, we may consider alternative food service arrangements. A vendor analysis will be conducted using a request for proposals (RFP) process based on the following criteria:

1. cost,
2. menu options and nutrition,
3. equipment and staffing requirements,
4. vendor capacity,
5. education programming,
6. experience with charter schools, and
7. experience with federal meals programs.

Career Pathways: A critical component of sports is health and nutrition. We will explore connections between our food service program and the content in our Career Pathways courses, such as nutritional analysis of cafeteria offerings and student consumption and hydration patterns. We will also explore opportunities for experiential learning that might address food and nutrition, including internships, jobs and community service.

Health Services

We have budgeted for a full-time nurse for all five years of the charter term. We will consider requesting a free nurse from the Office of School Health when we grow to meet minimum enrollment requirements in Year 3, but will likely continue to employ our own nurse so we can control training and integration into our sports-related career pathways. (The school will utilize the building nurse if placed in a co-located NYCDOE facility.)

The school will have a private nursing office as well as secure storage for medication (room temperature and refrigerated) and access to automated external defibrillator (AED) equipment. At least two staff members will be trained in cardiopulmonary resuscitation (CPR) as well as the operation and use of AED equipment.

The school nurse will be responsible for maintaining student medical records, including immunization documents, an office visit log book, and medication administration records, managing medical correspondence, administering medications and providing minor health care services. Cumulative health records will be stored in locked filing cabinets accessible only by authorized staff members. All visits to the nurse, including reason and treatment, will be documented in each child's file.

The school will follow New York State requirements for immunization before a new student can attend the school. Parents or guardians will be required to provide documentation that their child has received all required doses of vaccines or at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals.

Required immunizations for high school students include:

- Diphtheria and Tetanus toxoid-containing vaccine and Pertussis vaccine (3 doses)
- Tetanus and Diphtheria toxoid-containing vaccine and Pertussis vaccine booster (1 dose)
- Polio vaccine (3 doses)
- Measles, Mumps and Rubella vaccine (2 doses)
- Hepatitis B vaccine (3 doses or 2 doses of adult hepatitis B vaccine (Recombivax) for children who received the doses at least 4 months apart between the ages of 11 through 15 years of age)
- Varicella (Chickenpox) vaccine (1 dose)

Parents or guardians may waive immunization in accordance with Public Health Law and exemptions 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 immunizations.

The school will set and communicate strict policies and procedures regarding the safe and secure administration of medication, including only administering medication that is necessary to maintain students in school and which must be given during school hours. Only the nurse or licensed practical nurses under the direction of the nurse may administer prescribed medication. However, the nurse may designate other staff to assist self-directed students

taking their own oral, topical, and inhalant medication and will provide the training and supervision necessary to perform these tasks in a safe and effective manner.

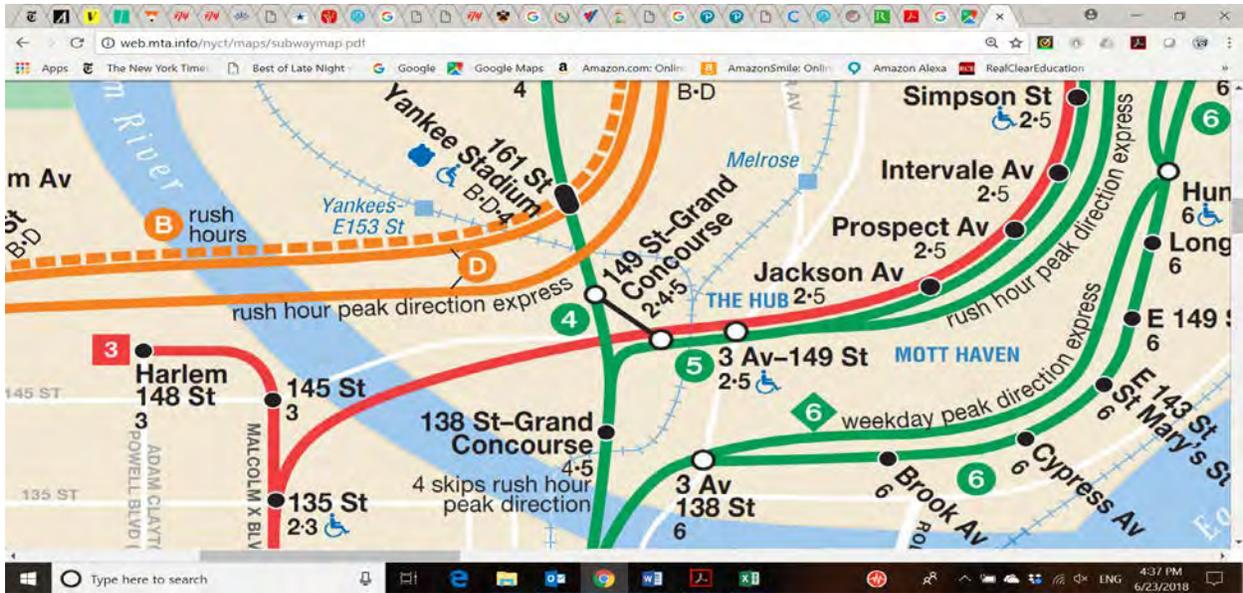
The school will require in writing both orders from a licensed prescriber and permission from parents/guardians to administer medication. All medications, including nonprescription over the counter (OTC) drugs, must be prescribed by a licensed prescriber on an individual basis. Medications may not be transported daily to and from school; parents will be expected to provide an adequate supply to remain at the school, which will provide locked storage, including refrigeration if required, within a secure health office. If students chronically fail to come for medications, the school nurse will contact the parent to address the problem. The licensed prescriber will be also informed so that the medication protocol can be reviewed and possible adjustments made, e.g., home administration, extended release medication.

Transportation

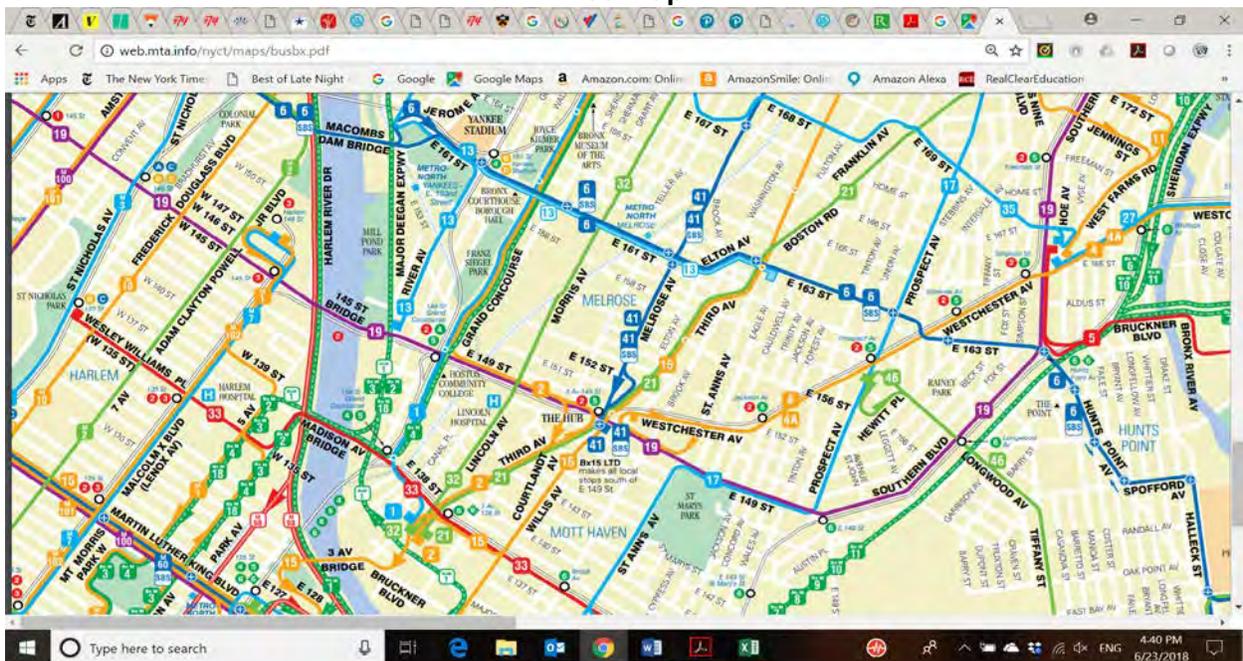
Our proposed location in CSD 7 is conveniently located near a plethora of public transportation options, including:

- Subway: Trains 2, 3, 4, 5, D
- Buses: 1, 2, 3, 4, 7, 13, 18, 19

Subway Map



Bus Map



Students at the Lewis Katz Basketball Academy will be eligible for the same transportation provided to district students. NYCDOE transportation policy for high school students stipulates that students who live within .5 miles of the school are not eligible for transportation services. Students between .5 and 1.5 miles receive a half-fare MetroCard and students beyond that radius receive a full MetroCard. In addition, students with disabilities may receive special transportation as established in their IEPs. The Director of Operations will submit a Transportation Request Form to the DOE Office of Pupil Transportation (OPT) based on anticipated enrollment and manage the distribution of MetroCards.

As a college and career prep school with an emphasis on experiential learning, we will expect our students to travel to visit colleges and universities, internships, jobs, as well as field trips related to their career pathways. And fielding a competitive basketball team will require travel for away games. We have included in our budget \$40 per student per year for additional transportation.

