



Charter Schools Institute

The State University of New York

Proposal Transmittal Form

1. School Information

Proposed Name of Charter School

Proposed Location (School District or CSD & Region for NYC)

Enter Planned Enrollment & Grades	Grades Served	Proposed Enrollment
Year 1	9	150
Year 2	9-10	200
Year 3	9-11	250
Year 4	9-12	250
Year 5	9-12	250

Desired School Opening Date Desired Initial Charter Term

2. Proposed Affiliations

Educational Service Provider or Management Company (if any)

Public Contact Info (Name & Phone #)

Partner Organization (if any)

Public Contact Info (Name & Phone #)

3. Lead Applicant Contact Information

Lead Applicant Name

Mailing Address

City State Zip Code

E-Mail Address Home Phone #

Cell Phone # Office Phone # Office Fax #

Lead Applicant Media/Public Contact Phone # (required)

Lead Applicant Signature Digitally signed by Jeffrey Li
DN: cn=Jeffrey Li, o=CS,
email=jeffli@stanfordalumni.org, c=US
Date: 2011.01.13 13:09:54 -0500

Submit Completed Proposal to:
Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

Note: Authenticated Digital Signatures accepted. If a handwritten signature is used, at least one copy of the submitted proposal must bear an original (e.g., not photocopied) signature. 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 of 1998 (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Phone: (518) 433-8277
Fax: (518) 427-6510
Web: www.newyorkcharters.org

FOR OFFICIAL USE ONLY: Received By: Date Received



Charter Schools Institute

The State University of New York

Proposal Summary Form

1. Charter School Name

ROADS Charter School I

2. Charter School Location

NYC Brooklyn; CSD 17

3. Anticipated Opening Date

Sep 7, 2011

4. Management Organization Name (if applicable)

Not applicable

5. Other Partner Organization(s) (if applicable)

Not applicable

6. Student Population and Grades Served

	School Year	Grades Served	Total Enrollment
Year 1	2011-2012	9	150
Year 5	2016-2017	9-12	250

7. Applicant(s)

	Name	Bio
X	Jeffrey Wen Li	<p>Jeff Li currently serves as Executive Director of Teach For America - New York, where he is responsible for ensuring the effectiveness of corps members, growing a diverse and sustainable funding base, raising community awareness and support, and shaping the overall vision for the region. A graduate of Stanford University, Jeff began his professional career as a management consultant for The Boston Consulting Group. Later he joined Teach For America as a corps member in New York, where he achieved significant academic gains teaching third grade in a public school in the South Bronx while earning a M.S. in Childhood Education at the Bank Street College of Education. Before assuming his current role, Jeff also served as a founding math teacher and co-principal of a high-performing KIPP charter school in New York City, where he was awarded the 2008 American Star of Teaching award for New York State by the U.S. Department of Education.</p>

Add New Applicant

8. Proposed Board of Trustees

	Name	Bio
X	Richard Barth	President/CEO, KIPP Foundation
X	Jemina Bernard	Vice President of Regional Operations, Teach For America
X	Richard R. Buery, Jr.	President/CEO, Children’s Aid Society
X	James Forman, Jr.	Professor of Law, Georgetown University
X	Marguerite Roza	Senior Scholar, Center on Reinventing Public Education
X	Kim Smith	CEO, Bellwether Education Partners
X	William J. Snipes	Partner, Sullivan and Cromwell

Add New Trustee

9. Overview of the Proposed Program

Overview and Need

The nation faces an educational crisis in preparing all students for success in an increasingly flat and fast changing global economy. Nowhere is this challenge starker than in meeting the needs of disconnected youth aged 16-24, who have not been well-served by the traditional school system. A myriad of factors, such as impersonal learning environments, lack of relevance, and an inability to match instruction to individual learning styles have produced consistently dismal student outcomes and condemned students who fall behind to high drop-out rates and few tangible options. Facing a dizzying array of obstacles, from substance abuse to incarceration, too many of these students unwittingly travel the path toward “jail or retail,” and this is unacceptable.

While a few promising options do exist, none have effectively addressed the problem at scale. The economic and societal impacts are profound and the cost of the collective failure to address this challenge too great. ROADS Charter School strongly believes that it is possible for these students to achieve at higher levels if they are afforded more viable school options. The solution, however, does not involve tinkering around the edges. A radically different approach is needed.

Rather than simply replicating unsuccessful school experiences on a smaller scale, ROADS advocates rethinking the entire education experience from the ground up. The School will offer small, highly-customized and non-traditional learning environments with rigorous, core academic skills, exemplary youth development practices, and real-life learning opportunities.

Mission

The mission of ROADS (“Reinventing Options for Adolescents who Deserve Success”) Charter School is to ensure that disconnected youth, overage and under-credited students aged 15-17 in New York City graduate from high school prepared to excel in their academic, professional, and personal lives. Our “second-chance” high schools offer customized and rigorous curricula, socio-emotional support, and work-based experiences to foster student engagement and accelerate student progress.

Unique Elements of the ROADS Model

The concept for ROADS Charter School is straightforward. It will take best-in-class practices from high schools with high student achievement, from youth development programs with a track record of producing game-changing life outcomes for youth who have faced challenges, and from work-force initiatives with exemplary rates of those who complete the program accessing career-path options and put them in action in schools. ROADS Charter School is unique in several ways:

Element 1: Competency-based assessment and progression to college and career readiness: Students will reach and track progress based on competence and skill acquisition, rather than simply against seat time requirements.

Element 2: Emphasis on Literacy and Numeracy: It is impossible for students to successfully master academic content without the ability to perform basic literacy and math skills to comprehend the texts they read, make connection between ideas, make inferences, draw conclusions, and support their ideas with meaningful evidence.

Element 3: Customization and integration of technology: Consistent with the educational model, students will progress according to highly individualized and customized systems, led by innovative uses of technology, including the use of an ILP for every student.

Element 4: Job readiness skills: Through varying work experiences, students will apply academic skills and begin to understand how vital academic competency is in a 21st Century workplace environment.

Element 5: Socio-emotional supports: Recognizing how vital a supportive environment is for all students and especially for disconnected youth to thrive, ROADS will work relentlessly to create a positive culture where students feel valued, encouraged, and empowered.

Element 6: Extended time: Students will progress through three Development Phases that maximize academic progress and learning time. An extended school day and year provides the equivalent of nearly 300 instructional days each school year.

Element 7: Human capital strategy: ROADS has designed a model that capitalizes on many “caring adults,” including well-paid, carefully trained teachers who play multiple functions; AmeriCorps members; Social Work interns; and outside mentors. ROADS Charter School also serves as a training laboratory for professionals dedicated to serving over-age, under-credited students.

ROADS Charter School aspires to dramatically improve student achievement for at-risk students in New York City by creating a learning environment specifically designed for them. Drawing on extensive national research and District 79’s years of deep experience working with this population, our model rests on five core beliefs about working with disconnected youth:

1. Our students are capable learners and leaders regardless of the challenges and setbacks they may have faced. All of our students can learn to read, write, think, and speak at high levels, and all deserve rigorous educational experiences to prepare them for future success. Our students are among the most entrepreneurial, creative, and leadership-oriented in the school system. We help students channel their innate abilities and hard-fought life lessons toward positive, tangible outcomes that match their interests, preferences, and passions.
2. We expect all of our students to succeed academically. We unwaveringly commit to setting and maintaining high expectations for our students’ academic excellence. While achieving success may require innovative approaches, we fundamentally believe that our students can reach the highest standards of academic competency.
3. Customization and individualization is critical for our students. Most students report “not being known” as a chief reason for dropping out of school. To successfully reengage students, we must first understand where these students are both academically and personally and then meet their individual needs with a tailored program supported by an Individual Life Plan (ILP). Customization is especially important for students who need to accelerate learning and make rapid progress.
4. Our model must simultaneously and seamlessly integrate academic rigor, job readiness skills,

and socio-emotional supports. Some students “disconnect” from school because they are struggling academically, either because of their own learning challenges and/or because their previous school failed to reach them. Others disconnect due to challenges with the law, addiction, homelessness, family hardship, or early pregnancy. Still others disconnect because of financial constraints. Because many face multiple “risk factors,” it is vital that we support their academic skill development with robust socio-emotional and career supports.

5. Our learning environment has to be engaging, relevant, empowering, and feel radically different from students’ previous school experiences. School must feel relevant to students. Rather than replicate previously unsuccessful school experiences on a more intimate scale, we strive to build a school culture that engages and empowers students by connecting academic work to relevant, real-life environments.

Focus on Results

Unlike many other programs and schools that serve “alternative” populations, we do not seek alternative outcomes or measures for our students; we want them to achieve academic excellence and graduate prepared for college and beyond. ROADS will adhere to a strict Accountability Plan, which SUNY Board members can rely on to chart the school’s effectiveness. Every “ROADS Scholar” will:

- Earn at least 44 high school credits, pass at least five core content Regents exams, and receive a high school diploma;
- Demonstrate at least two years of academic progress for each year enrolled in school, based on best-in-class literacy and numeracy assessments;
- Design, complete, and defend a culminating “Capstone Project”;
- Benefit from a meaningful adult mentorship, participate in job shadowing opportunities, receive job readiness certifications, and complete internships;
- Visit colleges, submit applications, and receive at least one college acceptance letter; and
- Develop and maintain an online Individual Life Plan (ILP), which details life goals, personal strengths, potential obstacles, and specific strategies to overcome them.

Organizational Structure

ROADS Charter School is seeking to open in Fall 2011 in the Brooklyn (CSD 17) and will have one Principal, who will drive the academic vision and be overseen by a Board of Trustees. The Principal’s staff will consist of: a Director of Finance and Operations; Guidance Counselor(s); three Lead Teachers (focusing, respectively, on: curriculum, real-world and special education); Teachers (math/literacy specialists and experienced practitioners); AmeriCorps members; and light administrative staff. ROADS Charter School will benefit from a unique partnership with District 79, which has served as a founding partner of the concept in response to a challenge from Chancellor Joel Klein. The partnership with District 79 will facilitate referral of students, sharing of best practices, and collaboration regarding strategies to measure results.

Statutory Purpose

ROADS Charter School satisfies at least the following stated purposes of the charter legislation: Increased Learning Opportunities for “At-risk” Students; Innovative Instructional Methods; Professional Opportunities for Teachers; and Expanded Choice for Students and Families.

Conclusion

Each year, nearly 140,000 young people in New York City become over-age and under-credited, making a high school diploma all but impossible. Half remain connected to the school system with a 15% likelihood of graduating, and the other half are entirely disconnected from the education system with less than a 5% chance of obtaining even a GED.

Faced with a number of obstacles interfering with their academic and personal achievement, these students would greatly benefit from an opportunity to limit the negative externalities that tend to impede their success. ROADS seeks to offer a second chance with an increased likelihood to succeed both in and out school.

Attachment 1: Applicants and Founding Group

(a) *Applicant Information*

Provide a brief description of the applicant(s) -- relevant background and experience, including whether they are a parent, teacher, administrator and/or community resident.

Applicant Name

Jeffrey Wen Li (community resident)

Contact Information

Home

[REDACTED]
New York, NY 10038
[REDACTED]

Office:

Assurance that the applicant is, at least, 18 years of age

The applicant is at least 18 years of age.

Additional Applicant(s)

There is not more than one applicant.

Background Information on Applicant

In his current role as Executive Director of Teach For America - New York, Jeff is responsible for maximizing Teach For America's impact in New York by ensuring the effectiveness of corps members and alumni as a force for immediate and long-term change, growing a diverse and sustainable funding base, and raising community awareness and support. Jeff shapes the overall vision for the region, sets the region's overarching goals and strategies, and supports the team to drive effectively toward these goals.

A graduate of Stanford University, Jeff Li began his professional career as a management consultant for The Boston Consulting Group in 1998. While at BCG, Jeff worked in a wide variety of industries to provide strategic consultancy services to Fortune 500 companies.

Jeff then joined Teach For America in 2003 as a corps member in New York, where he achieved significant academic gains teaching third grade in a public school in the South Bronx while earning a M.S. in Childhood Education at the Bank Street College of Education.

After his two-year corps commitment, Jeff continued to work in education and served as a founding math teacher of a high-performing KIPP charter school in New York City. In the school's first year, his fifth grade students moved from

Attachment 1: Applicants and Founding Group

the 48th to the 94th percentile in math achievement, as measured by the nationally-normed Stanford 10 exam. In his last year of teaching, 100 percent of Jeff's seventh grade students scored proficient (40 percent) or advanced (60 percent) on the New York State mathematics exam, compared to 55 percent in the district. In recognition of these and other achievements, Jeff was awarded the 2008 American Star of Teaching award for New York State by the U.S. Department of Education. In addition to teaching, Jeff also served as Co-Principal during the school's fourth year.

While at KIPP, Jeff saw firsthand that the charter framework was a powerful tool for creating school environments that could dramatically increase student achievement, particularly for underserved, under-performing student populations. And yet he also saw that students most in need of rigorous, high-quality educational efforts—over-aged students with few credits, often with learning disabilities or disconnected from the school system—were served by charter schools all too infrequently. Motivated by a desire to change this pattern, Jeff committed to help design a charter school specifically for disconnected youth.