Insurance

The school will competitively bid out and purchase comprehensive insurance policies. At a minimum, the school's policy will include:

- General liability insurance with \$2 million aggregate coverage and \$1 million coverage for each occurrence
- Umbrella liability insurance with at least \$5 million of coverage
- Directors and Officers insurance with at least \$1 million in coverage
- Student accident and medical expense insurance with at least \$1 million in coverage
- Automobile insurance for privately-owned vehicles used for school business
- Property insurance with at least \$250,000 in coverage for leasehold improvements, school furnishings and equipment
- Worker's Compensation insurance at the rate set by the State of New York.

Based on the experience of New Visions opening and operating 10 charter schools, we have budgeted \$25,000 for insurance in Year 1 with a 5% increase each year. We also included funds during the planning year for Directors and Officers insurance.

Fiscal Soundness

(a) Budget Narrative

We have developed a balanced budget for the first charter term that has positive net income each year and a growing cash balance. Many of the revenue and cost assumptions are based on the experience of New Visions, which currently operates ten charter high schools in New York City. Wherever possible we have used conservative estimates to ensure a sound budget. For instance, general per pupil revenue is based on the 2018-19 projection of \$15,307 and remains constant across five years. We only assume the basic CSP grant of \$550,000, though we believe we will qualify for additional funds based on the population we serve. Despite the stature of our board, we assume minimal revenue from contributions and fundraising. Nevertheless, we have produced a budget that opens the school with a robust leadership team, enough faculty to cover a comprehensive curriculum, and one counselor per grade. We also anticipate securing sponsorship for our basketball program and perhaps our career pathways as well, which will bring in revenue, supplies and/or in kind services.

Planning Year Budget

Revenue: The planning year will be paid for with part of our CSP grant and \$30,000 in contributions.

Expenditures: The majority of funds expended during the planning year are for the full-time salaries of the Head of School (12 months), Director of Operations (6 months) and Office Manager (6 months). We will also spend nominal amounts on board training, computers and phones for start-up staff, office expenses (paper, copying, etc.), and staff and student recruitment. Finally, we have budgeted \$30,000 for facility planning costs, e.g., architecture and engineering. Actual renovation costs will be borne by the developer and these leasehold improvements will be captured in the triple net lease.

Year 1 Budget

Revenue: The school will receive general per pupil revenue at a rate of \$15,307 per student for a total of \$1,347,104 for 88 students. In addition, we expect 30% of per pupil for rental assistance, which amounts to an additional \$404,131. For special education we assumes 16% of students receive 20-60% services at \$10,390 per student and 4% receive 60%+ services at \$19,049 per student; in addition, we assume federal IDEA funds based on \$1000 per student getting 60%+ services. We will use the remainder of our CSP grant in Year 1 as well. Other sources of revenue during Year 1 include a one-time grant from the Department of Youth and Community Development (DYCD), annual per pupil funds under the New York State Textbook Law (NYSTL), Title I funding (assumes \$500 per FRL student), and \$20,000 in contributions.

Expenditures: The majority of expenditures go to salaries and benefits. In salaries alone we will spend \$500,000 on administration, \$680,000 on instructional staff, and \$90,000 on a nurse and

security officer in Year 1. We assume 24% of salaries for payroll taxes and a comprehensive benefits package. Staff must work at the school for a minimum of one year to be eligible for a 5% salary match for retirement, so no related costs in Year 1. For contracted services we have budgeted \$120,000 for outsourced financial and back-end support from CSBM, \$20,000 for an annual independent audit, \$8,448 for special education services, \$15K for professional development, \$15k for tech support; \$4k for NYCCSC Sped Collaborative; \$4k for E-rate consulting and \$4,750 for payroll services.

School operations include \$2000 per new classroom supplies and equipment, \$400 per student for curriculum resources and an additional \$200 per student with disability for special education supplies and materials. We have also budgeted \$25,000 for physical education supplies, but hope to have some of that donated. \$30,000 is spent on computers in Year 1 and \$75 per student for testing. We have budgeted \$40 per student for transportation and \$40 per student for a uniform. We have allocated \$1000 for ongoing board expenses and training and \$15,000 for coaching stipends.

For facilities we have budgeted \$25,000 for insurance, \$35,000 for contracted janitorial services, \$404,131 for lease, \$2000 for security technology, \$5000 for administration furniture. Finally, in Year 1 we put \$25,000 into escrow for dissolution.

We expect a net income of \$18,292 at the end of Year 1 and ending cash balance of \$19,392.

5 Year Budget

Revenue: As noted, the per pupil rate remains constant and total per pupil revenue rises from \$1,347,104 to \$5,388,416 over the charter term. Rental assistance is also assumed to remain constant at 30% of general per pupil. Special education, Title and NYSTL funding all rise commensurate with enrollment growth. We assume \$20,000 in contributions each year. Total revenue rises from \$2,469,485 in Year 1 to \$8,087,644 in Year 5.

Expenditures: We assume a 3% annual increase in salaries. Our administrative team remains the same each year with the exception of the addition of the College & Career Coordinator and Office Clerk in Year 3. For each additional grade we add a new teaching team (ELA, Math, Social Studies, Science, PE, Career Pathways) and new counselor. The number of special education teachers rises from two in Year 1 to six in Year 5. We will grow our professional development budget and contracted services increases commensurate with the increase in staff to supplement professional development. We will continue to fund equipment and technology as we build out our Career Pathway programs, including a broadcast studio, video suite and athletic program. Coaching stipend also increase as we grow enrollment and offer freshman, junior varsity, and varsity basketball and other teams.

For the facility, we assume a 5% annual increase in insurance costs and increasing janitorial costs as enrollment and space utilization increases. By Year 3 we will have deposited \$75,000 in an escrow account for dissolution.

Net income is positive each year, growing from \$18,292 in Year 1 to \$1,096,595 in Year 5. As a result our cash balance increases each year as well, growing from \$19,392 in Year 1 to

\$3,105,883 in Year 5. We anticipate using this surplus 1) as contingency if there are unforeseen revenue shortfalls or expenditure increases, 2) to increase investment in the academic program if student performance is not meeting expectations, and 3) to make enhancements to the building and/or career pathway programs.

(b) Financial Planning

The Board of Trustees will adopt an annual budget prior to the beginning of the fiscal year beginning on July 1 each year. The Head of School and Director of Operations will conduct a needs assessment that takes into account prior years' budgets, large variances in budget to actuals, as well as projections that consider anticipated growth of student enrollment, personnel, programs and facility space. Each department will submit to school leadership a list of its needs and priorities for the coming year. The school is going to contract with Charter School Business Management and will solicit its expert opinion on key cost and revenue assumptions based on its experience working with other charter schools. The school will draft a preliminary budget and submit it to the board's Finance Committee, which will review it to ensure it is in alignment with the school's mission and vision and provides for the long-term financial stability of the school. Key priorities will be the core academic program, including personnel and resources to carry it out, as well as a safe and secure facility for the school. The school will also maintain a five year budget projection and revise it each year based on current information and long-term strategic plans.

The Director of Operations with assistance from CSBM will be responsible for tracking all revenues and expenditures, and will report regularly to the Head of School regarding budget to actuals, cash on hand and projections, noting those areas that may need to be escalated to the Board for possible budget modification. The Director of Operations will work with CSBM to generate reports, including budget to actual, cash flow and balance statements, that are reviewed and reconciled each month by the Board Treasurer and Finance Committee. The Finance Committee will present a report to the full Board at each meeting on the financial health of the school. The school's Financial Policies and Procedures will limit the school's ability to spend across budget items so should projected expenses in any domain significantly exceed budgeted amounts, the Head of School and Director of Operations may work with the Finance Committee to develop recommendations for budget modifications to ensure a balanced budget and adequate cash flow. The Board has sole power to make such changes to the annual budget.

(c) Fiscal Audits

The school will contract with an independent New York State certified public accounting firm to perform annual audits of the finances of the schools, which will be conducted in accordance with generally accepted auditing standards and government auditing standards issued by the Comptroller General of the United States. The Board's Finance Committee will be responsible for selecting and recommending the annual auditor to the full Board, which will approve the hiring of the auditor. The proposed budget includes \$20,000 for annual auditing services. The

audit will not be conducted by the same individual or organization that provides the school's accounting services. The Director of Operations will work with the auditor throughout the year to ensure the process runs smoothly. He or she will ensure that the auditor has access to all pertinent information and documents for both pre-audit and audit activities. The audit will cover all required financial reports, including a statement of financial position, a statement of cash flows, a statement of activities, and a schedule of functional expenses. The audit will also include a report containing any significant findings or material weakness in the financial processes of the school. The audit will be presented to and reviewed by the Board and submitted to the authorizer each year in a timely manner. Should the audit report include any negative findings, the Head of School and Director of Operations will create and present to the Board a plan for resolving the issues in an expedited manner.

(d) Dissolution Procedures

In the event of school closure, the Board will take responsibility for ensuring an orderly process managed by the Head of School and Director of Operations. The school will establish a Dissolution Committee that will include the Board Chair and Treasurer, Head of School, Director of Operations and legal counsel. This committee will be tasked with developing a dissolution plan and timeline for approval by the Board and the SUNY Charter Schools Institute.

The dissolution plan will address notification for families and securing other education options as well as the distribution of assets and related financial matters. The Head of School will notify parents in writing of the school closure date and the process for transferring to another school. The school will also notify the district of its closure plan and to the extent possible the transfer plans of its families.

At least two meetings with parents will be scheduled and publicized to explain the process to parents and answer their questions. School staff will work with the DOE to identify transfer options and admissions processes and requirements to share with parents. Staff will schedule individual meetings with each student's family to go over their options and assist with placement.

The Director of Operations will deliver a current student list to the district and the Head of School and Director of Operations will schedule a meeting with the district to discuss transfer options in district schools and programs. The school will also work with the district to facilitate the transfer of all appropriate student records.

The school has included in its budget \$75,000 over the first three years of operation to be maintained in an escrow account for the sole purpose of dissolution. These funds will be used to pay for legal and audit expenses associated with the dissolution. The Head of School, Director of Operations and Board Treasurer will conduct a meeting with its accountants and auditors to begin a process of identifying assets required for transfer. The Director of Operations will create an up-to-date inventory of the assets of the school and then attend to the payment of all of the school's outstanding debts. Once all debts are satisfied, the Board will adopt a plan for distribution of the remaining assets with priority to transfer the assets to another charter school in New York City.



**New School Proposal
Budget(s) & Cash Flow(s) Template**

**Lewis Katz New Renaissance Basketball Academy Charter
School**

Contact Name: Dan Klores

Contact Title: Founder

Contact Email:

Contact Phone:



First Academic Year: 2020-21

Pre-Opening Period: July 1, 2019 - June 30, 2020

Note: For pre-opening period if the RFP submission date is:

a) less than 1 year from the "First Academic Year," select the January through June date range.

b) 1 year or more before the "First Academic Year," select the July through June date range.

LEWIS KATZ NEW RENAISSANCE BASKETBALL ACADEMY CHARTER SCHOOL
2020-21 through 2024-25

CHARTER ENROLLMENT BY GRADE							
GRADES	LEVEL	2020-21	2021-22	2022-23	2023-24	2024-25	AGE RANGE
Kindergarten	Elementary School						
1st Grade	Elementary School						
2nd Grade	Elementary School						
3rd Grade	Elementary School						
4th Grade	Elementary School						
5th Grade	Select grade 5 level from dropdown list →						
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School	88	88	88	88	88	13-15
10th Grade	High School		88	88	88	88	14-16
11th Grade	High School			88	88	88	15-17
12th Grade	High School				88	88	16-18
Ungraded							
TOTAL		88	176	264	352	352	

NUMBER OF CLASSES BY GRADE						
GRADES	LEVEL	2020-21	2021-22	2022-23	2023-24	2024-25
Kindergarten	Elementary School					
1st Grade	Elementary School					
2nd Grade	Elementary School					
3rd Grade	Elementary School					
4th Grade	Elementary School					
5th Grade	Elementary/Middle School					
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School	4	4	4	4	4
10th Grade	High School		4	4	4	4
11th Grade	High School			4	4	4
12th Grade	High School				4	4
Ungraded						
TOTAL		4	8	12	16	16

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	LEVEL	2020-21	2021-22	2022-23	2023-24	2024-25
Kindergarten	Elementary School	0	0	0	0	0
1st Grade	Elementary School	0	0	0	0	0
2nd Grade	Elementary School	0	0	0	0	0
3rd Grade	Elementary School	0	0	0	0	0
4th Grade	Elementary School	0	0	0	0	0
5th Grade	Elementary/Middle School	0	0	0	0	0
6th Grade	Middle School	0	0	0	0	0
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	22	22	22	22	22
10th Grade	High School	0	22	22	22	22
11th Grade	High School	0	0	22	22	22
12th Grade	High School	0	0	0	22	22
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION						
Total Elementary Enrollment	-	-	-	-	-	-
Total Middle School Enrollment	-	-	-	-	-	-
Total High School Enrollment	88	176	264	352	352	
Total Ungraded Enrollment	-	-	-	-	-	-
Total Enrollment	88	176	264	352	352	
Change in Net Enrollment from Prior Year (Count)	88	88	88	88	-	
Change in Net Enrollment from Prior Year (Percent)	100.0%	100.0%	50.0%	33.3%	0.0%	
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%	

ADDITIONAL NOTES/COMMENTS	
We plan to backfill all grades.	

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	88	176	264	352	352
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	1
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PRIMARY SENDING SCHOOL DISTRICT	2020-21	2021-22	2022-23	2023-24	2024-25
NYC CHANCELLOR'S OFFICE					
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET	\$ 24,300,000,000	\$ 24,300,000,000	\$ 24,300,000,000	\$ 24,300,000,000	\$ 24,300,000,000
ENROLLMENT (Charter School)	88	176	264	352	352
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	http://schools.nyc.gov/aboutus/funding/overview/default.htm				

SECONDARY SENDING SCHOOL DISTRICT	2020-21	2021-22	2022-23	2023-24	2024-25
Select from drop-down list →					
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET	\$ -	\$ -	\$ -	\$ -	\$ -
ENROLLMENT (Charter School)					
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)					

LEWIS KATZ NEW RENAISSANCE BASKETBALL ACADEMY CHARTER SCHOOL

STAFFING PLAN FTE	Acad Years	2020-21	2021-22	2022-23	2023-24	2024-25
	Grades	9	9-10	9-11	9-12	9-12
	Enrollment	88	176	264	352	352

**NOTE: Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

**NOTE: State the assumptions that are being made for personnel FTE levels in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	1.0	1.0	1.0	1.0	1.0
Deans, Directors & Coordinators	2.0	2.0	3.0	3.0	3.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	1.0	1.0	2.0	2.0	2.0
TOTAL ADMINISTRATIVE STAFF	6.0	6.0	8.0	8.0	8.0

Description of Assumptions
Head of School
Academic Director
Year 1: Director of Student Support, Athletic Director; Year 3: College & Career Coordinator
Outsourced
Director of Operations
Office Manager Year 1, Office Clerk Year 3

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	4.0	8.0	12.0	16.0	16.0
Teachers - SPED	2.0	4.0	5.0	6.0	6.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	0.0	0.0	0.0	0.0	0.0
Specialty Teachers	2.0	4.0	6.0	8.0	8.0
Aides	2.0	4.0	5.0	6.0	6.0
Therapists & Counselors	1.0	2.0	3.0	4.0	4.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	11.0	22.0	31.0	40.0	40.0

1 Math, 1 ELA, 1 Science and 1 Social Studies teacher for each grade
1 PE and 1 Career Pathway teacher per grade
1 counselor per grade

NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	1.0	1.0	1.0	1.0	1.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	1.0	1.0	1.0	1.0	1.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	2.0	2.0	2.0	2.0	2.0

TOTAL PERSONNEL SERVICE FTE	19.0	30.0	41.0	50.0	50.0
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LEWIS KATZ NEW RENAISSANCE BASKETBALL ACADEMY CHARTER SCHOOL

STAFFING PLAN WAGES	Acad Years	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25
	Grades	9	9-10	9-11	9-12	9-12
	Enrollment	88.00	176.00	264.00	352.00	352.00

**NOTE: Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

**NOTE: Concisely state the assumptions that are being made for personnel wages in the section provided below.*

ADMINISTRATIVE PERSONNEL WAGES	WAGES					
	Salary/Incr %	3.00%	3.00%	3.00%	3.00%	3.00%
Executive Management	\$ 120,000	\$ 120,000	\$ 123,600	\$ 127,308	\$ 131,127	\$ 135,061
Instructional Management	\$ 90,000	\$ 90,000	\$ 92,700	\$ 95,481	\$ 98,345	\$ 101,296
Deans, Directors & Coordinators	\$ 85,000	\$ 170,000	\$ 175,100	\$ 265,353	\$ 273,314	\$ 281,513
CFO / Director of Finance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operation / Business Manager	\$ 90,000	\$ 90,000	\$ 92,700	\$ 95,481	\$ 98,345	\$ 101,296
Administrative Staff	\$ 30,000	\$ 30,000	\$ 30,900	\$ 61,827	\$ 63,682	\$ 65,592
TOTAL ADMINISTRATIVE STAFF		\$ 500,000	\$ 515,000	\$ 645,450	\$ 664,814	\$ 684,758

Description of Assumptions
Head of School
Academic Director
Year 1: Director of Student Support, Athletic Director; Year 3: College & Career Coordinator
Outsourced
Director of Operations
Office Manager Year 1, Office Clerk Year 3

INSTRUCTIONAL PERSONNEL WAGES						
Teachers - Regular	\$ 70,000	\$ 280,000	\$ 568,400	\$ 865,452	\$ 1,171,416	\$ 1,206,558
Teachers - SPED	\$ 70,000	\$ 140,000	\$ 284,200	\$ 362,726	\$ 443,608	\$ 456,916
Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teaching Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Specialty Teachers	\$ 70,000	\$ 140,000	\$ 284,200	\$ 432,726	\$ 585,708	\$ 603,279
Aides	\$ 30,000	\$ 60,000	\$ 121,800	\$ 155,454	\$ 190,118	\$ 195,821
Therapists & Counselors	\$ 60,000	\$ 60,000	\$ 121,800	\$ 185,454	\$ 251,018	\$ 258,548
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL INSTRUCTIONAL		\$ 680,000	\$ 1,380,400	\$ 2,001,812	\$ 2,641,866	\$ 2,721,122