As Lead Applicant for the ROADS Charter School, Jeff is applying individually, and not in connection with Teach For America. Teach For America is not a partner and will not play a role in staffing the School.

Please refer to resume on the next page for additional detail.

Attachment 1: Applicants and Founding Group

Jeff Li

[REDACTED] New York, New York [REDACTED] [REDACTED]

EDUCATION

Bank Street College of Education, New York, NY.

2003-2006.

- M.S. Ed. in Childhood Education. Cumulative GPA: 3.9.
- Permanent Teacher Certification for New York State.

Stanford University, Stanford, CA.

1994-1998.

- B.A. Economics, with Distinction; secondary major in International Relations. Cumulative GPA: 3.9.
- Oxford University, Stanford-in-Oxford program, 1996-1997.

WORK EXPERIENCE

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Attachment 1: Applicants and Founding Group

(b) *Founding Group Members*

Use the following table to list the active members of the founding group (including the applicants) who developed this proposal. Include a brief description of their relevant experience or skills, their role in the group or contributions to the proposal, and their proposed role, if any, in the school if it is approved, e.g., school leader, teacher, board member, service provider, etc.

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
Jeff Li, Executive Director, Teach For America New York City	Relevant Experience: See above Role in Founding Group: Lead Applicant	Likely transition to the Board of Trustee at some time during the first charter period
Todd Kern, Principal, 2 Revolutions	Relevant Experience: <ul style="list-style-type: none"> ● Nearly two decades of experience in varied roles across the U.S. education industry – including at the federal, state and local levels; in government, academia, for-profit and not-for-profit settings; and in strategic, analytical, advocacy and operational roles ● Deep experience in technologies used in the school context Role in Founding Group: Founding Group Member	Will assist in designing the School's technology platform and securing facilities (fee for service) Likely transition to the Board of Trustee at some time during the first charter period
Adam Rubin, Principal, 2 Revolutions	Relevant Experience: <ul style="list-style-type: none"> ● 18 years catalyzing change through the launch of social enterprises within existing and start-up entities across the education and community development sectors Role in Founding Group: Founding Group Member	Will assist in designing the School's technology platform and securing facilities (fee for service) Likely transition to the Board of Trustee at some time during the first charter period
Cami Anderson, Senior Superintendent, District 79	Relevant Experience: <ul style="list-style-type: none"> ● Many years of experience as a classroom teacher focusing on disconnected youth and students with disabilities ● Led several non-profit organizations from founding to original periods of growth (Teach For America, New Leaders for New Schools) ● 4 years in current role as Senior Superintendent of District 79: Alternative Schools and Programs Role in Founding Group: Founding Group Member	Superintendent of DOE entity collaborating with ROADS

Attachment 1: Applicants and Founding Group

<p>Sarah Sandelius, Executive Director of Policy and Student Advocacy, District 79</p>	<p>Relevant Experience:</p> <ul style="list-style-type: none"> ● Several years of practice in Education Law in a large international corporate law firm ● Work at Teach For America in Special Projects role ● Since mid 2008, responsible for cross-functional policy and legal work related to District 79 programming and operations <p>Role in Founding Group: Founding Group Member</p>	<p>Staff of DOE entity collaborating with ROADS</p>
<p>Tritia Samaniego, Special Assistant to the Senior Superintendent, District 79</p>	<p>Relevant Experience:</p> <ul style="list-style-type: none"> ● Serves as Special Assistant to Senior Superintendent of District 79 <p>Role in Founding Group: Founding Group Member</p>	<p>Staff of DOE entity collaborating with ROADS</p>

Attachment 1: Applicants and Founding Group

- (c) *In addition, please attach a resume or biographical statement for each member of the founding group.*
-

Todd Kern, Principal, 2 Revolutions

Todd Kern is a systems-oriented generalist with nearly two decades of experience in varied roles across the U.S. education industry – including at the federal, state and local levels; in government, academia, for-profit and not-for-profit settings; and in strategic, analytical, advocacy and operational roles. Mr. Kern started 2Revolutions to leverage this diverse set of perspectives to attempt new ways of addressing the complex social challenges that continually hold us back.

Mr. Kern previously held senior leadership roles with New Leaders for New Schools – first as Executive Director of the NYC program, then as Chief Knowledge Officer. Before that, he was a principal at KnowledgeQuest Ventures LLC, a mission-driven boutique investment bank and strategy consulting firm dedicated to serving the emerging education industry. Mr. Kern's past experience also includes representing the legislative priorities of state education commissioners before Congress, and lobbying for increased federal investments in education.

Mr. Kern completed his graduate work in public policy at the University of Chicago, earned undergraduate degrees in political science and psychology from Miami University.

Adam Rubin, Principal, 2 Revolutions

Adam Rubin has spent 18 years catalyzing change through the launch of social enterprises within existing and start-up entities across the education and community development sectors. He started 2Revolutions to feed this love, and to reinforce the belief that two critical levers we can pull are the birth and scaling of innovative education and training ventures in high need communities.

Mr. Rubin previously held management positions across the non-profit and for-profit sectors. Most recently, he was Director of Policy and Research at New Visions for Public Schools. Prior to that, he founded and managed Swerve Associates, a consulting firm launching and developing social enterprises in Montreal and New York. He managed economic development efforts in Long Island City at the Long Island City Business Development Corporation, focused on community development through the arts and real estate development. He was the founding Executive Director of Tikkun Cape Town, a non-profit working on issues of educational reform and equity in the Cape townships. He began his career teaching in the Oakland public schools for the East Bay Conservations Corps. Mr. Rubin graduated with a B.A. in Government/Race Relations from Colby College. He holds an MPA from Columbia University's School of International and Public Affairs.

Cami Anderson, Senior Superintendent, District 79

Cami was appointed Senior Superintendent of District 79, Alternative Schools and Programs for the New York City Department of Education in 2006. The district is a unique citywide network of over 300 alternative schools and programs serving disengaged over-age, under-credited youth whose schooling has been interrupted. The district serves 30,000 youth and 40,000 adults far off-track from a high school diploma for a range of life circumstances -- from pregnancy to incarceration to immigration to previous school failure. Her wide-scale, bold changes were termed "revolutionary" by one newspaper and former Chancellor Joel I. Klein of New York City's Department of Education has labeled her an "exceptional leader in education."

Anderson's career in education includes ten years as a theatre, Montessori and public school teacher, five years as Executive Director of Teach For America - New York where she increased funding by over 300 percent and three years as Chief Program Officer for New Leaders for New Schools where she managed the design and

Attachment 1: Applicants and Founding Group

implementation of the national aspiring principal's program. In addition to serving as a management consultant to both national and international non-profits and political organizations, Anderson was the Director of Policy and Strategy on Cory Booker's mayoral campaign. Anderson attended the University of California at Berkeley and Harvard, possessing degrees in education, anthropology and public policy. Anderson is an Aspen Global Leader Fellow, the recipient of the Sallie Mae National Teacher of the Year Award, and Teach For America's Peter Jennings Award for Civic Leadership.

Sarah Sandelius, Executive Director of Policy and Student Advocacy, District 79

As Executive Director of Policy and Student Advocacy, Sarah Sandelius's role is to provide policy advice to the Senior Superintendent of District 79 at the New York City Department of Education on issues related to laws and regulations, litigation, operations and other key areas. In this role, she also drafts cross-functional policy for the alternative programs and oversees Special Education service delivery to District students citywide.

Prior to working at the DOE, Ms. Sandelius worked as the Director of Special Projects at the New York City regional office of Teach for America, providing expertise, capacity and management for high-impact projects in regional office supporting 1,000 corps members. She also spent several years practicing Education law and litigation at the large international law firm now called Hogan Lovells.

Ms. Sandelius received her Juris Doctor from the University of Virginia School of Law and her Bachelor of Arts in American Studies from Cornell University.

Tritia Samaniego, Special Assistant to the Senior Superintendent, District 79

Tritia Samaniego is the Special Assistant to the Senior Superintendent of District 79, Alternative Schools and Programs for the New York City Department of Education. Samaniego supports the Senior Superintendent with daily and long-term projects, as a result of her past experiences in Kinder through post-secondary and special education.

In her previous role, Samaniego developed and managed education programming for 17-25 year olds who were emancipating from foster care and/or exiting the juvenile system. Her work included reconnecting students with alternative education options to complete their high school diplomas and/or obtain career training education. She also taught courses on social-emotional wellness, self-advocacy and positive identity formation. Before this, Samaniego served as a Program Director for Teach For America, driving new teacher effectiveness in both public and charter schools for Houston Independent School District and Los Angeles Unified School District. She delivered professional development workshops related to school-community partnerships, cultural inclusion in the classroom and special education modifications. Samaniego began her career in education as a Special Education teacher where she founded a program and secured grant money to provide her students community-integrated instruction.

Samaniego holds a bachelor's degree in Psychology from the University of California, Los Angeles and is the recipient of Teach For America's Sue Lehmann Award for Excellence in Teaching.

Attachment 1: Applicants and Founding Group

(d) *Founding Group Origin*

Describe how the founding group came together and the relationship of its members to each other.

Cami Anderson of the New York City Department of Education's District 79, Office of Alternative Schools and Programs (D79) originally identified the need for schools like ROADS to serve an underserved category of at-risk students. Through a generous \$60,500 grant from the Helmsley Charitable Trust, the consulting firm of 2 Revolutions, an organization the District had worked with on a prior project re-envisioning the District's career and technical education sequences, was hired and joined the founding group. 2Revolutions designs, launches and supports innovative approaches to complex problems affecting children and young adults. They conducted much of the background work and the writing of the initial charter applications (petitions for three schools were submitted in May 2010 and two petitions were re-submitted in August 2010 - both were ultimately withdrawn)

Following the withdrawal of the May 2010 application, additional members joined the founding group. The group brought on Jeff Li as the lead applicant and Sarah Sandelius and Tritia Samaniego as additional support. During this process, the ROADS Board of Trustees has provided consistent feedback and advice on all aspects related to the model, strategy and school policy.

Attachment 1: Applicants and Founding Group

(e) *Proposal Development*

Describe the process used to develop this proposal. Your response should address who contributed to designing the school and to the writing of the proposal, which may include individuals outside of the founding group such as advisers or consultants.

The need for the Reinventing Options for Adolescents who Deserve Success (ROADS) concept was originally identified by the DOE's District 79: Alternative Schools and Programs, which runs programs to help students succeed by providing diverse and innovative educational opportunities that combine rigorous academic instruction with meaningful youth development. The District's data showed that students transitioning out of its programs had very few real educational options. Students leaving District 79 had difficulty being placed in the existing school system, and as a result, far too many dropped out the system entirely. Even when students found placements, few if any school models were specifically designed to meet the needs of these hardest-to-serve students.

A large grant from the Helmsley Charitable Trust (see response to Attachment 01(d)) enabled the consulting firm of 2 Revolutions to conduct research and flesh out the educational model for a charter school designed for these students. 2 Revolutions spent several months:

- Conducting empirical research (including understanding the charter law, researching studies about "beat the odds" schools, workforce development and youth development);
- Talking to stakeholders (including conducting site visits to other innovative schools across the country, interviewing agency staff who work with the targeted population of students - Department of Corrections, Department of Probation, looking at promising practices from NYC transfer schools and alternative programs, meeting with advocates and school leaders); and
- Developing the basic educational model for ROADS.

2 Revolutions managed the completion of the written application and submitted three petitions to start schools to SUNY Charter Schools Institute. The then founding group, Ms. Anderson (and her Special Assistant, Anjali Kulkarni) and Mr. Rubin and Mr. Kern from 2 Revolutions, met with SUNY in their school interview. Upon suggestion of SUNY, the ROADS founding group determined that it would be advantageous to reapply under the newly passed Charter Law which focused more on serving students from at-risk populations. Therefore, this application was withdrawn in late July of 2010.

To prepare for the filing of the application in August 2010, the founding group added a few more members, including a new lead applicant, Jeff Li. Because of his passion for disconnected youth and his experiences with exemplary teaching and charter schools, it was a natural fit for him to come on board to spearhead the application. During the summer, the group worked to refine the model and address the concerns SUNY expressed in its response regarding the May applications. In addition to input from the Board of Trustees, external advisers included staff from the Charter Center for Excellence, other charter school leaders and practitioners who work with disconnected youth in many contexts (such as Good Shepherd schools, Bronx Defenders youth programs, Boys Town, FECS, Opportunities for a Better Tomorrow, etc.) The group decided to only submit two petitions, instead of three, drastically added to the curriculum framework and bolstered some of the procedural aspects of the application. This application was also withdrawn.

Again, with suggestion from SUNY and input of community stakeholders, the ROADS founding group has further clarified and added to the school model for this proposal submission. Substantial input was solicited from community members in order to refine the model and to confirm some of the previous pedagogic and operational decisions that had been made originally (see Attachment 07). The group sought additional advice on sections involving the budget, governance and facilities. The Board of Trustees became active in several ways: identifying an incubator and a fiscal conduit, raising money, building capacity on the Board and many other actions as recommended by SUNY.

Attachment 1: Applicants and Founding Group

While the founding group was primarily responsible for memorializing in writing the responses to the current RFP, this petition is the culmination of a massively collaborative effort, as input and suggestions have been drawn from multiple trusted sources and proven evidence.

Attachment 02: Mission Statement

Attach the mission statement for the proposed charter school.

Please note:

- *The mission statement needs to be clear and measurable; it should indicate what the school intends to do, for whom, and to what degree. It must focus at a minimum on achieving educational outcomes.*
- *In just a few sentences (ideally one or two) the mission statement needs to communicate the essence of the proposed charter school to its stakeholders and the public.*
- *While specifying outcomes is essential, you may also use your mission statement to (briefly) address how you will accomplish the proposed outcomes, if methodology is a particularly important aspect of the mission.*

ROADS Charter School Mission Statement

Our mission is to promote academic success by ensuring that disconnected youth—overage and under-credited students aged 15-17 in New York City—graduate from high school prepared to excel in their academic, professional, and personal lives. Our “second-chance” high schools offer customized and rigorous curricula, socio-emotional support, and work-based experiences to foster student engagement and accelerate student progress.

Attachment 03: Enrollment

(a) *Enrollment Plan*

Use the following table to submit student enrollment information for the first five operational years of the proposed charter school. Be sure to include the following:

- ages of the students to be served in each grade (for kindergarten, indicate the date by which a student must turn five in order to be eligible to enroll in the charter school (December 1 or 31));
- number of students to be served in each grade;
- total number of enrolled students for each year of the charter term;
- classes per grade; and
- average number of students per class.

Grade	Age	Number of Credits	Number of Students				
			Year 1 2011-12	Year 2 2012-13	Year 3 2013-14	Year 4 2014-15	Year 5 2015-16
9	15-21	0-11	150	136	111	76	92
10	15-21	11-22		64	90	68	53
11	15-21	23-33			49	69	52
12	15-21	34-44				37	53
Total students			150	200	250	250	250
Total number of classes			50	71	80	70	70
Average number of students per class			15	15	15	15	15

Chart Assumptions – Student Enrollment

In order to complete this chart, several assumptions were made:

- Every year, deficits from attrition or school growth were filled with students in 9th grade (ROADS will enroll students who meet the eligibility criteria regardless of grade, but based on data, it is evident that most of these students have low numbers of credits and will therefore end up being 9th graders);
- Attrition will remain relatively constant at a rate of 14-17% throughout the charter period;
- The majority of students entering the 9th grade will be performing below a 9th grade level. Approximately 50% of students in grade 9 will be promoted to the next grade after one year in 9th grade (after taking attrition rates into account); all students will be promoted after two years; and
- Approximately 90% of students in grades 10, 11, and 12 will be promoted to the next grade in a single year (after attrition rates are taken into account).

Attachment 03: Enrollment

Chart Assumptions – Number of classes

To calculate the total number of classes offered each year, the following assumptions were made:

- In grade 9, students will take ELA PBL, ELA Seminar, Math PBL, Math Seminar, and Tech;
- In grade 10, students will take Living Environment PBL, Global History PBL, Math Seminar, ELA Seminar, Tech II, and an elective;
- In grade 11, students will take ELA Seminar and US History;
- In grade 12, students will take ELA Seminar, US History, and Capstone; and
- Advisory, Real World experiences, and PE were not included in the count of classes.

The number listed represents the total number of classes offered for the year in the entire school, based on the enrollment projections shown and an average student-to-teacher ratio of 15:1.

Attachment 03: Enrollment

(b) Enrollment Rationale

Provide the rationale for the enrollment plan submitted as your response to Request No. 3(a) above. In your rationale please address the following:

- *the reason for choosing to serve the grades specified and the number of students in each grade;*
- *the extent to which the proposed charter school's grade configuration aligns with the school district of its proposed location; and*
- *the pattern of growth over time, including assumptions for each grade regarding student attrition and any plans to replace students or limit the intake of students.*

Current Context

The nation faces an educational crisis in preparing all students for success in an increasingly flat and fast-changing global economy. Nowhere is this challenge starker than in meeting the needs of disconnected youth aged 15-24, who have not been well served by the traditional school system. Myriad factors—such as impersonal learning environments, lack of relevance, and an inability to match instruction to individual learning styles—have produced consistently dismal student outcomes and condemned students who fall behind to high drop-out rates and few tangible options. Facing a dizzying array of obstacles, too many of these students unwittingly travel the path toward “jail or retail.” This is unacceptable.

Reasons for Choosing to Enroll 15-17 Year Olds

In New York City, nearly 200,000 16-24 year olds are neither enrolled in school nor engaged in work. Similarly daunting statistics plague urban centers across the country. While a few promising options do exist (especially for older students with some credits), none has effectively addressed the problem at scale. Options are particularly lacking for youth involved in the criminal justice system, who face significant career and socio-emotional obstacles in addition to academic hurdles. It is this extreme systemic deficiency that the ROADS Charter School will, in part, rectify.

Because of this citywide need, and the true lack of options for the youngest of these students who are the most behind in school, ROADS Charter School has chosen to enroll students who are primarily between the ages of 15-17. The School will continue to serve all enrolled students through the time that they graduate or until the end of the school year in which the student turns 21 (whichever comes first). ROADS students may be performing at varied grade levels and as such, each student will be evaluated upon admission prior to being placed in a Development Phase. Based on this model, the School's accountability benchmarks are designed around individual and whole school student progress and growth.

The founding group has chosen to focus on locating the school in the designated CSD because of the alignment of student need (concentrations of high need student populations) with good transportation options, as it is known that students will travel to the School from a variety of neighborhoods. The CSD has a number of high schools serving 15-17 year old students in all grades, but there are currently no alternative options specifically designed for the ROADS population and structured according to the ROADS model in this area.

Reasons for Selecting the Size of the School

Beginning with a cohort of 150 students of mixed high school ages, the school will face the challenge of varying levels of ability and high school matriculation— but will simultaneously benefit from the scale of initially enrolling 150 students, rather than the smaller cohorts of 80-100 often seen in Year 1 Charters. These additional students will

Attachment 03: Enrollment

allow for supports such as full course offerings and quality counseling and social work support even in Year 1, when many smaller schools would be left with only a bare bones staff.

In Years 2 and 3, the school will add 50 additional spots each year, in addition to replacing those who may graduate or leave the school. Only 15 - 17 year old students will be enrolled, though they may be at various Development Phases upon enrollment. This growth rate should allow for a constant school culture year to year. In Year 3, the school will reach its capacity of 250 students—a size intentionally small for this age group. In pursuing a unique, highly specialized, real world focused experience, personalized attention must be given to all students.

Planned Grades and Enrollment in the 1st Year of Operation

While the academic model for ROADS is premised upon the concept of three self-paced competency-based Development Phases, it will be necessary to also include grades in certain areas of the charter petition. As such, grades at ROADS will be defined based on the numbers of credits earned. A student who has 11 or fewer credits will be a 9th grader and each grade will progress such that students are receiving 11 credits in each grade (for a total of 44 total credits to graduate). Despite the existence of grades for some specific school purposes (e.g. compliance with the Charter Law, creating comparable measures with other DOE schools, making transferable transcripts), students will be “promoted” through three distinct Phases as they demonstrate competency and meet specific performance benchmarks. The Phases are named 1) Building Core Skills; 2) Approaching Competency; and, 3) Ready for College. Each new Phase affords greater opportunities for richer content and real-world involvement, thereby creating an incentive for students to stay engaged and eager to advance to the next level.

In its first year of operation, ROADS will enroll only 9th graders, so as to enroll 150 students with 11 or fewer credits at each school (for a total of 300 9th graders at both ROADS schools). It is likely that these students will predominantly be placed in the Building Core Skills Development Phase (as our target population tends to be further behind their community school cohort), but there may also be a few select students who, after diagnostic testing, will be 9th graders performing at a higher literacy level and therefore will be placed in the Approaching Competency Phase.

Planned Grades and Enrollment by the 5th Year of Operation

ROADS Charter Schools will be adding 50 new students each in year two and year three getting up to a total of 250 students per school by the start of Year 3. Additionally, as the student population earns more credits, ROADS will also be adding one grade level each year. After reaching 250 students, this enrollment number will remain constant. While ROADS will serve each student through graduation, new students will be 15-17 year olds who meet the enrollment criteria. In sum, by Year 3 ROADS will enroll its maximum number of students and by Year 4, ROADS will offer all high school grades - 9th through 12th.

Pattern of Growth Over Time

The chart above makes several assumptions in order to come to the numbers predicted for enrollment:

Newly enrolled students

During the first year of the school, as students may either be coming from community schools that have not worked for them or from alternative schools where students are performing at various grade levels, it is anticipated that while all students in Year 1 will be in 9th grade, most will be placed either in the Building Core Skills or the Approaching Competency Phases.

While new students will be between the ages of 15 and 17 years old, once the School has grown to offer each high school grade, students from any grade may enroll. So in Year 2, a 16 year old 10th grader with 15 credits may enroll at ROADS.

Attachment 03: Enrollment

Length of time in each grade and phase

Because students may enroll performing at levels below the grades they were placed in at their community schools, as students stay enrolled in ROADS, they will progress through grades at a slightly different pace from community school students. For example, a 17 year old student previously placed in the 10th grade at a community school, reading at a 3rd grade level, and possessing 3 credits would be enrolled at ROADS in the 9th grade. This student may stay in 9th grade longer than a year as he/she will need to do some remedial non-credit bearing literacy intervention work prior to moving forward. Accordingly, students will also progress through the Development Phases at different paces leading to more students distributed among all the Phases.

Attrition

A medium level of attrition is assumed throughout the information above (between 14 and 17 percent annually). Despite the efforts that will be made to retain students and keep them engaged, students will inevitably leave ROADS both throughout the year and during the summer. However, this will be accounted for by selecting additional students during the lottery process so that all seats will be filled. As there will be several lotteries held throughout the year, empty spots can be filled expeditiously. Students enrolled will be between 15 and 17, regardless of the age/level of the student who left and will be placed into a Development Phase according to the process explained above.

Staff to student ratio

The number of students in each class will be raised slightly as the school's full scale is reached as certain start-up components (e.g., spending increased time on school culture, refining technology for ILPs, etc.) will most likely require less of a focus by staff members. Instead, pedagogical staff can spend more time planning for lessons and differentiation and consequently, classes can be a little larger and students will continue to make academic and socio-emotional progress.

Class size

While average class size will be between 15 and 17 students per class, actual class size will vary depending on the number of students at each level, the nature of the course work and the type of class (PBL classes, seminars, real world courses, etc.). Students will also be programmed to work on ILPs, participate in group and individual counseling and other settings that will affect class sizes throughout the school.

Attachment 03: Enrollment

- (c) *Ultimate Enrollment Plan*
Provide the grade span and enrollment size the school ultimately intends to serve (even if it would occur after the initial charter period) and the year it will reach that point.
-

Individual School Enrollment Plan

ROADS does not expect to expand the School physically, financially, or in terms of the grades and student population served beyond what is submitted in this petition. The School model is designed to serve 250 students at full capacity, which will remain maximum student enrollment.

Growing From Two Schools to Several

During the first three years of the School's operation, key start up functions for both ROADS Charter Schools will be managed by the founding group and Friends of ROADS. Friends of ROADS will be responsible for the following functions on an ongoing basis:

- Fundraising
- External Affairs
- Staff Recruitment

In year three of operation, the role of Friends of ROADS will be evaluated, and centralization of some school functions will be contemplated. To benefit from operational, curricular, and intellectual economies of scale, ROADS Charters may begin to contemplate expansion in Year 3. As the Board of ROADS determines appropriate, applications to start additional schools may be filed. Applicable procedures will be filed and relevant amendments to the charter will be sought should the Board determine growth to be the appropriate course of action.

Attachment 03: Enrollment

(d) *Collective Bargaining Waiver*

If the charter school would enroll more than 250 students at any point during the first two years of operation, indicate whether you are requesting a waiver from the requirement that all employees must be members of existing collective bargaining organizations in the school district where the charter school would be located.

The School will not enroll more than 250 students at any point during the first two years of operation. Therefore, a waiver from the requirement that all employees must be members of existing collective bargaining organization is not applicable.

Attachment 04: Community Need and Impact

(a) *Community Description*

Describe the community from which the proposed school will recruit and draw its students. Your response should include:

- *community and school demographics;*
 - *rationale for selecting that community;*
 - *local public schools and grade configurations; and*
 - *existing educational options.*
-

Community School District 17

ROADS Charter School I will be located in New York City. ROADS Charter School is currently seeking space in Community School District (CSD) 17.

Based on the 2000 School District Census¹, the population of CSD 17 was 250,671 people (44.3% male and 55.7% female). School-aged children (5-19 year-olds) accounted for 66,917 of the total population (26.7%). In regard to the School's target population, the 15-17 year-olds totaled 12,240 people (4.9% of the entire population).

Of those under the age of 18 (72,421 people), 89% identified as either Hispanic/Latino or Black (10.4% Hispanic/Latino and 78.6% Black).

There were a total of 150,985 people living within CSD 17 who were at least 25 years old (61,560 males and 89,425 females). Approximately 30% of the males (18,625 people) and 29% of the females (26,090 people) had obtained a high school diploma or high school equivalency. The percentages drop dramatically to 11.7% and 12%, respectively, in relation to people with 1 or more years of college. Only 8.1% of the males and 8.4% of the females achieved a bachelor's degree.