1 Math, 1 ELA, 1 Science and 1 Social Studies teacher for each grade
1 PE and 1 Career Pathway teacher per grade
1 counselor per grade

NON-INSTRUCTIONAL PERSONNEL WAGES						
Nurse	\$ 50,000	\$ 50,000	\$ 51,500	\$ 53,045	\$ 54,636	\$ 56,275
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodian	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Security	\$ 40,000	\$ 40,000	\$ 41,200	\$ 42,436	\$ 43,709	\$ 45,020
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL NON-INSTRUCTIONAL		\$ 90,000	\$ 92,700	\$ 95,481	\$ 98,345	\$ 101,296

TOTAL PERSONNEL SERVICE WAGES		\$ 1,270,000	\$ 1,988,100	\$ 2,742,743	\$ 3,405,025	\$ 3,507,176
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LEWIS KATZ NEW RENAISSANCE BASKETBALL ACADEMY CHARTER SCHOOL

PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD

July 1, 2019 - June 30, 2020

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	265,000	
Total Expenses	263,900	
Net Income	1,100	
	START-UP PERIOD	
REVENUE		
REVENUES FROM STATE SOURCES		
Grants		
Stimulus	-	
DYCD (Department of Youth and Community Developmt.)	-	
Other	-	
Other	-	
TOTAL REVENUE FROM STATE SOURCES	-	
REVENUE FROM FEDERAL FUNDING		
Grants		
Charter School Program (CSP) Planning & Implementation	235,000	
Other	-	
Other	-	
TOTAL REVENUE FROM FEDERAL SOURCES	235,000	
LOCAL and OTHER REVENUE		
Contributions and Donations	30,000	
Fundraising	-	
Erate Reimbursement	-	
Earnings on Investments	-	
Interest Income	-	
Food Service (Income from meals)	-	
Text Book	-	
OTHER	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	30,000	
TOTAL REVENUE	265,000	

LEWIS KATZ NEW RENAISSANCE BASKETBALL ACADEMY CHARTER SCHOOL

PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD

July 1, 2019 - June 30, 2020

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

DESCRIPTION OF ASSUMPTIONS

Total Revenue	265,000	
Total Expenses	263,900	
Net Income	1,100	
	START-UP PERIOD	

EXPENSES

	FTE No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	1.00	110,000	General Manager for 12 months
Instructional Management	-	-	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	1.00	42,500	Director of Operations for 6 Months
Administrative Staff	1.00	17,500	Office Manager for 4 months
TOTAL ADMINISTRATIVE STAFF	3.00	170,000	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	3.00	170,000	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		20,400	Assumes 12%
Fringe / Employee Benefits		20,400	Assumes 12%
Retirement / Pension		-	
TOTAL PAYROLL TAXES AND BENEFITS		40,800	
TOTAL PERSONNEL SERVICE COSTS	3.00	210,800	
CONTRACTED SERVICES			
Accounting / Audit		5,000	
Legal		-	
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		500	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		-	
TOTAL CONTRACTED SERVICES		5,500	

**LEWIS KATZ NEW RENAISSANCE BASKETBALL ACADEMY CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD**

July 1, 2019 - June 30, 2020

**NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.*

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	265,000	
Total Expenses	263,900	
Net Income	1,100	
		START-UP PERIOD
SCHOOL OPERATIONS		
Board Expenses	1,000	
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	-	
Telephone	1,200	
Technology	3,000	
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	2,400	
Staff Development	-	
Staff Recruitment	5,000	
Student Recruitment / Marketing	5,000	
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	17,600	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	30,000	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	30,000	
DEPRECIATION & AMORTIZATION		
	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		
	-	
TOTAL EXPENSES	263,900	
NET INCOME	1,100	

PRE-OPENING CASH FLOW 1-YEAR		LEWIS KATZ NEW RENAISSANCE BASKETBALL ACADEMY CHARTER SCHOOL												
*NOTE:		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
<i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>		July 1, 2019 - June 30, 2020												
Total Revenue		127,500	2,500	2,500	2,500	2,500	2,500	112,500	2,500	2,500	2,500	2,500	2,500	265,000
Total Expenses		15,088	14,088	14,088	14,088	14,088	15,088	30,729	28,729	28,729	28,729	27,729	32,729	263,900
Net Income		112,413	(11,588)	(11,588)	(11,588)	(11,588)	(12,588)	81,771	(26,229)	(26,229)	(26,229)	(25,229)	(30,229)	1,100
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	112,413	100,825	89,238	77,650	66,063	53,475	135,246	109,017	82,788	56,558	31,329	-
Net Income		112,413	100,825	89,238	77,650	66,063	53,475	135,246	109,017	82,788	56,558	31,329	1,100	1,100
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS														
	FTE No. of Positions													
Executive Management	1.00	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	110,000
Instructional Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	-	-	-	7,083	7,083	7,083	7,083	7,083	7,083	42,500
Administrative Staff	1.00	-	-	-	-	-	-	2,917	2,917	2,917	2,917	2,917	2,917	17,500
TOTAL ADMINISTRATIVE STAFF	3.00	9,167	9,167	9,167	9,167	9,167	9,167	19,167	19,167	19,167	19,167	19,167	19,167	170,000
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	3.00	9,167	9,167	9,167	9,167	9,167	9,167	19,167	19,167	19,167	19,167	19,167	19,167	170,000
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		1,100	1,100	1,100	1,100	1,100	1,100	2,300	2,300	2,300	2,300	2,300	2,300	20,400
Fringe / Employee Benefits		1,100	1,100	1,100	1,100	1,100	1,100	2,300	2,300	2,300	2,300	2,300	2,300	20,400
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		2,200	2,200	2,200	2,200	2,200	2,200	4,600	4,600	4,600	4,600	4,600	4,600	40,800
TOTAL PERSONNEL SERVICE COSTS	3.00	11,367	11,367	11,367	11,367	11,367	11,367	23,767	23,767	23,767	23,767	23,767	23,767	210,800
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	5,000	5,000
Legal		-	-	-	-	-	-	-	-	-	-	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		21	21	21	21	21	21	63	63	63	63	63	63	500
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		21	21	21	21	21	21	63	63	63	63	63	5,063	5,500

PRE-OPENING CASH FLOW 1-YEAR		LEWIS KATZ NEW RENAISSANCE BASKETBALL ACADEMY CHARTER SCHOOL											
*NOTE:		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION											
<i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>		July 1, 2019 - June 30, 2020											
Total Revenue	127,500	2,500	2,500	2,500	2,500	2,500	112,500	2,500	2,500	2,500	2,500	2,500	265,000
Total Expenses	15,088	14,088	14,088	14,088	14,088	15,088	30,729	28,729	28,729	28,729	27,729	32,729	263,900
Net Income	112,413	(11,588)	(11,588)	(11,588)	(11,588)	(12,588)	81,771	(26,229)	(26,229)	(26,229)	(25,229)	(30,229)	1,100
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	112,413	100,825	89,238	77,650	66,063	53,475	135,246	109,017	82,788	56,558	31,329	-
Net Income	112,413	100,825	89,238	77,650	66,063	53,475	135,246	109,017	82,788	56,558	31,329	1,100	1,100
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	1,000	1,000
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	100	100	100	100	100	100	100	100	100	100	100	100	1,200
Technology	1,000	-	-	-	-	-	2,000	-	-	-	-	-	3,000
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	100	100	100	100	100	100	300	300	300	300	300	300	2,400
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	1,000	1,000	1,000	1,000	1,000	-	5,000
Student Recruitment / Marketing	-	-	-	-	-	1,000	1,000	1,000	1,000	1,000	-	-	5,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	1,200	200	200	200	200	1,200	4,400	2,400	2,400	2,400	1,400	1,400	17,600
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	30,000
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	15,088	14,088	14,088	14,088	14,088	15,088	30,729	28,729	28,729	28,729	27,729	32,729	263,900
NET INCOME	112,413	(11,588)	(11,588)	(11,588)	(11,588)	(12,588)	81,771	(26,229)	(26,229)	(26,229)	(25,229)	(30,229)	1,100

PRE-OPENING CASH FLOW 1-YEAR	LEWIS KATZ NEW RENAISSANCE BASKETBALL ACADEMY CHARTER SCHOOL												
	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION												
*NOTE: <i>Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."</i>	July 1, 2019 - June 30, 2020												
Total Revenue	127,500	2,500	2,500	2,500	2,500	2,500	112,500	2,500	2,500	2,500	2,500	2,500	265,000
Total Expenses	15,088	14,088	14,088	14,088	14,088	15,088	30,729	28,729	28,729	28,729	27,729	32,729	263,900
Net Income	112,413	(11,588)	(11,588)	(11,588)	(11,588)	(12,588)	81,771	(26,229)	(26,229)	(26,229)	(25,229)	(30,229)	1,100
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	112,413	100,825	89,238	77,650	66,063	53,475	135,246	109,017	82,788	56,558	31,329	-
Net Income	112,413	100,825	89,238	77,650	66,063	53,475	135,246	109,017	82,788	56,558	31,329	1,100	1,100
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	112,413	(11,588)	(11,588)	(11,588)	(11,588)	(12,588)	81,771	(26,229)	(26,229)	(26,229)	(25,229)	(30,229)	1,100
Beginning Cash Balance	-	112,413	100,825	89,238	77,650	66,063	53,475	135,246	109,017	82,788	56,558	31,329	-
ENDING CASH BALANCE	112,413	100,825	89,238	77,650	66,063	53,475	135,246	109,017	82,788	56,558	31,329	1,100	1,100

YEAR 1 BUDGET AND ASSUMPTION	LEWIS KATZ NEW RENAISSANCE BASKETBALL ACADEMY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2020 - JUNE 30, 2021						
Total Revenue	1,491,498	225,656	-	-	752,331	2,469,485	
Total Expenses	1,291,840	186,272	-	-	973,081	2,451,193	
Net Income	199,658	39,384	-	-	(220,750)	18,292	
Budgeted Student Enrollment	88	-				88	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
OTHER	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	6,994	-	-	-	33,200	40,194	
TOTAL REVENUE	1,491,498	225,656	-	-	752,331	2,469,485	

YEAR 1 BUDGET AND ASSUMPTION	LEWIS KATZ NEW RENAISSANCE BASKETBALL ACADEMY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2020 - JUNE 30, 2021						
Total Revenue	1,491,498	225,656	-	-	752,331	2,469,485	
Total Expenses	1,291,840	186,272	-	-	973,081	2,451,193	
Net Income	199,658	39,384	-	-	(220,750)	18,292	
Budgeted Student Enrollment	88	-				88	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	1,000	1,000	for board training and meeting expenses
Classroom / Teaching Supplies & Materials	10,000	-	-	-	-	10,000	\$2000 per classroom
Special Ed Supplies & Materials	-	4,224	-	-	-	4,224	\$200 per SWD
Textbooks / Workbooks	35,200	-	-	-	-	35,200	\$400 per student for curriculum materials
Supplies & Materials other	-	-	-	-	-	-	
Equipment / Furniture	25,000	-	-	-	-	25,000	Athletic equipment
Telephone	-	-	-	-	10,000	10,000	Phone/Internet
Technology	30,000	-	-	-	-	30,000	Computers
Student Testing & Assessment	6,600	-	-	-	-	6,600	\$75 per student
Field Trips	-	-	-	-	-	-	
Transportation (student)	3,520	-	-	-	-	3,520	\$40 per student
Student Services - other	3,520	-	-	-	-	3,520	One uniform per student
Office Expense	-	-	-	-	20,000	20,000	Copiers, supplies
Staff Development	-	-	-	-	16,000	16,000	\$2000 per teacher
Staff Recruitment	-	-	-	-	-	-	paid in planning year
Student Recruitment / Marketing	-	-	-	-	-	-	paid in planning year
School Meals / Lunch	-	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	
Other	-	-	-	-	15,000	15,000	Coaching Stipends
TOTAL SCHOOL OPERATIONS	113,840	4,224	-	-	62,000	180,064	
FACILITY OPERATION & MAINTENANCE							
Insurance	-	-	-	-	25,000	25,000	
Janitorial	-	-	-	-	35,000	35,000	Contracted janitorial services
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	404,131	404,131	
Repairs & Maintenance	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	5,000	5,000	Admin furniture
Security	-	-	-	-	2,000	2,000	Security technology
Utilities	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	471,131	471,131	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	25,000	25,000	
TOTAL EXPENSES	1,291,840	186,272	-	-	973,081	2,451,193	
NET INCOME	199,658	39,384	-	-	(220,750)	18,292	

YEAR 1 BUDGET AND ASSUMPTION	LEWIS KATZ NEW RENAISSANCE BASKETBALL ACADEMY CHARTER SCHOOL						DESCRIPTION OF ASSUMPTIONS
	PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
	JULY 1, 2020 - JUNE 30, 2021						
Total Revenue	1,491,498	225,656	-	-	752,331	2,469,485	
Total Expenses	1,291,840	186,272	-	-	973,081	2,451,193	
Net Income	199,658	39,384	-	-	(220,750)	18,292	
Budgeted Student Enrollment	88	-				88	
	PROGRAM SERVICES			SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: NYC CHANCELLOR'S OFFICE	88					88	
Other District 1:	-					-	
Other District 2:	-					-	
Other District 3:	-					-	
Other District 4:	-					-	
Other District 5:	-					-	
Other District 6:	-					-	
Other District 7:	-					-	
Other District 8:	-					-	
Other District 9:	-					-	
Other District 10:	-					-	
Other District 11:	-					-	
Other District 12:	-					-	
Other District 13:	-					-	
Other District 14:	-					-	
All Other School Districts	-					-	
TOTAL ENROLLMENT	88					88	
REVENUE PER PUPIL	16,949					28,062	
EXPENSES PER PUPIL	14,680					27,854	

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	LEWIS KATZ NEW RENAISSANCE BASKETBALL ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2020 - JUNE 30, 2021													
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
Total Revenue	553,565	-	440,315	3,497	328,815	-	459,965	3,497	337,815	-	342,015	-	2,469,485	
Total Expenses	181,884	189,896	201,833	201,833	201,833	201,833	237,913	201,833	201,833	201,833	201,833	226,833	2,451,193	
Net Income	371,681	(189,896)	238,482	(198,336)	126,982	(201,833)	222,052	(198,336)	135,982	(201,833)	140,182	(226,833)	18,292	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	0	0	
Beginning Cash Balance	1,100	372,781	182,885	421,367	223,030	350,012	148,179	370,231	171,895	307,877	106,044	246,226	1,100	
Ending Cash Balance	372,781	182,885	421,367	223,030	350,012	148,179	370,231	171,895	307,877	106,044	246,226	19,392	19,392	
* Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."														
REVENUE														
REVENUES FROM STATE SOURCES														
Per Pupil Revenue	Basic Tuition (2017-18)													
PRIMARY School District: NYC CHANCELLOR'S OFFICE	14,527	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	#####	1,278,376	
Other District 1:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 2:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 3:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 4:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 5:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 6:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 7:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 8:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 9:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 10:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 11:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 12:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 13:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 14:	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other School Districts' Revenue: (Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL Per Pupil Revenue (Weighted Avg.)	14,527	213,063	213,063	213,063	213,063	213,063	213,063	213,063	213,063	213,063	213,063	213,063	1,278,376	
Special Education Revenue	36,943	-	36,943	-	36,943	-	36,943	-	36,943	-	36,943	-	221,656	
Grants														
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)	-	-	90,600	-	-	-	-	-	-	-	-	-	90,600	
Other	11,454.67	-	11,454.67	-	11,454.67	-	11,454.67	-	11,454.67	-	11,454.67	-	68,728	
Other	67,355	-	67,355	-	67,355	-	67,355	-	67,355	-	67,355	-	404,131	
TOTAL REVENUE FROM STATE SOURCES	328,815	-	419,415	-	328,815	-	328,815	-	328,815	-	328,815	-	2,063,491	
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs	-	-	-	-	-	-	-	-	4,000	-	-	-	4,000	
Title I	-	-	20,900	-	-	-	20,900	-	-	-	-	-	41,800	
Title Funding - Other	-	-	-	-	-	-	-	-	5,000	-	-	-	5,000	
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Grants														
Charter School Program (CSP) Planning & Implementation	204,750	-	-	-	-	-	110,250	-	-	-	-	-	315,000	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	204,750	-	20,900	-	-	-	131,150	-	9,000	-	-	-	365,800	
LOCAL and OTHER REVENUE														
Contributions and Donations	20,000	-	-	-	-	-	-	-	-	-	-	-	20,000	
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	13,200	-	13,200	
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Text Book	-	-	-	3,497.12	-	-	-	3,497.12	-	-	-	-	6,994	
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	20,000	-	-	3,497	-	-	-	3,497	-	-	13,200	-	40,194	
TOTAL REVENUE	553,565	-	440,315	3,497	328,815	-	459,965	3,497	337,815	-	342,015	-	2,469,485	