Rationale for Selecting CSD 17

The founding group is currently prioritizing aligning student need (concentrations of high need student populations) with good transportation options, as it is known that students will travel to the School from a variety of neighborhoods. At this time, based on the data, the founding group is directing the search to Central Brooklyn (particularly near Crown Heights, which will enable pull from East New York, Crown Heights, and Bedford Stuyvesant).

There is a significant need for more charter high school options in this region, especially one that serves disconnected youth. ROADS is confident, because of the prevalence of the target population throughout the City, that geography will not pose a problem, as long as there is good transportation access.

Existing Public Schools in CSD

Public High Schools

The following public high schools are currently located in CSD 17:

1. Academy for College Preparation and Career Exploration: A College Board School (K382) - serving grades 6-12
2. Academy of Hospitality and Tourism (K408) - serving grades 9-12

¹Information can be found online at the following website: <http://nces.ed.gov/surveys/sdds/singlechoicepage.asp?state1=36>

Attachment 04: Community Need and Impact

3. Brooklyn Academy of Science and the Environment (K547) - serving grades 9-12
4. Brooklyn School for Music and Theatre (K548) - serving grades 9-12
5. Clara Barton High School (K600) - serving grades 9-12
6. High School for Public Service: Heroes of Tomorrow (K546) - serving grades 9-12
7. High School for Service and Learning at Erasmus (K539) - serving grades 9-12
8. High School for Youth and Community Development at Erasmus (K537) - serving grades 9-12
9. International Arts Business School (K544) - serving grades 9-12
10. International High School at Prospect Heights (K524) - serving grades 9-12
11. Medgar Evers College Preparatory School (K590) - serving grades 6-12
12. P.S. K141 (K141) - PK - 12
13. Paul Robeson High School (K625) - serving grades 9-12
14. School for Democracy and Leadership (K533) - serving grades 6-12
15. The School for Human Rights (K531) - serving grades 6-12
16. Science, Technology and Research Early College High School at Erasmus (K543) - serving grades 6-12
17. The High School for Global Citizenship (K528) - serving grades 9-12
18. W.E.B. Dubois Academic High School (K489) - serving grades 9-12

Charter Schools

There are only a few charter schools already located in CSD 17, only two of which are currently serving any high school level students:

1. Achievement First Crown Heights (chartered by NYC DOE, currently serving grades K-9)
2. Explore Charter School (chartered by NYC DOE, currently serving grades K-8)
3. Explore Empower Charter School (chartered by NYC DOE, currently serving grades K-3)
4. KIPP Always Mentally Prepared Charter School (chartered by NYC DOE, currently serving grades 5-8)
5. Fahari Academy Charter School (chartered by NYC DOE, currently serving grades 5-6)
6. Lefferts Garden Charter School (chartered by NYC DOE, currently serving grades K-1)

Additionally two schools are planning to open in the next year, none of which will serve high school aged students, including:

1. Explore Excel Charter School (likely CSD 17, to open in 2011, chartered by SUNY, will serve grades K-2)
2. Leadership Preparatory Charter School 4 (to open in 2011, chartered by SUNY, will serve grades K-1)

Attachment 04: Community Need and Impact

(b) *Target Population*

Describe the specific population of students that the proposed charter school intends to serve.

In New York City, nearly 200,000 16-24 year olds are neither enrolled in school nor engaged in work. Similarly daunting statistics plague urban centers across the country. While a few promising options do exist (especially for older students with some credits), none has effectively addressed the problem at scale. It is this extreme systemic deficiency that the ROADS Charter School will, in part, rectify.

Because of this citywide need, and the true lack of options for the youngest of these students who are the most behind in school, ROADS Charter School has chosen to enroll students who are primarily between the ages of 15-17. The School will continue to serve all enrolled students through the time that they graduate or until the end of the school year in which the student turns 21 (whichever comes first). ROADS students may be performing at varied grade levels and as such, each student will be evaluated upon admission prior to being placed in a Development Phase.

As the school's Admissions Policy is specifically designed to attract students that would be considered "at-risk" for purposes of this application, it is likely that the basic recruitment strategies used by the school will be helpful in identifying students with disabilities, English Language Learners and students who qualify for free and reduced-price lunch. Enrollment preferences include students with that possess one or more of the following characteristics:

- History of criminal justice involvement;
- Involvement with foster care system and/or child welfare system;
- Fewer than eight credits; and
- One year behind their graduation cohort.

Attachment 04: Community Need and Impact

(c) *Need for the Proposed Charter School*

Explain the need for this charter school in this community, including the performance of the local schools.

The Need for a Charter School for Disengaged Youth

Each year, nearly 140,000 young people in New York City become over-age and under-credited, making a high school diploma all but impossible. Half remain connected to the school system with a 15% likelihood of graduating, and the other half are *entirely* disconnected from the education system with less than a 5% chance of obtaining even a GED.² New York City's systemic failure to serve these students begins well before high school and is already manifest by middle school: in some Bronx and Northern Manhattan neighborhoods, *nearly one-fifth of all eighth graders have been held back at least twice.*³ Among the 5,000 eighth graders in New York City who are overage by at least two years, 87% score at Levels 1 or 2 in math or ELA.⁴

Due to complexity, inertia, and a lack of imagination, traditional public schools continuously fail these students, often contributing to the factors that lead them to drop out and rarely reengaging them when they do. A range of classroom and school dynamics—including indefensibly low expectations, impersonal learning environments, content that feels irrelevant, and an inability to match instruction to individual learning styles—limits the opportunities available to these students. After labeling them “academic failures,” and/or “hard to serve,” schools rarely succeed in getting students back on track for success. With few tangible options and a host of obstacles to surmount, most students find themselves unwittingly traveling the path towards “jail or retail”—unable to reconnect with viable pathways to social and economic well-being.

This area of need has not gone without notice. The New York City Department of Education has created a set of educational options for overage, under-credited (OAUC) students, primarily through the work of the Office of Multiple Pathways to Graduation (OMPG) and District 79 (Alternative Schools and Programs). While significant improvement has been made over the past few years, District 79's ability to serve younger, 15- to 17-year-old disconnected students is cramped by the current regulatory environment. State legislation prohibits younger students from enrolling in GED programs until age 17, and alternative diplomas often are not ideal outcomes for younger students (as evidenced by the significant earning differential between regular high school diploma and alternative diploma recipients).⁵

Even when students do connect to existing options, the effectiveness of these programs remains limited by the insufficient supply of seats available and by various regulatory requirements that were not developed with these “most at-risk, hardest to serve” students in mind. State and local requirements for schools—particularly those dealing with issues of accountability, content and scheduling—severely restrict educators' abilities to creatively meet the unique needs of disconnected youth.

²District 79, “Roadshow.” New York City Department of Education District 79, PowerPoint. May 1, 2009.

³Parthenon Group, “New York City Department of Education: Initial Analysis of Overage MS Students.” Office of Multiple Pathways to Graduation, PowerPoint. June 20, 2008.

⁴Parthenon Group, “New York City Department of Education: Initial Analysis of Overage MS Students.” Office of Multiple Pathways to Graduation, PowerPoint. June 20, 2008.

⁵On average, high school graduates earned 50% more than high school dropouts, and college graduates earned three times more than dropouts. See Day, Jennifer and Eric C. Newburger, “The Big Payoff: Educational Attainment and Synthetic Estimates of Work-Life Earnings,” Current Population Reports, United States Census Bureau, 2002. <<http://www.census.gov/prod/2002pubs/p23-210.pdf>>.

Attachment 04: Community Need and Impact

(d) *Programmatic Impact*

Describe the programmatic impact of the establishment of the proposed charter school on existing public and nonpublic schools in the same geographic area.

Though ROADS' exact location within CSD 17 is not known as of yet, the founding group is confident in asserting that both the size and nature of ROADS Charter School makes public and nonpublic schools minimal.

By design, ROADS (250 students when at full enrollment from Year 3 forward) is a very small school. In a city of approximately 300,000 high school students, ROADS is tiny in relation to the big picture. Even when one breaks down to the unit of borough, ROADS still represents an infinitesimal impact in the context of any borough, where high school enrollments range from approximately 57,000 students in the Bronx to nearly 90,000 students in Brooklyn.

Beyond size, it's important to look at the school's mission and target population – serving disconnected youth aged 15-17 years old who have dropped out, are considering dropping out, or are significantly overage, under-credited. In a city where nearly 140,000 young people, each year become over-age and under-credited, the need is extreme. Half of these students remain connected to the school system with a 15% likelihood of graduating, and the other half are *entirely* disconnected from the education system with less than a 5% chance of obtaining even a GED. Simply put, there are not a lot of public or nonpublic school options for this population in the City. The transfer schools are one analog, but they themselves are oversubscribed and often do not serve this specific age and profile student because it is more difficult to meet their needs without placing in jeopardy the school's NCLB status given current Federal and State accountability constraints.

As a proxy for comparison purposes, the Alternative High Schools District in NYC has an enrollment of 9,360 students. It should be noted that this special district has lower enrollment than any single geographic district in the City, with many geographic districts serving as many as three or four times that population. Even still, the programmatic impact of 250 students in contrast to this district represents only 2.7% of the seats.

Attachment 04: School District Approval

(e) *Five Percent Districts*

If the proposed charter school will be located in a district where more than five percent of students are enrolled in charter schools, either provide evidence that the school district of location approves of the establishment of the proposed charter school or explain how the establishment of the proposed charter school will have a "significant educational benefit" to the students who attend that school.

ROADS Charter School will not be located in a school district where student enrollment in charter schools represents more than 5%.

Attachment 05: Partner Letter of Intent

- *letter of intent or commitment from a bona fide representative of the partner organization indicating that the organization will be involved in the charter school and the terms and extent of its involvement*

This section is not applicable as ROADS is not applying with a partner organization.

Attachment 05: Partner Organization

Describe any partner organizations that will have a significant relationship with the proposed school. For each partner organization provide the following:

- *name of the organization;*
- *description of the nature and purpose of the proposed school's relationship with the organization;*
- *description of the process and criteria used to select the partner organization, including other organizations considered;*
- *proof of the legal status of the organization (e.g. New York not-for-profit corporation, university, college, museum or educational institution) and whether or not the organization has authority to do business in New York;*
- *proof of tax-exempt status under Internal Revenue Code section 501(c)(3);*
- *letter of intent or commitment from a bona fide representative of the partner organization indicating that the organization will be involved in the charter school and the terms and extent of its involvement; and*
- *name of a contact person for the partner organization, along with the address, phone number, facsimile number (if applicable), and e-mail of such contact person for the partner organization.*

This section is not applicable as ROADS is not applying with a partner organization.

Attachment 05: Partner Proof of Legal Status

- *proof of the legal status of the organization (e.g. New York not-for-profit corporation, university, college, museum or educational institution) and whether or not the organization has authority to do business in New York;*
-

This section is not applicable as ROADS is not applying with a partner organization.

Attachment 05: Partner Proof of Tax Exempt Status

- *proof of tax-exempt status under Internal Revenue Code section 501(c)(3)*
-

This section is not applicable as ROADS is not applying with a partner organization.

Attachment 06: Draft Management Contract

- *draft management contract or, at minimum, term sheet indicating the fees proposed to be paid by the proposed school to the management organization, the length of the proposed contract, the terms of the contract's renewal, and provisions for termination*
-

This section is not applicable as ROADS will be established independent of a charter management organization.

Attachment 06: Management Organization

Describe any organization that will have significant responsibility for managing the proposed school's educational program, staffing, operations and/or other aspects of the school. Provide the following:

- *name of the organization;*
 - *detailed explanation of the extent of the organization's proposed role in the governance, management and/or operation of the school;*
 - *description of the process and criteria used to select the management organization, including other organizations that were considered, and the rationale for selecting this organization;*
 - *description of the role of the management company in selecting proposed members of the school's board of trustees;*
-

This section is not applicable as ROADS will be established independent of a charter management organization.

Attachment 06: Prior Management Contracts

- *copies of the last two contracts that the management organization has executed with operating charter schools (in New York or other states) and, if applicable, the status of those charter schools' applications for tax-exempt status under section 501(c)(3) of the Internal Revenue Code*

This section is not applicable as ROADS will be established independent of a charter management organization.

Attachment 07(a-c): Proposal History

(a) *Community Outreach*

Explain and provide evidence of the following: (note that the other attachment 7 wants an explanation with the same requirements)

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

ROADS Community Outreach Plan

Pursuant to §2851(2)(q), the ROADS Charter Schools Application must include “Evidence of adequate community support for and interest in the charter school sufficient to allow the school to reach its anticipated enrollment, and an assessment of the projected programmatic and fiscal impact of the school on other public and nonpublic schools in the area.” As such, the founding group has identified the following action steps to ensure appropriate community engagement prior to submitting its application in January 2011.

ROADS Community

While ROADS is applying to be located in a specific Community School District (CSD), the School also predicts it will draw students from all over New York City. Further, the School will connect students to internships and mentor opportunities in various locations. The founding group defined “community” to include New York City stakeholders working with students in the juvenile justice and disconnected youth arenas (not only geographically). For purposes of community engagement, the founding group reached out to community organizations and stakeholders both in the individual CSD, as well as citywide.