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)	LEWIS KATZ NEW RENAISSANCE BASKETBALL ACADEMY CHARTER SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2020 - JUNE 30, 2021													
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
Total Revenue	553,565	-	440,315	3,497	328,815	-	459,965	3,497	337,815	-	342,015	-	2,469,485	
Total Expenses	181,884	189,896	201,833	201,833	201,833	201,833	237,913	201,833	201,833	201,833	201,833	226,833	2,451,193	
Net Income	371,681	(189,896)	238,482	(198,336)	126,982	(201,833)	222,052	(198,336)	135,982	(201,833)	140,182	(226,833)	18,292	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	0	0	
Beginning Cash Balance	1,100	372,781	182,885	421,367	223,030	350,012	148,179	370,231	171,895	307,877	106,044	246,226	1,100	
Ending Cash Balance	372,781	182,885	421,367	223,030	350,012	148,179	370,231	171,895	307,877	106,044	246,226	19,392	19,392	
SCHOOL OPERATIONS	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	83.33	1,000	
Board Expenses	10,000	-	-	-	-	-	-	-	-	-	-	-	10,000	
Classroom / Teaching Supplies & Materials	4,224	-	-	-	-	-	-	-	-	-	-	-	4,224	
Special Ed Supplies & Materials	21,120	-	-	-	-	-	14,080	-	-	-	-	-	35,200	
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-	
Supplies & Materials other	15,000	-	-	-	-	-	10,000	-	-	-	-	-	25,000	
Equipment / Furniture	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	10,000	
Telephone	18,000	-	-	-	-	-	12,000	-	-	-	-	-	30,000	
Technology	550.00	550.00	550.00	550.00	550.00	550.00	550.00	550.00	550.00	550.00	550.00	550.00	6,600	
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-	
Field Trips	-	-	352	352	352	352	352	352	352	352	352	352	3,520	
Transportation (student)	-	3,520	-	-	-	-	-	-	-	-	-	-	3,520	
Student Services - other	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	20,000	
Office Expense	-	-	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	1,600	16,000	
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-	
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-	
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-	
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000	
TOTAL SCHOOL OPERATIONS	71,477	6,653	6,585	6,585	6,585	6,585	42,665	6,585	6,585	6,585	6,585	6,585	180,064	
FACILITY OPERATION & MAINTENANCE	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	25,000	
Insurance	-	3,181.82	3,181.82	3,181.82	3,181.82	3,181.82	3,181.82	3,181.82	3,181.82	3,181.82	3,181.82	3,181.82	35,000	
Janitorial	33,677.60	33,677.60	33,677.60	33,677.60	33,677.60	33,677.60	33,677.60	33,677.60	33,677.60	33,677.60	33,677.60	33,677.60	404,131	
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	
Repairs & Maintenance	5,000	-	-	-	-	-	-	-	-	-	-	-	5,000	
Equipment / Furniture	2,000	-	-	-	-	-	-	-	-	-	-	-	2,000	
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	42,761	38,943	38,943	38,943	38,943	38,943	38,943	38,943	38,943	38,943	38,943	38,943	471,131	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	25,000	
TOTAL EXPENSES	181,884	189,896	201,833	201,833	201,833	201,833	237,913	201,833	201,833	201,833	201,833	226,833	2,451,193	
NET INCOME	371,681	(189,896)	238,482	(198,336)	126,982	(201,833)	222,052	(198,336)	135,982	(201,833)	140,182	(226,833)	18,292	
CASH FLOW ADJUSTMENTS	-	-	-	-	-	-	-	-	-	-	-	-	-	
OPERATING ACTIVITIES	-	-	-	-	-	-	-	-	-	-	-	-	-	
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
INVESTMENT ACTIVITIES	-	-	-	-	-	-	-	-	-	-	-	-	-	
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
FINANCING ACTIVITIES	-	-	-	-	-	-	-	-	-	-	-	-	-	
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	0	0	
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	0	0	
NET INCOME	371,681	(189,896)	238,482	(198,336)	126,982	(201,833)	222,052	(198,336)	135,982	(201,833)	140,182	(226,833)	18,292	
Beginning Cash Balance	1,100	372,781	182,885	421,367	223,030	350,012	148,179	370,231	171,895	307,877	106,044	246,226	1,100	
ENDING CASH BALANCE	372,781	182,885	421,367	223,030	350,012	148,179	370,231	171,895	307,877	106,044	246,226	19,392	19,392	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		LEWIS KATZ NEW RENAISSANCE BASKETBALL ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2020-21 THROUGH 2024-25					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		2,469,485	4,069,522	6,095,207	8,100,844	8,087,644	
Total Expenses		2,451,193	3,991,789	5,477,348	6,806,540	6,991,048	
Net Income (Before Cash Flow Adjustments)		18,292	77,732	617,859	1,294,304	1,096,595	
Budgeted Student Enrollment		88	176	264	352	352	
		Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	
		Per Pupil Revenue Percentage Increase					
		0.0%	0.0%	0.0%	0.0%	0.0%	We assume flat per pupil funding over 5 years
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	Basic Tuition (2017-18)						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	14,527	1,278,376	2,556,752	3,835,128	5,113,504	5,113,504	\$14,527 per pupil
Other District 1:	-	-	-	-	-	-	
Other District 2:	-	-	-	-	-	-	
Other District 3:	-	-	-	-	-	-	
Other District 4:	-	-	-	-	-	-	
Other District 5:	-	-	-	-	-	-	
Other District 6:	-	-	-	-	-	-	
Other District 7:	-	-	-	-	-	-	
Other District 8:	-	-	-	-	-	-	
Other District 9:	-	-	-	-	-	-	
Other District 10:	-	-	-	-	-	-	
Other District 11:	-	-	-	-	-	-	
Other District 12:	-	-	-	-	-	-	
Other District 13:	-	-	-	-	-	-	
Other District 14:	-	-	-	-	-	-	
Other School Districts' Revenue:	(Weighted Avg.) -	-	-	-	-	-	
TOTAL Per Pupil Revenue	(Weighted Avg.) 14,527	1,278,376	2,556,752	3,835,128	5,113,504	5,113,504	
Special Education Revenue		221,656	424,263	645,919	848,526	848,526	Assumes 16% receive 20-60% services @ \$10,390 per student and 4% receive 60%+ services @ \$19,049 per student
Grants							
Stimulus		-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		90,600	-	-	-	-	
Other		68,728	137,456	206,184	274,912	274,912	additional \$781 per pupil to bring total per pupil to \$15,308, which is 2018-19 per pupil
Other		404,131	808,262	1,212,394	1,616,525	1,616,525	30% of per pupil for rental assistance
TOTAL REVENUE FROM STATE SOURCES		2,063,491	3,926,733	5,899,625	7,853,467	7,853,467	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		4,000	7,000	11,000	14,000	14,000	Assumes 4% of students get 60%+ services @ \$1000 per students
Title I		41,800	83,600	125,400	167,200	167,200	Assumes 95% eligible for FRL @ \$500 per student
Title Funding - Other		5,000	5,000	5,000	5,000	5,000	Assumes \$5000 for Title II funding
School Food Service (Free Lunch)		-	-	-	-	-	
Grants							
Charter School Program (CSP) Planning & Implementation		315,000	-	-	-	-	\$235,000 during Planning Year for total of \$550,000
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		365,800	95,600	141,400	186,200	186,200	
LOCAL and OTHER REVENUE							
Contributions and Donations		20,000	20,000	20,000	20,000	20,000	Assumes \$20k annual fundraising
Fundraising		-	-	-	-	-	
Erate Reimbursement		13,200	13,200	13,200	13,200	-	Assumes \$150 per new student for technology infrastructure
Earnings on Investments		-	-	-	-	-	
Interest Income		-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	
Text Book		6,994	13,988.48	20,982.72	27,976.96	27,976.96	Per student: NYSTL - \$58.25; NYSSL - \$14.98 - NYSLIB: \$6.25
OTHER		-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		40,194	47,188	54,183	61,177	47,977	
TOTAL REVENUE		2,469,485	4,069,522	6,095,207	8,100,844	8,087,644	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		LEWIS KATZ NEW RENAISSANCE BASKETBALL ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2020-21 THROUGH 2024-25					*NOTE: State assumptions that are being made in the section provided below.
Total Revenue		2,469,485	4,069,522	6,095,207	8,100,844	8,087,644	
Total Expenses		2,451,193	3,991,789	5,477,348	6,806,540	6,991,048	
Net Income (Before Cash Flow Adjustments)		18,292	77,732	617,859	1,294,304	1,096,595	
Budgeted Student Enrollment		88	176	264	352	352	
		Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		Year 1 No. of Positions					NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.