Additionally, community engagement was also focused on the geographic areas where we seek to start the schools – the South Bronx, Manhattan and East Brooklyn. Community engagement was targeted to stakeholders and community members who work with students for whom the ROADS model was designed. For each of the community meetings, regional electeds, city agency partners, community based organizations and others were invited to attend (targeted outreach to particular individuals/organizations working with students in those geographic areas). As such, we engaged individuals and organizations who can support student recruitment through referrals, speak to the specific challenges and opportunities for our student population and inform the school model based on their experiences, both regional and, in some cases, citywide.

Overarching Goals

1. To invest and inform community members regarding ROADS Charter Schools, including as a way of beginning the process of recruiting students; and
2. To gather community feedback in order to create a pro-active plan for the charters and to strengthen the model.

Outreach Plan and Objectives

In order to gather community engagement and input that will be used to further refine and inform the applications for ROADS Charter Schools, the founding group has taken the following steps:

Attachment 07(a-c): Proposal History

Letters of Support – Amassed letters of support from agencies, CBOs and other stakeholders who would work with ROADS students (letters will include letters from potential internship sponsors, letters from CBO doing aftercare, letters from potential funders, etc.);

Small External Outreach Meetings – Logged all meetings that have happened in the last year regarding the establishment of ROADS Charter Schools and the model (logs will include date of the meeting, people present, materials distributed, input/feedback gathered);

Community Meetings – Held 3 community meetings that present basic model of school and solicit and gather questions, comments and feedback from participants. Informed participants about meetings via email, invitation, word of mouth, personal outreach.

1. Meeting #1 – Target Audience: Electeds/Agency Partners
 - a. Manhattan Location - Teach For America New York City, 519 Eighth Ave., 15th Floor
 - b. 11/16/2010
 - c. 4:00 - 6:00 pm
2. Meeting #2 – Target Audience: CBO and community-based partners, parents, students
 - a. Explore Charter School, 15 Snyder Avenue, Brooklyn (CSD 17)
 - b. 12/15/2010
 - c. 5:30 - 7:00 pm
3. Meeting #3 – Target Audience: CBO and community-based partners, parents, students
 - a. School of Performing Arts, 977 Fox street, Bronx, NY 10459 (CSD 12)
 - b. 1/4/2011
 - c. 4:00 - 6:00 pm

Actions required to plan meetings included: securing sites, sharing dates with Board, drafting invitation language, gathering lists of invitees, managing the invitation/rsvp process, drafting a letter of support template, preparing sign in sheets, preparing a PowerPoint presentation to lead conversations, taking care of site-based logistics, facilitating and taking notes at meetings.

All meetings and summaries are logged in Attachment 07, Evidence of Community Outreach. This log tracks the meeting logistics, attendees and topics discussed (and whether they were integrated into the ROADS application or not)

Incorporating Feedback

As the ROADS team had conducted vast research into existing models in the educational arena, as well as in workforce and youth development, prior to submitting the initial application in 2010, many of the suggestions and feedback given at the community outreach meetings were consistent with the current model. Therefore, feedback was used to bolster existing structures or to add more substance where there were holes. Additionally, gathering feedback from various stakeholders demonstrated the critical nature of the components selected for the model and further verified the importance of key aspects of the model.

Much of the feedback that was not incorporated fell into two primary categories:

1. Compelling suggestions that will be explored in the coming months in order to provide the schools with even more options upon launch; and
2. Suggestions that contradicted a major tenet of the schools' Mission, Vision or core model.

This information was included on the log, accompanied by the main reason for not including the feedback.

Plan for Future Community Engagement - January to School Launch

Attachment 07(a-c): Proposal History

Stakeholder meetings will continue to be a strong piece of the ROADS Community Outreach Plan and will be focused on four main areas:

- Small External Outreach Meetings (gathering support for the school and ideas to incorporate into the school plan);
- Potential Partnership Meetings (building partnerships for internships, mentor opportunities and other key pieces of the school model – e.g., providers of socio-emotional services and other direct student services);
- Funding Meetings (soliciting private donors, foundations and other funding streams to maximize the money available to ROADS in its beginning stages consistent with the budget included in this application); and
- Operations Meetings (managing what ROADS will need to launch the school in Fall 2011).

Student recruitment will be another critical piece of the ongoing community engagement plan. The ROADS team will work with government agencies that serve disconnected youth (including Department of Corrections, Administration for Children's Services, Department of Probation, etc.) to connect with students who are interested in exploring the charter option. Further, ROADS will work with District 79's Referral Centers for High School Alternatives (Referral Center) which are borough-based centers for students to engage in conversations with counselors regarding school options, which could include ROADS.

Attachment 07(a-c): Proposal History

(b) Withdrawn or Rejected SUNY Proposals

Indicate whether this proposal was previously withdrawn from or rejected by the SUNY Trustees. If so, provide:

- the name of the proposed charter school when previously submitted;*
 - the application cycle date of the previous submission;*
 - a summary of what has changed in the proposal since its previous submission and the reasons therefore.*
-

May 2010 RFP - Withdrawn

ROADS submitted three charter school proposals as part of the May 2010 RFP to the SUNY Trustees. The proposed charter schools had different names upon previous submittal -- ROADS Charter School Bronx 1; ROADS Charter School Bronx 2, and ROADS Charter School Brooklyn.

Upon suggestion of SUNY, the ROADS founding group determined that it would be advantageous to reapply under the newly passed Charter Law which focused more on serving students from at-risk populations. Therefore, this application was withdrawn in late July of 2010.

August 2010 RFP - Withdrawn

Upon resubmission to SUNY, while ROADS improved and further clarified many sections throughout the application, the overall thrust of the model remained unchanged. However, there were a few significant changes in the overall document. Some of the changes and improvements from the prior submission include:

- Two schools were applied for (ROADS Charter School - Bronx and ROADS Charter School - Brooklyn), instead of three;
- A different lead applicant to comply with the Conflict of Interest decision regarding the former lead applicant, Superintendent Anderson of District 79. The new lead applicant, Jeff Li, is a New York City resident with a strong track record of education reform work in New York for the better part of the past decade;
- Much more clarity detailing the roles and responsibilities of all core partners, especially District 79, 2Revolutions LLC and the Friends of ROADS Charter Schools;
- Much greater detail on the future role of the Charter Management Organization (CMO) and the operational plan of the school until such an entity begins supporting schools in Year 3 of this charter period;
- An updated organizational structure that further supports the capacity of the School Leader during the Start-up Phase and into the first few years of the school with additional roles to support curriculum development, professional development and student services;
- A much more detailed admissions policy and enrollment plan; and
- Greater clarity around budget assumptions and a greater explanation and justification for our fundraising strategy to support the Start-up and early years of the new model.

This application was also withdrawn (on August 30, 2010).

Current RFP

With suggestion from SUNY and input of community stakeholders, the ROADS founding group has further clarified and added to the school model for this proposal submission. Some of the refinements and additions to this application include:

Attachment 07(a-c): Proposal History

- More details about school-based implementation strategies and specific examples about how schools will implement the overall model;
- A more robust staffing model and recruitment strategies to account for all components of the school plan, allow school leaders to better manage school functions and better ensure the development of strong, meaningful relationships with students, as well as effective academic and wrap around supports;
- Clarification on the information regarding enrollment retention targets, including alignment with SUNY published data, a focus on adding retention strategies and further strategies for addressing the enrollment and retention of English language learners;
- Refined, updated, and sharpened the approach to curriculum so the School Leader, Director of Curriculum and Instruction, and teachers will have what they need to open day one with concrete scope and sequences;
- A modified budget to account for the staffing model adjustments and changes in timing (how ROADS will fund the start-up if issued a charter in the Spring 2011 to start in Fall 2011);
- Added capacity to the staffing model to include more leadership and administrative positions given the vast responsibilities assigned to each member of the ROADS staff;
- Moved forward in fleshing out the roles of the various involved entities involved in school launch (including the role of District 79, the securing of an incubator, the filing of an application for a fiscal conduit, the development of Friends of ROADS, the elimination of the Charter Management Organization from the application and more);
- More clearly defined governance structure, including refined roles of Board of Trustees, formalized structures of reporting within the school, built out accountability processes; and
- Prior community engagement logged and additional engagement conducted to broaden the knowledge in relevant communities about the ROADS model, solicit feedback and input for further refining the model and soliciting information from potential school partners.

Attachment 07(a-c): Proposal History

(c) *Previous Submissions and/or Submissions to Other Authorizers*
Indicate whether you have previously or currently have applied for a charter from a charter entity other than the SUNY Trustees. If so, provide:

- *the name of the charter entity*
- *the name(s) of the proposed school(s) and the date(s) when the application(s) were submitted; and*
- *the status of those applications. If the application was denied by a charter entity other than the SUNY Trustees, provide a copy of the letter from the charter entity stating the reasons for denial. If the application was withdrawn from consideration, please provide the reasons for the withdrawal. If the application was granted, but the charter school is no longer in existence, please provide an explanation.*

ROADS has not previously submitted an application for a charter from a charter entity other than the SUNY Trustees. Additionally, ROADS is not currently applying for a charter from a charter entity other than the SUNY Trustees.

Attachment 07: Evidence of Community Outreach

(a) *Community Outreach*

Provide evidence of the following: (note that the other attachment 7 wants an explanation with the same requirements)

- *the methods used to inform stakeholders in the intended community about the proposed charter school;*
 - *the strategies used to solicit community input regarding the educational and programmatic needs of students and your proposal to meet those needs; and*
 - *the form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal.*
 - *the extent to which community input regarding the educational and programmatic needs of students was incorporated into the application.*
-

The following documents are contained in this attachment:

- Community outreach invitation template
- Executive summary document sent with invitation
- Community engagement project plan
- PowerPoint presentation template (used at community engagement meetings)
- Log of Community Engagement



CHARTER SCHOOLS
Reinventing Options for Adolescents who Deserve Success

Young people in New York City need YOUR help!

Join others in shaping a groundbreaking educational model for disconnected youth – specifically 15-17 year old students who are (or have been) court-involved and/or are over-aged and under-credited.

Come learn more and share your ideas...

Your expertise and knowledge about what works is essential to our development of the programs and services that will help students succeed.

ROADS (Re-inventing Options for Adolescents who Deserve Success) Charter Schools will be applying to start two “beat the odds” schools in Fall 2011 that integrate promising practices from high-performing secondary schools, workforce development programs, and youth development research.

Be a part of the collective effort to support a population of students who need you.

Location:

Teach For America -
New York

519 Eighth Ave

15th Floor

New York, NY 10018

Date:

November 16, 2010

Time:

4 pm – 6 pm

RSVP or questions:



Attachment 07: Evidence of Community Outreach

Fall 2010



The Problem and The Opportunity

There is a crisis in American education. Every day, 7,000 students make a life-altering decision to drop out of school. Students who start middle or high-school academically behind face worse odds with about a 15% chance of graduating. Young people who are court-involved are even less likely to stay in school – and with a record and no diploma, their life options are limited.

- In New York City alone, there are **200,000** 15-24 year-olds who are neither enrolled in school nor engaged in work.
- The cost of *each* high school dropout to society is approximately **\$200,000 - \$300,000** over the course of a lifetime; it costs about **\$220,000** annually to incarcerate a juvenile in New York.

There is also good news. Many young people “beat the odds”: stay in school, meet high academic expectations, and succeed in college despite tremendous obstacles. We are starting to amass knowledge about how.

- Risk and resilience research has identified characteristics of young people who excel despite multiple “risk” factors
- Studies of work-readiness programs reveal specific approaches that alter life paths of young people who struggle
- Exemplary schools have 90% of students living below the poverty level achieving academic proficiency; reforms in New York have produced unprecedented gains in graduation rates including for over-aged, under-credited youth

We need a radically different approach to build schools that put our most struggling students on the path to college readiness.

Our Mission

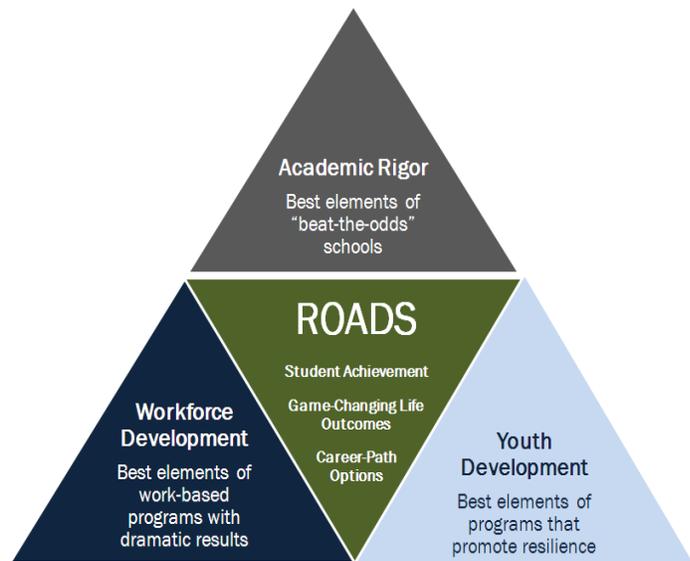
The mission of ROADS is to ensure that disconnected youth— students aged 15-17 in New York City—graduate from high school prepared to excel academically, professionally, and personally. To achieve our mission, we create “second-chance” high schools characterized by customized, relevant, and rigorous academics, social emotional support and learning, and work-based experiences that dramatically accelerate students’ progress.