Executive Management	1.00	120,000	123,600	127,308	131,127	135,061	Head of School
Instructional Management	1.00	90,000	92,700	95,481	98,345	101,296	Academic Director
Deans, Directors & Coordinators	2.00	170,000	175,100	265,353	273,314	281,513	Year 1: Director of Student Support & Athletic Director; Year 3: College & Career Coordinator
CFO / Director of Finance	-	-	-	-	-	-	
Operation / Business Manager	1.00	90,000	92,700	95,481	98,345	101,296	Director of Operations
Administrative Staff	1.00	30,000	30,900	61,827	63,682	65,592	Year 1-2: 1 Office Manager; Year 3: 1 Office Clerk
TOTAL ADMINISTRATIVE STAFF	6.00	500,000	515,000	645,450	664,814	684,758	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	4.00	280,000	568,400	865,452	1,171,416	1,206,558	4 core teachers per grade
Teachers - SPED	2.00	140,000	284,200	362,726	443,608	456,916	Year 1: 2 teachers; Year 2: 4 teachers; Year 3: 5 teachers; Year 4-5: 6 teachers
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	2.00	140,000	284,200	432,726	585,708	603,279	1 PE and 1 Elective Teacher per grade
Aides	2.00	60,000	121,800	155,454	190,118	195,821	Year 1: 2 aides Year 2: 4 aides Year 3: 5 aides Year 4-5: 6 aides
Therapists & Counselors	1.00	60,000	121,800	185,454	251,018	258,548	1 counselor per grade
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	11.00	680,000	1,380,400	2,001,812	2,641,866	2,721,122	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	1.00	50,000	51,500	53,045	54,636	56,275	1 Staff Nurse
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	1.00	40,000	41,200	42,436	43,709	45,020	1 Security Officer
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	2.00	90,000	92,700	95,481	98,345	101,296	
SUBTOTAL PERSONNEL SERVICE COSTS	19.00	1,270,000	1,988,100	2,742,743	3,405,025	3,507,176	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		152,400	238,572	329,129	408,603	420,861	12% of salary for taxes
Fringe / Employee Benefits		152,400	238,572	329,129	408,603	420,861	12% of salary for benefits
Retirement / Pension		-	99,405	137,137	170,251	175,359	5% salary match for 403b retirement fund begins Year 2
TOTAL PAYROLL TAXES AND BENEFITS		304,800	576,549	795,395	987,457	1,017,081	
TOTAL PERSONNEL SERVICE COSTS	19.00	1,574,800	2,564,649	3,538,138	4,392,483	4,524,257	
CONTRACTED SERVICES							
Accounting / Audit		140,000	144,200	148,526	152,982	157,571	\$120,000 for CSBM; \$20,000 for annual audit
Legal		6,000	6,180	6,365	6,556	6,753	
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		4,750	7,500	10,250	12,500	12,500	\$250 per FTE
Special Ed Services		8,448	21,120	31,680	42,240	42,240	Contracted services, e.g., Speech/OT/PT
Titlement Services (i.e. Title I)		-	-	-	-	-	
Other Purchased / Professional / Consulting		41,000	49,200	59,040	70,848	85,018	increasing amounts for PD, \$15k for IT; \$4k for NYCCSC Sped Collaborative; \$4k for E-rate consulting; \$3k for retirement admin services
TOTAL CONTRACTED SERVICES		200,198	228,200	255,861	285,126	304,082	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		LEWIS KATZ NEW RENAISSANCE BASKETBALL ACADEMY CHARTER SCHOOL					DESCRIPTION OF ASSUMPTIONS
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.		PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2020-21 THROUGH 2024-25					*NOTE: State assumptions that are being made in the section provided below.
		Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	
Total Revenue		2,469,485	4,069,522	6,095,207	8,100,844	8,087,644	
Total Expenses		2,451,193	3,991,789	5,477,348	6,806,540	6,991,048	
Net Income (Before Cash Flow Adjustments)		18,292	77,732	617,859	1,294,304	1,096,595	
Budgeted Student Enrollment		88	176	264	352	352	
		Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	
SCHOOL OPERATIONS							
Board Expenses		1,000	1,000	1,000	1,000	1,000	
Classroom / Teaching Supplies & Materials		10,000	10,000	10,000	10,000	10,000	
Special Ed Supplies & Materials		4,224	8,448	12,672	16,896	16,896	
Textbooks / Workbooks		35,200	35,200	35,200	35,200	35,200	
Supplies & Materials other		-	-	-	-	-	
Equipment / Furniture		25,000	50,000	40,000	40,000	40,000	
Telephone		10,000	11,000	12,100	13,310	14,641	10% increase per year
Technology		30,000	60,000	80,000	80,000	80,000	Computers, Video Suites, Broadcast Equipment
Student Testing & Assessment		6,600	13,200	19,800	26,400	26,400	
Field Trips		-	-	-	-	-	
Transportation (student)		3,520	7,040	10,560	14,080	14,080	\$40 per student
Student Services - other		3,520	7,040	10,560	14,080	14,080	\$40 per student per year for uniform
Office Expense		20,000	25,000	30,000	35,000	40,000	
Staff Development		16,000	32,000	48,000	64,000	80,000	
Staff Recruitment		-	-	-	-	-	
Student Recruitment / Marketing		-	4,000	3,000	3,000	3,000	
School Meals / Lunch		-	-	-	-	-	
Travel (Staff)		-	-	-	-	-	
Fundraising		-	-	-	-	-	
Other		15,000	30,000	45,000	60,000	60,000	coaching stipends
TOTAL SCHOOL OPERATIONS		180,064	293,928	357,892	412,966	435,297	
FACILITY OPERATION & MAINTENANCE							
Insurance		25,000	26,250	27,563	28,941	30,388	assumes 5% increase per year
Janitorial		35,000	45,000	60,000	70,000	80,000	
Building and Land Rent / Lease / Facility Finance Interest		404,131	808,262	1,212,394	1,616,525	1,616,525	
Repairs & Maintenance		-	-	-	-	-	
Equipment / Furniture		5,000	-	-	-	-	
Security		2,000	500	500	500	500	Security technology
Utilities		-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE		471,131	880,012	1,300,456	1,715,965	1,727,412	
DEPRECIATION & AMORTIZATION							
		-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY							
		25,000	25,000	25,000	-	-	\$75,000 in escrow for dissolution fund
TOTAL EXPENSES		2,451,193	3,991,789	5,477,348	6,806,540	6,991,048	
NET INCOME		18,292	77,732	617,859	1,294,304	1,096,595	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	LEWIS KATZ NEW RENAISSANCE BASKETBALL ACADEMY CHARTER SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2020-21 THROUGH 2024-25					DESCRIPTION OF ASSUMPTIONS
<i>*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.</i>						<i>*NOTE: State assumptions that are being made in the section provided below.</i>
Total Revenue	2,469,485	4,069,522	6,095,207	8,100,844	8,087,644	
Total Expenses	2,451,193	3,991,789	5,477,348	6,806,540	6,991,048	
Net Income (Before Cash Flow Adjustments)	18,292	77,732	617,859	1,294,304	1,096,595	
Budgeted Student Enrollment	88	176	264	352	352	
	Year 1 2020-21	Year 2 2021-22	Year 3 2022-23	Year 4 2023-24	Year 5 2024-25	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	88	176	264	352	352	
Other District 1:	-	-	-	-	-	
Other District 2:	-	-	-	-	-	
Other District 3:	-	-	-	-	-	
Other District 4:	-	-	-	-	-	
Other District 5:	-	-	-	-	-	
Other District 6:	-	-	-	-	-	
Other District 7:	-	-	-	-	-	
Other District 8:	-	-	-	-	-	
Other District 9:	-	-	-	-	-	
Other District 10:	-	-	-	-	-	
Other District 11:	-	-	-	-	-	
Other District 12:	-	-	-	-	-	
Other District 13:	-	-	-	-	-	
Other District 14:	-	-	-	-	-	
All Other School Districts	-	-	-	-	-	
TOTAL ENROLLMENT	88	176	264	352	352	
REVENUE PER PUPIL	28,062	23,122	23,088	23,014	22,976	
EXPENSES PER PUPIL	27,854	22,681	20,748	19,337	19,861	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	0	-	-	-	-	
Total Financing Activities	0	-	-	-	-	
Total Cash Flow Adjustments	0	-	-	-	-	
NET INCOME	18,292	77,732	617,859	1,294,304	1,096,595	
Beginning Cash Balance	1,100	19,392	97,125	714,984	2,009,288	
ENDING CASH BALANCE	19,392	97,125	714,984	2,009,288	3,105,883	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2020-21)	88	14,527	1,278,376	785,115	2,063,491	24,300,000,000	0.008%
Year 2 (2021-22)	176	14,527	2,556,752	1,369,981	3,926,733	24,300,000,000	0.016%
Year 3 (2022-23)	264	14,527	3,835,128	2,064,497	5,899,625	24,300,000,000	0.024%
Year 4 (2023-24)	352	14,527	5,113,504	2,739,963	7,853,467	24,300,000,000	0.032%
Year 5 (2024-25)	352	14,527	5,113,504	2,739,963	7,853,467	24,300,000,000	0.032%
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:			http://schools.nyc.gov/aboutus/funding/overview/default.htm				
OTHER NOTES:							

Second Largest Enrollment District: N/A							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Select from drop-down list → School District	Projected Impact (% of District's Total Budget)
Year 1 (2020-21)	-	-	-	-	-	-	#DIV/0!
Year 2 (2021-22)	-	-	-	-	-	-	#DIV/0!
Year 3 (2022-23)	-	-	-	-	-	-	#DIV/0!
Year 4 (2023-24)	-	-	-	-	-	-	#DIV/0!
Year 5 (2024-25)	-	-	-	-	-	-	#DIV/0!
DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:							
OTHER NOTES:							

Request not applicable

Request not applicable

Task	Start	Complete	Responsibility
CURRICULUM			
Collect and review New York State Common Core and other state, national and international standards	Jul-19	Feb-20	HOS
Collect and review New Visions scope and sequences, pacing guides, and unit plans	Jul-19	Feb-20	HOS
Collect and review Regents, IB, ACT, SAT, AP and other college prep exams	Jul-19	Feb-20	HOS
Research commercial curriculum materials	Jul-19	Apr-20	HOS
Order sample materials	Jan-20	Mar-20	HOS
Select and order curriculum materials	Jan-20	Aug-20	HOS, AD
Develop scope and sequences and unit plans for each 9 th grade course	Jun-20	Aug-20	AD
Develop Basketball 101: Career Pathways course	Jan-20	Aug-20	HOS, AD
Establish lesson plan templates	Mar-20	Jul-20	AD
Create lessons for first unit	Aug-20	Aug-20	AD
Identify and purchase intervention programs	Mar-20	Jul-20	HOS, AD
FACILITIES			
Secure legal counsel	Jan-19	Sep-19	BOT
Develop architectural drawings	Jan-19	Apr-19	BOT
Negotiate and sign lease	Mar-19	Apr-19	BOT
Create leasehold improvement timeline	May-19	Jun-19	BOT
Monitor renovations	Jul-19	May-20	BOT, HOS
Install food service equipment	Jun-20	Jul-20	DO
Secure certificate of occupancy	Mar-20	May-20	DO
Obtain authorizer approval	Jul-20	Aug-20	DO
Establish security protocols	Jul-20	Aug-20	DO
Conduct alarm checks	Aug-20	Aug-20	DO
Install AED equipment	Jul-20	Aug-20	DO
Set up classrooms	Aug-20	Aug-20	AD, DSS
Set up athletic spaces	Jul-20	Jul-20	AthD
ENROLLMENT			
Develop marketing materials	Jan-20	Feb-20	HOS
Develop application	Jan-20	Jan-20	HOS
Translate materials and applications	Jan-20	Feb-20	DO
Disseminate materials to ally organizations	Jan-20	Mar-20	DO
Join common application	Jan-20	Jan-20	DO
Canvas neighborhoods	Jan-20	Mar-20	HOS
Meet with local middle school counselors	Jan-20	Mar-20	HOS
Hold open houses	Jan-20	Mar-20	HOS
Set lottery date	Jan-20	Jan-20	DO
Identify and secure lottery location	Jan-20	Feb-20	DO
Hold lottery	Apr-20	Apr-20	HOS
Submit transportation list	Apr-20	Apr-20	DO
Create enrollment forms	Mar-20	Apr-20	DO
Mail admissions and waitlist letters	Apr-20	Apr-20	DO
Hold orientation meetings with admitted families	Apr-20	Jun-20	HOS
Collect enrollment forms	Apr-20	Jul-20	DO
Contact families that have not responded or have incomplete forms	May-20	Aug-20	DO
Submit rosters via ATS	Aug-20	Aug-20	DO
SCHOOL LEADER HIRING			
Appoint hiring committee	Dec-18	Jan-19	BOT
Finalize job descriptions	Jan-19	Feb-19	BOT
Post job openings	Feb-19	Apr-19	BOT
Screen resumes	Feb-19	Apr-19	BOT
Conduct phone interviews	Feb-19	Apr-19	BOT
Conduct in-person interviews	Feb-19	May-19	BOT
Review writing samples	Mar-19	May-19	BOT
Conduct reference checks	Mar-19	May-19	BOT
Conduct interview with three finalists	Mar-19	May-19	BOT
Make job offers	Mar-19	May-19	BOT
Secure signed offer letter	May-19	May-19	BOT
STAFF HIRING			
Finalize job descriptions	Jan-20	Feb-20	HOS
Post job openings	Feb-20	Jun-20	DO

Screen resumes	Feb-20	Jun-20	HOS, DO
Conduct phone interviews	Feb-20	Jun-20	HOS, DO
Conduct demonstration lessons	Feb-20	Jun-20	HOS
Contact references	Feb-20	Jun-20	HOS, DO
Screen social media	Feb-20	Jun-20	DO
Conduct background checks	Feb-20	Aug-20	DO
Make job offers	Feb-20	Aug-20	HOS
Secure signed offer letters	Feb-20	Aug-20	DO
Draft and finalize Staff Handbook	Jan-20	May-20	HOS
Secure insurance plans	Feb-20	Mar-20	DO
Establish direct deposit system	Mar-20	Apr-20	DO
Establish 403(b) plans	Mar-20	May-20	DO
TECHNOLOGY			
Create and approve technology plan	Jul-19	Dec-19	HOS
Install ATS	Jun-20	Aug-20	DO
Create RFP for equipment and installation	Jan-20	Mar-20	DO
Solicit bids for technology services	Jan-20	Mar-20	DO
Purchase and/or lease equipment	Apr-20	Aug-20	DO
Develop asset tracking system	Apr-20	Apr-20	DO
Develop terms of use policy	May-20	Jun-20	DO
Install infrastructure (e.g., wireless network)	May-20	Aug-20	DO
Map website design	Mar-20	May-20	DO
Secure Internet provider	Mar-20	May-20	DO
Install software	Jun-20	Aug-20	DO
Establish user accounts	Jun-20	Jun-20	DO
Conduct orientations for staff	Jun-20	Aug-20	DO
FINANCE			
Secure federal ID	Jan-19	Mar-19	BOT
Secure 501(c)3 status	Jan-19	Mar-19	BOT
Create chart of accounts	Jul-19	Aug-19	HOS
Establish bank accounts	Jul-19	Aug-19	HOS
Draft and approval Financial Policies and Procedures	Jul-19	Dec-19	HOS
Hire payroll company	Jul-19	Jul-19	HOS
Set up accounting system	Jul-19	Sep-19	
Create and adopt development plan	Jan-19	Mar-19	BOT
Establish 403(b) accounts	Mar-19	Jun-20	DO
Develop asset tracking system	Mar-20	Jun-20	DO
Develop receipt tracking system	Mar-20	Jun-20	DO
Create reporting calendar	Jan-20	Jan-20	DO
Research and select audit firm	Jan-20	May-20	DO
PROFESSIONAL DEVELOPMENT			
Create annual PD plan	Mar-20	Jul-20	HOS
Coordinate PD options with New Visions	Mar-20	Jul-20	HOS
Research PD providers	Jan-20	May-20	HOS
Select PD providers	Mar-20	Jul-20	HOS
Identify orientation topics	May-20	Jul-20	HOS, DO
Create summer orientation agenda	Jun-20	Jul-20	HOS
Develop orientation materials	Jun-20	Jul-20	HOS, DO
Create observation and feedback protocols and forms	Jun-20	Aug-20	AD
Develop protocol for looking at student work	Jun-20	Aug-20	AD
Create grade team/department meeting protocols	Jun-20	Aug-20	AD
Conduct staff orientation	Aug-20	Aug-20	HOS, AD, DO
Conduct staff needs assessment	Aug-20	Aug-20	HOS, AD, DO
GOVERNANCE			
Negotiate and sign charter agreement	Jan-19	Jan-19	BOT
Adopt by-laws	Jan-19	Jan-19	BOT
Elect officers	Jan-19	Jan-19	BOT
Appoint committee chairs	Jan-19	Jan-19	BOT
Set annual board meeting calendar	Jan-19	Jan-19	BOT
Adopt school policies	Jul-19	Aug-20	BOT
Create meeting agendas	Jan-19	ongoing	BOT

Draft and disseminate minutes	Feb-19	ongoing	BOT
Recruit additional members (as needed)	Jan-19	ongoing	BOT
Orient new members	Jan-19	ongoing	BOT
Create board development plan	Feb-19	Apr-20	BOT
Establish annual school goals	Jan-20	May-20	BOT, HOS
Adopt annual budget	Feb-19	Jun-19	BOT
Establish leader evaluation process	Feb-19	Jun-19	BOT
LEARNING ENVIRONMENT			
Create building and classroom norms	Jul-20	Aug-19	AD, DSS
Finalize code of conduct	Mar-20	Aug-20	HOS
Draft and finalize Family Handbook	Mar-20	Aug-20	HOS
Develop referral protocol and forms	Jun-20	Aug-20	AD, DSS
Plan and conduct parent orientation	Jul-20	Aug-20	HOS
Plan and conduct student orientation	Jul-20	Aug-20	HOS
Create parent communication plan	May-20	Aug-20	HOS
Plan and implement parent organization	Jul-20	Aug-20	HOS
ASSESSMENT AND DATA			
Develop plan for common assessments (diagnostic, formative, benchmark, summative)	Jan-20	Aug-20	HOS
Collect assessment exemplars and items	Jan-20	Aug-20	HOS
Develop calendar for grading and assessment cycles	Apr-20	Aug-20	HOS
Develop grading policy	Jun-20	Aug-20	AD
Develop protocols for data meetings	Jul-20	Aug-20	AD
Purchase standardized assessments	May-20	Aug-20	AD
Install data system	Jun-20	Aug-20	DO
Train staff on data system	Aug-20	Aug-20	AD
INTERVENTION			
Develop RTI and academic coaching process	May-20	Aug-20	DSS
Develop progress monitoring system	Jun-20	Aug-20	DSS
Create intervention resource and strategy library for teachers	May-20	Aug-20	AD, DSS
Develop Child Study Team referral process and protocols	Jul-20	Aug-20	DSS
Obtain IEPs	May-20	Aug-20	DSS, DO
Meet with CSE to review IEPs and placement options	Jun-20	Aug-20	DSS
Revise IEPs as necessary	Jun-20	Aug-20	DSS
Create IEP summaries for teachers	Jul-20	Aug-20	DSS
Conduct home language surveys	Jun-20	Aug-20	DSS
Administer NYSITELL	Jul-20	Aug-20	DSS
Train teachers on intervention strategies resources	Aug-20	Aug-20	DSS
Develop tutoring program	Mar-20	Aug-20	AD, DSS
Identify students likely in need of interventions	Aug-20	Aug-20	AD, DSS
OPERATIONS			
Purchase or lease office equipment and furniture	Mar-20	Jun-20	DO
Install office equipment	Mar-20	Aug-20	DO
Create record-keeping systems	Mar-20	Jul-20	DO
Establish FERPA protocols	Mar-20	Jun-20	DO
Create attendance system	Jun-20	Aug-20	DO
Negotiate agreement with Red Rabbit	Jan-20	Mar-20	DO
Establish food service procedures	Apr-20	Aug-20	DO
Establish relationship with Office of Pupil Transportation and Office of School Food and Nutrition Services	May-20	Jun-20	DO
Obtain metro-cards	Jul-20	Aug-20	DO
Create reception protocols	Mar-20	May-20	HOS
Draft and adopt school safety plan	Apr-20	Jun-20	DO
Establish fire drill procedures	Jun-20	Aug-20	DO
Establish lock down procedures	Jun-20	Aug-20	DO

Request not applicable

Request not applicable