We will integrate promising practices from high-performing secondary schools, workforce development programs, and youth development research.

Our Approach

The following five unique concepts will characterize our creative school design:

1. **Progression Based on Readiness**: Students are regularly assessed based on competence and skill acquisition, rather than solely against age or seat time requirements;
2. **Engaging/Relevant Curricula**: Content is rigorous, experiential, project-based, and incorporates technology to customize student learning;
3. **Significantly Expanded Learning Time**: Students progress through three Development Phases; extended school day/year provides the equivalent of nearly 300 instructional days;
4. **Human Capital Innovations**: Students are supported by many “caring adults,” including well-paid, well-trained teachers, AmeriCorps members who provide targeted supports, Social Work interns, and outside mentors; the schools serve as a training laboratory for professionals dedicated to serving disconnected youth; and
5. **Social-emotional Supports**: Students participate in sessions focused on life goals/planning, affinity groups (e.g., parenthood, substance abuse), and curricula related to “non-academic” skills (e.g., conflict resolution, time management); every student creates and tracks their progress on an Individual Life Plan (ILP).



Attachment 07: Evidence of Community Outreach

Our Goals

Every “ROADS Scholar” will:

- Earn at least **44** high school credits, pass at least five core content Regents exams, and receive a high school diploma;
- Demonstrate at least two years of academic progress for each year enrolled in school, based on best-in-class literacy and numeracy assessments;
- Design, complete, and defend a culminating “Capstone Project”;
- Benefit from a meaningful adult mentorship, participate in three job shadowing opportunities, receive at least two job readiness certifications, and complete at least two internships;
- Visit at least five colleges, submit three college applications, and receive at least one college acceptance letter; and
- Develop and maintain an online **Individual Life Plan (ILP)**, which details life goals, personal strengths, potential obstacles, and specific strategies to overcome them.

Unlike many other programs and schools that serve “alternative” populations, we do not seek alternative outcomes; we want our students to achieve academic excellence and graduate prepared for college and beyond. We seek to create a “proof point” that disengaged youth can succeed with the right support.

Our Timeline



Our Team

Jeff Li, current Executive Director of Teach For America New York and former KIPP teacher/principal is the lead applicant for the schools. 2Revolutions LLC, a consulting firm that specializes in transformative education and workforce innovations, is also part of the founding team. Countless advocates and organizations who work with court-involved and/or disconnected youth have provided insight and helped shape the ROADS model. District 79, Alternative Schools and Programs is collaborating with the schools on student recruitment, promising practices on the educational model and accountability approaches.

Board of Directors:

- Richard Barth (President/CEO, KIPP)
- Rich Buery (President/CEO, Children’s Aid Society)
- James Forman, Jr. (Professor of Law, Georgetown University)
- Marguerite Roza (Senior Scholar, Center on Reinventing Public Education)
- Kim Smith (CEO, Bellweather Partners)
- Jemina Bernard (Vice President of Regional Operations, Teach For America)
- William J. Snipes (Partner, Sullivan and Cromwell)

How You Can Help

- Fund our start-up efforts – per pupil money from the state does not support

the launch phase;

- Provide work-based experiences for our students;
- Volunteer to be a mentor or recommend others to be a mentor;
- Connect us to parents and/or organizations who should attend ROADS and/or support the launch; and
- Nominate talented education professionals interested in working at ROADS.

The return on your investment (ROI) is significant: ROADS only needs approximately \$2000 per student per year in private donations; public money will support remainder of the ongoing school operations.

Attachment 07: Evidence of Community Outreach

Community Engagement Project Plan

(as of 9/10)

Pursuant to §2851(2)(q), the ROADS Charter Schools Application must include “Evidence of adequate community support for and interest in the charter school sufficient to allow the school to reach its anticipated enrollment, and an assessment of the projected programmatic and fiscal impact of the school on other public and nonpublic schools in the area.”

As such, we have identified the following action steps to ensure appropriate community engagement prior to submitting our application in January 2011.

Overarching Goals

- A) To invest and inform community members regarding ROADS Charter Schools, including as a way of beginning the process of recruiting students; and
- B) To gather community feedback in order to create a pro-active plan for the charters and to strengthen the model.

Outreach Plan and Objectives

In order to gather community engagement and input that will be used to further refine and inform the applications for ROADS Charter Schools, we propose taking the following steps:

1. Letters of Support – Amass letters of support from agencies, CBOs and other stakeholders who would work with ROADS students (letters will include letters from potential internship sponsors, letters from CBO doing aftercare, letters from potential funders, etc.);
2. Small External Outreach Meetings – Log all meetings that have happened in the last year regarding the establishment of ROADS Charter Schools and the model (logs will include date of the meeting, people present, materials distributed, input/feedback gathered);
3. Feedback from NYC DOE’s District– Hold one focus group meeting of school principals and other administrators to explain the model and gather input from practitioners who serve the community of students ROADS is hoping to serve; and
4. Community Meetings – Hold 3 community meetings that present basic model of school and solicit and gather questions, comments and feedback from participants.
 - a. Meeting #1 – Target Audience: Electeds/Agency Partners
 - i. Manhattan Location
 - ii. 2 hours on a weeknight in November
 - b. Meeting #2 – Target Audience: Bronx or Brooklyn CBO and community-based partners, parents, students
 - i. Bronx or Brooklyn Location
 - ii. 1 hour on a weeknight in November/December
 - iii. Translator present
 - c. Meeting #3 – Target Audience: Bronx or Brooklyn CBO and community-based partners, parents, students
5. Other ideas to explore
 - a. Online community to share materials and provide a forum for feedback
 - b. Newsletter/publication to stakeholders
 - c. Participation in other community meetings with relevant audiences
 - d. Outreach at District 79 parent nights and other events with parents

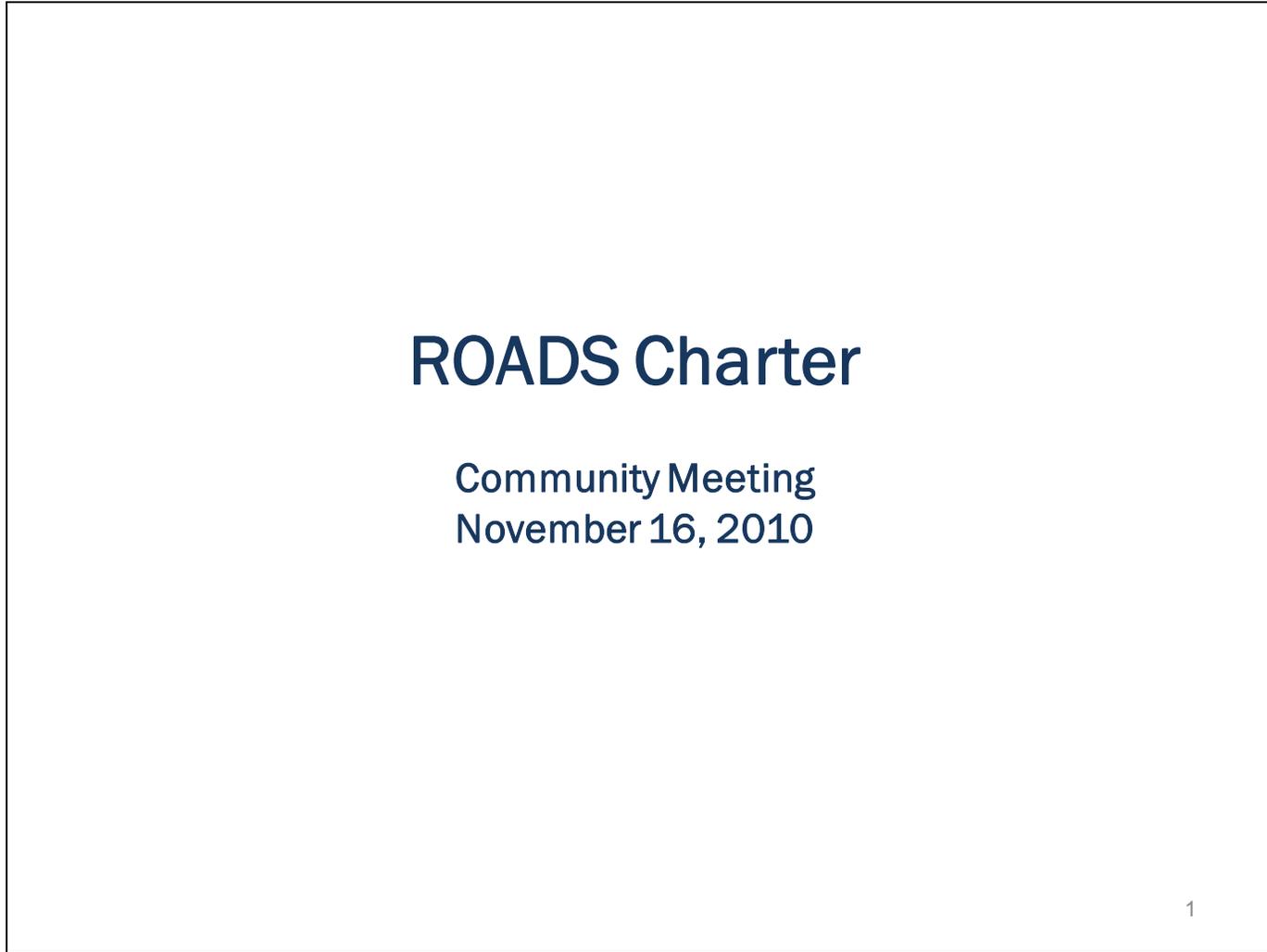
Attachment 07: Evidence of Community Outreach

DRAFT outline for CE Engagement (as of 9/10)

Week of	Players	Actions	Other notes
10/18 - 22	Sarah (SS), Tritia (TS), Jeff (JL)	<ul style="list-style-type: none"> Hold potential dates for CE meetings Present Project Plan (CA approval) 	For meeting 1 (Manhattan/ TFA Location – max 35 people): <ul style="list-style-type: none"> Get email addresses for each invitee Draft invitation (coming from Jeff) Finalize two pager (language from legal) – put in invitation or Set timeline with Craig (i.e., when to send invites, RSVP, etc.) Identify location Outreach and secure location Light refreshments? Tech access (good, not required) Parking? Gather supplies for the meeting (do we want butcher paper and markers?) Sign in sheet with contact information List for additional people to invite to other outreach meetings Draft powerpoint (and talking points) Determine whether there are other handouts/materials for the meeting Draft sample letter of support
10/25 - 29	SS, TS	<ul style="list-style-type: none"> Get project plan approved by CA Inform JL, CW about plan 	
11/01 - 05	SS, TS JL	<ul style="list-style-type: none"> CE Mtgs: Secure CE Meeting Sites CE Mtgs: Share dates with Board members and 2Rev Checklist: Inquire to 2Revs regarding website Checklist: Identify avenues for parent signatures (depending on SUNY v. SED) CE Mtgs: Draft Invitation Language CE Mtgs: Gather emails CE Mtgs: 11/01- Send invites to Manhattan meeting CE Mtgs: Manage invite list 	
11/08 - 12	SS, TS JL	<ul style="list-style-type: none"> CE Mtgs: Send letters of support for signatures CE Mtgs: Draft letters of support (CA approval) CE Mtgs: Gather materials for presenting (CA approval) CE Mtgs: Manage invite list CE Mtgs: Manage logistics for location 	
11/15 - 19	SS, TS JL CA	Manhattan CE Meeting- 11/16 at 4pm: <ul style="list-style-type: none"> Record questions and answers Site Logistics Present and Facilitate conversation Attend CE meeting for facilitation support 	
11/22 - 26	SS, TS JL	<ul style="list-style-type: none"> CE Mtgs: Adapt materials for presenting to Borough Mtgs Checklist: Ask D79 internal staff for best practices Checklist: Record past external meetings and begin log 	
11/29 – 12/3	SS, TS JL CA	Borough 1 CE Meeting- 11/30 at 5pm: <ul style="list-style-type: none"> Site Logistics Record questions and answers Present and Facilitate conversation Attend CE meeting for facilitation support 	
12/6 - 10	SS, TS JL CA	Borough 2 CE Meeting- 12/07 at 4pm: <ul style="list-style-type: none"> Site Logistics Record questions and answers Present and Facilitate conversation Attend CE meeting for facilitation support 	

POWERPOINT PRESENTATION TEMPLATE – USED AT COMMUNITY ENGAGEMENT MEETINGS

Slide 1



ROADS Charter

Community Meeting
November 16, 2010

1

Objectives and Agenda

OBJECTIVES

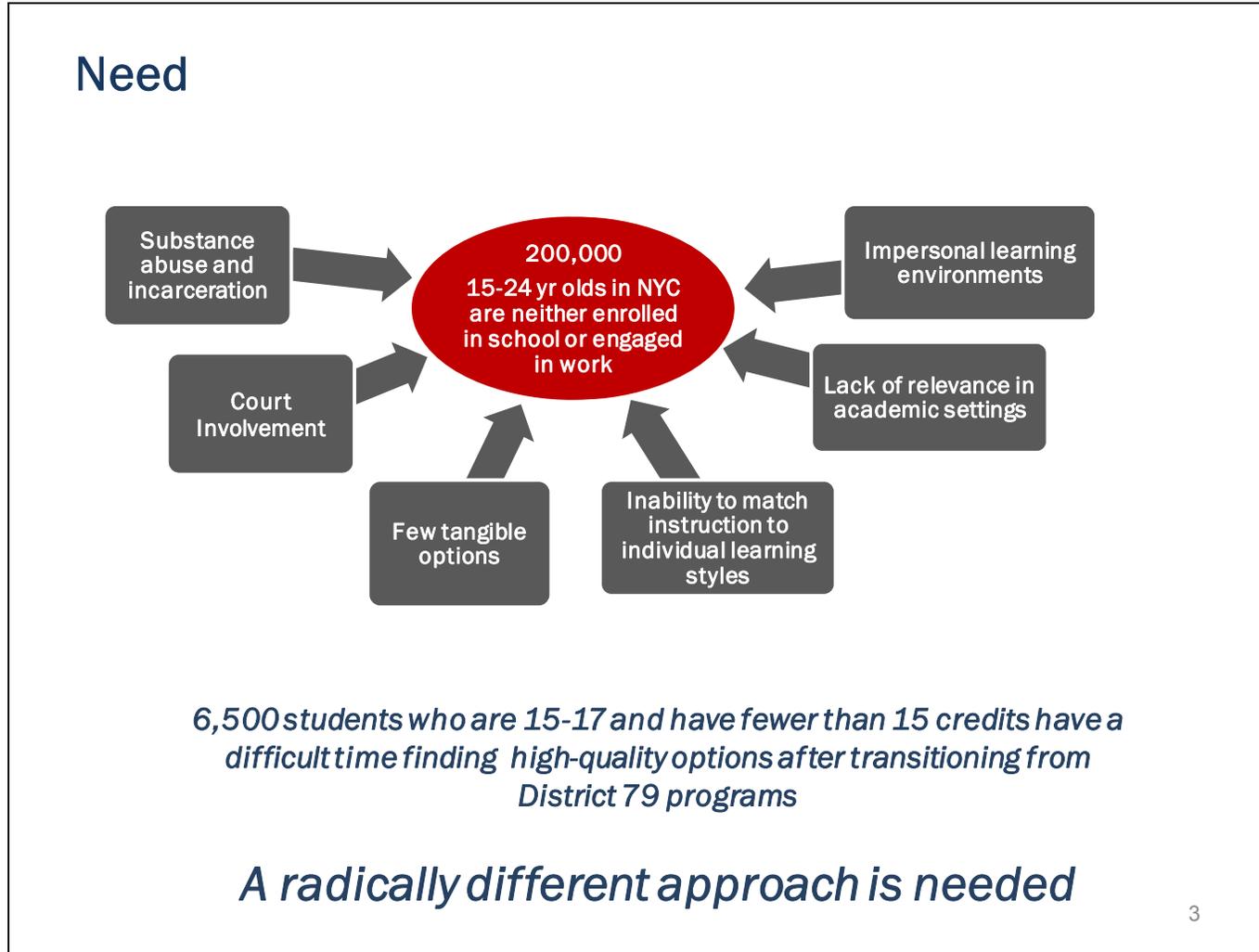
1. Share the ROADS idea and model
2. Hear your questions, thoughts, suggestions
3. Ask for your help/advice

AGENDA

1. Introduction to ROADS
 - Need
 - Mission, Vision, and Core Beliefs
2. The ROADS Model Overview
 - Three Pillars
 - Desired Outcomes
 - Model in Action
3. Team
 - Key Players

Attachment 07: Evidence of Community Outreach

Slide 3



Mission, Vision, and Core Beliefs

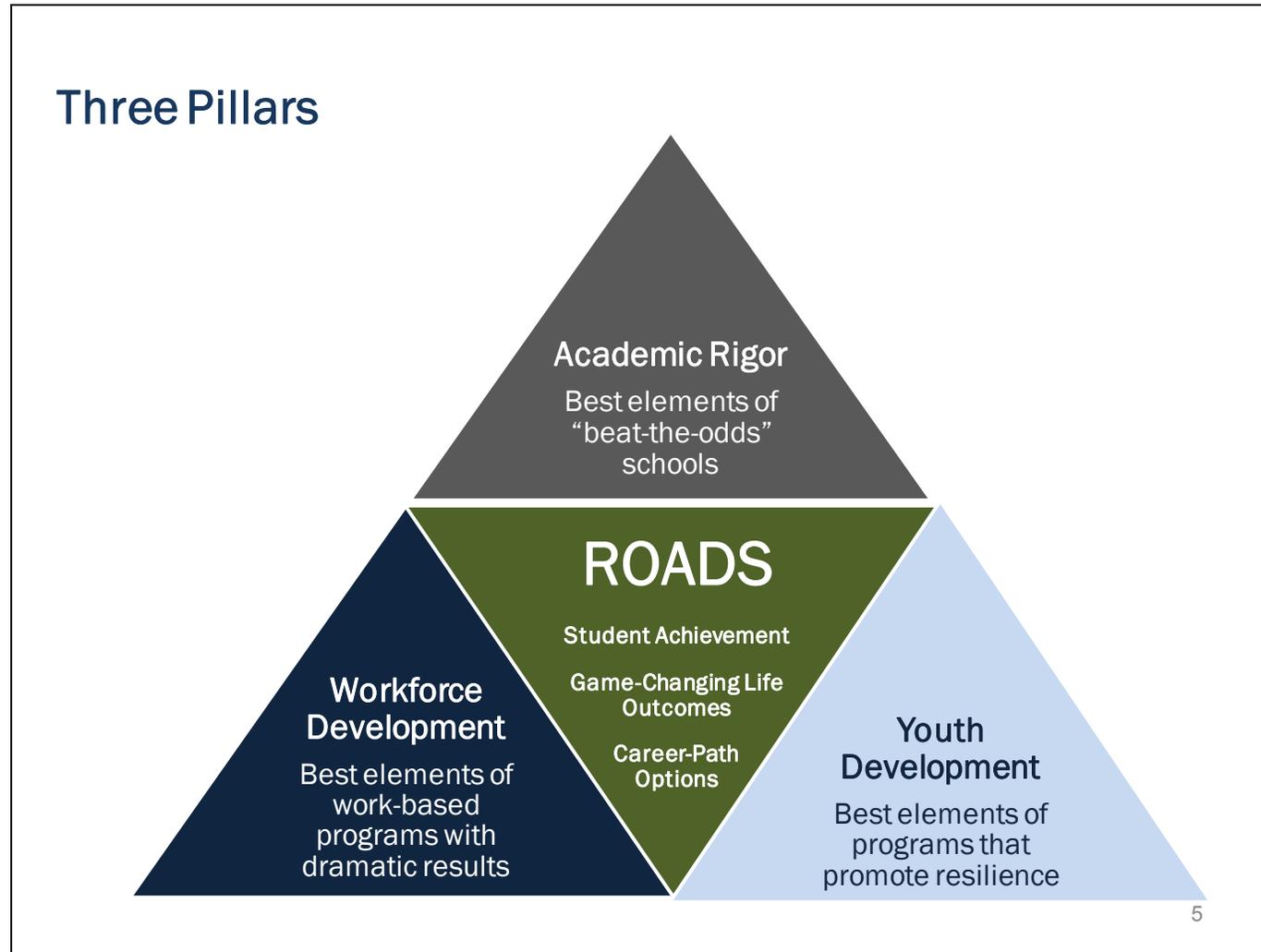
ROADS: (R)einventing (O)ptions for (A)dolescents who (D)eserve (S)uccess

MISSION: Ensure that disconnected youth— students aged 15-17 in New York City—graduate from high school thoroughly prepared to excel academically, professionally, and personally. To achieve our mission, we create “second-chance” high schools characterized by customized, relevant, and rigorous academics, social emotional support and learning, and work-based experiences that dramatically accelerate their progress.

VISION: ROADS Charter Schools aspire to dramatically improve student achievement for at-risk students in New York City by creating learning environments specifically designed for them.

CORE BELIEFS:

- 1) *Our students are capable learners and leaders*
- 2) *We expect all of our students to succeed academically*
- 3) *Customization and individualization is critical for our students*
- 4) *Our model must integrate academic rigor, job readiness skills, and social/emotional supports*
- 5) *Our learning environment must be engaging, relevant, empowering, and feel radically different from students’ previous school experiences*



Our Approach

The following five unique concepts will characterize our creative school design:

1. Progression Based on Readiness: Students are regularly assessed based on competence and skill acquisition, rather than solely against age or seat time requirements;

2. Engaging/Relevant Curricula: Content is rigorous, experiential, project-based, and incorporates technology to customize student learning;

3. Significantly Expanded Learning Time: Students progress through three Development Phases; extended school day/year provides the equivalent of nearly 300 instructional days;

4. Human Capital Innovations: Students are supported by many “caring adults,” including well-paid, well-trained teachers, AmeriCorps members who provide targeted supports, Social Work interns, and outside mentors; the schools serve as a training laboratory for professionals dedicated to serving disconnected youth; and

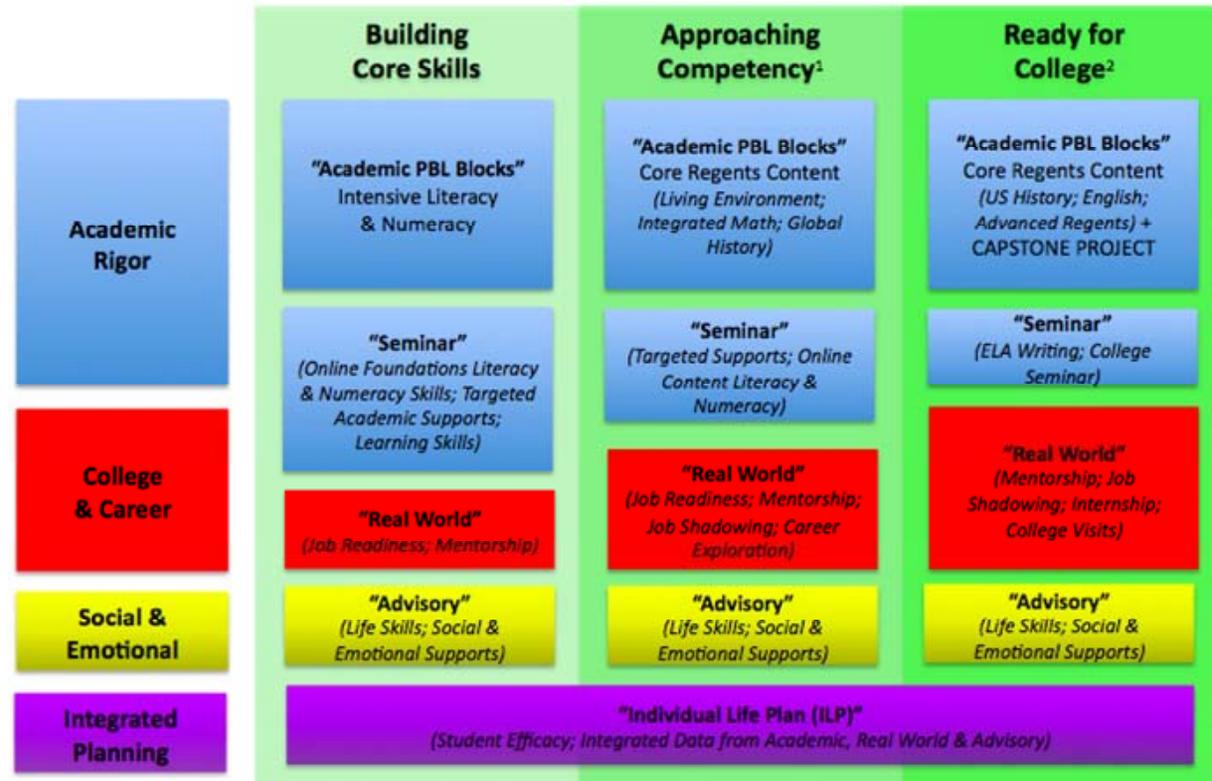
5. Social-emotional Supports: Students participate in sessions focused on life goals/planning, affinity groups (e.g., parenthood, substance abuse), and curricula related to “non-academic” skills (e.g., conflict resolution, time management); every student creates and tracks their progress on an Individual Life Plan (ILP).

Desired Outcomes

Every “ROADS Scholar” will...

- Earn at least **44 high school credits**, pass at least **five core content Regents exams**, and receive a **high school diploma**
- Demonstrate at least **two years of academic progress for each year enrolled** in school, based on best-in-class literacy and numeracy assessments
- Design, complete, and defend a culminating “**Capstone Project**”
- Benefit from a meaningful **adult mentorship**, participate in five **job shadowing opportunities**, receive at least two **job readiness certifications**, and complete at least **two internships**
- Visit at least **five colleges**, submit three **college applications**, and receive two **college acceptance letters**
- Develop and maintain an online **Individual Life Plan (ILP)**, which details life goals, personal strengths, potential obstacles, and specific strategies to overcome them

Model In Action

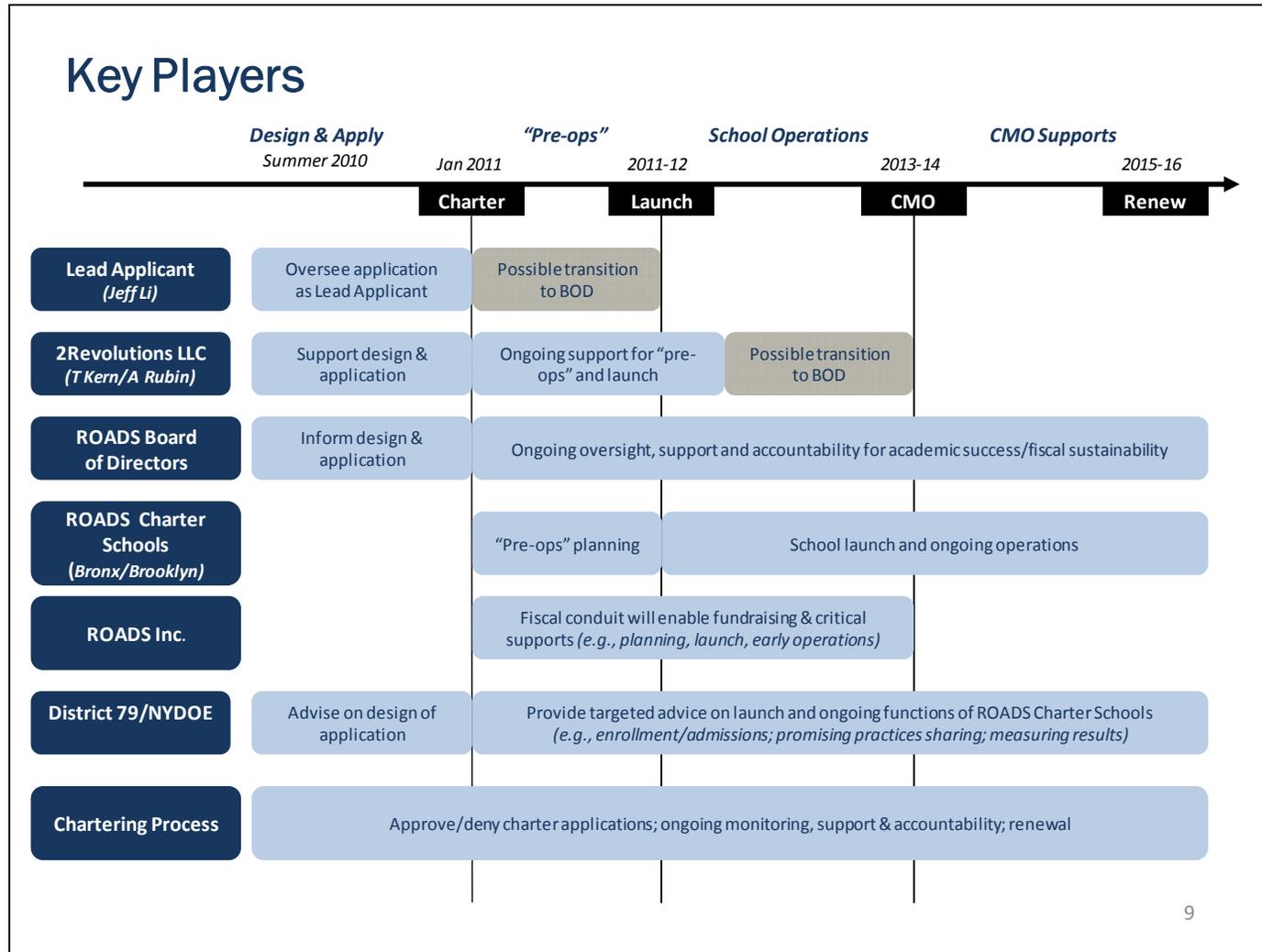


¹ Goal: students strive to achieve 7th grade reading level before transitioning to Approaching Competency;

² Goal: students must pass three Regents before transitioning to Ready for College;

Attachment 07: Evidence of Community Outreach

Slide 9



How You Can Help

Provide or help source work-based experiences for our students;

Volunteer to be a mentor or recommend others to be a mentor;

Connect us to parents and/or organizations who should attend ROADS and/or support the launch; and

Nominate talented education professionals interested in working at ROADS.

Attachment 07: Evidence of Community Outreach

Log of Community Engagement

Date/ Time	Type of meeting (Location)	Attendees	Feedback included in model	Feedback not included in model (and why)
9/28/2010 10:00 - 11:00 am	In-person meeting (Sullivan and Cromwell)	William Snipes, Partner, Sullivan and Cromwell Roger Blisset, RBC Capital Markets Karen Goldstein, General Counsel, Vera Institute Michael Jacobson, Director, Vera Institute Eric Woods, Winning Strategies, Pipeline Project Sarah Sandelius, District 79 Cami Anderson, District 79 Tritia Samaniego, District 79	<p>Explored the question of how to create a tailored program for students while still being cost efficient</p> <ul style="list-style-type: none"> • Staggered staff schedules • Americorps volunteers • Mentoring with external stakeholders <p>Brainstormed list of major action steps/issues needing development and partnership to get the school launched</p> <ul style="list-style-type: none"> • Charter • Space • Money • Incubator • Advocates (for referral, funding, internship/mentor partners, etc.) <p>Talked about how the model would deal with student time outside of school and how to prevent students from "getting into trouble"</p> <ul style="list-style-type: none"> • Extended school day • Committed adults • Engaging courses as a hook to get students interested in school and achievement 	<p>Discussed the possibility of having the school be a boarding school (not included because that may lead to a selection bias, there are incredibly high costs associated with the model, difficult to partner with organizations who are already doing this well)</p> <p>Also discussed whether there would be any recidivism targets for the school and decided not to include them (wanted to focus more on positive outcomes and moving students toward academic achievement and graduation)</p> <p>Spoke about whether the model would be one like Harlem Children's Zone and really have a key focus on neighborhood transformation (didn't implement because ROADS chose to focus on citywide access to students and serving the need of students from all areas - difficult to do that and have an intense neighborhood focus at the same time)</p>
11/03/2010	Site Visit	David Banks, Eagle Academy	Discussed background of ROADS model and future sharing of best practices	

Attachment 07: Evidence of Community Outreach

Date/ Time	Type of meeting (Location)	Attendees	Feedback included in model	Feedback not included in model (and why)
		James Forman, Georgetown University/NYU University Law Professor Cami Anderson, District 79		

Attachment 07: Evidence of Community Outreach

Date/ Time	Type of meeting (Location)	Attendees	Feedback included in model	Feedback not included in model (and why)
11/5/2010 4:00 - 6:00 pm	In-person meeting (Centerbridge Foundation)	Mark Gallogly, Partner Centerbridge Foundation Carrie Braddock, Centerbridge Foundation Julie Rafel, New Profit Shari Amy Erskovitz, Pershing Foundation Ceci Carson, Carson Family Trust Representative from Helmsely Foundation Representative from Tiger Foundation Representative from Tiger Foundation Matt Klein, Blue Ridge Foundation Representative from Blue Ridge Foundation Representative from Robinhood Representative from Robinhood Kathleen Kelly, Kingdom Capital Jared Robinson Joel I. Klein, Chancellor, DOE Cami Anderson, District 79 Sarah Sandelius, District 79 Tritia Samaniego, District 79	<p>Discussed how ROADS would operate in the context of the transfer schools</p> <ul style="list-style-type: none"> • New model creation - will foster innovation on all fronts, will provide proof points that certain strategies work • Provides more alternative options for youth • ROADS will serve those who aren't eligible for transfer school admission (e.g., students with no credits) <p>Engaged in conversation about how much would be done in-house at ROADS and how much would be delivered to students through partnerships</p> <ul style="list-style-type: none"> • Model itself is built on promising practices from existing models in education, workforce and youth development • Academic piece will be predominantly provided by school staff • Socio-emotional supports will be provided both by school staff and partners <p>Shared ideas about how long students would need to graduate from ROADS given the development phase model</p> <ul style="list-style-type: none"> • Idea situation is that a student could progress through the school in 3 years (one year for each phase) • Since there is no pattern with students, the self-pacing will vary depending on student needs <p>Responded to questions about how ROADS would prepare students for college and beyond</p> <ul style="list-style-type: none"> • Have first generation of charter schools to learn from, use promising practices (use what worked, re-envision what didn't) • Focus on getting students the Regents diploma plus additional criteria for graduation (e.g., internships, trips to colleges, etc.) 	

Attachment 07: Evidence of Community Outreach

Date/ Time	Type of meeting (Location)	Attendees	Feedback included in model	Feedback not included in model (and why)
11/16/2010 4:00 - 6:00 pm	In-person meeting (Teach For America New York City, 519 Eighth Ave., 15th Floor)	Jeff Li, Lead Applicant and Executive Director, Teach For America New York City Sarah Sandelius, District 79 Allison Newman, FECS Majorie Parker, Opportunities for a Better Tomorrow Ana M. Bermudez, Department of Probation Floor)	<p>Discussed the three pillars of the model (best practices from academic programs, workforce development and youth development)</p> <ul style="list-style-type: none"> • Suggestion to involve more on positive youth justice (applications of Youth Development to the juvenile justice world) • Importance of having students form meaningful connections to adults in the school community • Focus on how student's access what you are teaching them so they will feel invested and motivated <p>Stressed importance of professional development and common messages coming from adults to students</p> <p>Discussed the importance of goal setting for students</p> <ul style="list-style-type: none"> • Helping the student set a goal and focusing on helping the student meet that goal • Show the student you wont give up on them • Have the student learn the importance of getting to the goal - this is the standard and expectation for all students at ROADS <p>Conversation around beat the odds schools and key components to use at ROADS</p> <ul style="list-style-type: none"> • Fostering a sense of student belonging and attachment • Soft skills of employability (e.g., showing up on time, not speaking rudely to employer, appropriate dress, etc.) • Staff consistency • Personal responsibility • Tough love/ Warm and demanding environment <p>Ideas about culture building were shared</p> <ul style="list-style-type: none"> • Strengths based model • Student driven plans • Focus on graduating • ROADS Charter School I • Strong youth development programming • Attachment 07 - 20 • Primary person 	Concerns were expressed about not being able to serve non-readers and students with significant learning needs (not included because the theory conflicts with the mission of the school)

Attachment 07: Evidence of Community Outreach

Date/ Time	Type of meeting (Location)	Attendees	Feedback included in model	Feedback not included in model (and why)
11/23/2010	Phone call	Marina Villela, Blue Ridge Foundation Jeff Li, Teach For America, Cami Anderson, District 79 Carrie Braddock, Centerbridge Foundation Matthew Klein, Blue Ridge Foundation Meryl Schwartz, Sarah Sandelius, District District 79 Adam Rubin, 2 Revolutions Todd Kern, 2Revolutions	Phone discussion regarding structural & programmatic areas for charter application	
12/08/2010	In-person meeting (Teach For America Board Meeting)	TFA Board Meeting Jeff Li, Teach For America Roger Aaron- Partner, Skadden, Arps, Slate, Meagher & Flom LLP Paul Fribourg- Chairman, CEO, Continental Grain Co. Edes Gilbert- Consultant, Resource Group 175 John Rodin- Partner, Director of Research, Glenview Capital Management Howard Schiller- COO of Investment, Banking Division, Goldman Sachs Betsy Shiverick- President, Betsy Shiverick Interiors, Ltd. Victoria Elenowitz- Managing Director, Golden Seeds and Chair, Advisory Council, Yale Entrepreneurial Institute Scott Nuttall- Partner, Kohlberg Kravis Roberts & Co. Nancy Peretsman- Managing Director, Allen & Co. LLC Sarah Robertson Robert Scully- Retired Office of the Chairman, Morgan Stanley Feroz Dewan- Managing Director, Tiger Global Management	Discussed background of ROADS model	

Attachment 07: Evidence of Community Outreach

Date/ Time	Type of meeting (Location)	Attendees	Feedback included in model	Feedback not included in model (and why)
		David Williams- CEO, Deloitte Financial Advisory Services, Ltd. Mark Zurack- Professor, Columbia Business School & Cornell University Cami Anderson, District 79		
12/15/2010 5:30 - 7:00 pm	In-person meeting (Explore Charter School, 15 Snyder Avenue, Brooklyn)	Jeff Li, Lead Applicant and Executive Director, Teach For America New York City Jane Wilson, District 79/ 2Revolutions Rachel Forsyth, Director of Transfer High Schools, Good Shepherd Services Kate Rubin, Director of Policy and Community Development, The Bronx Defenders Carson Hicks, Deputy Director of Evaluation, NYC Center for Economic Opportunity	<p>Model suggestions: Academics</p> <ul style="list-style-type: none"> • Strong instructional leader is vital • Building staff expertise (more valuable than bringing in external PD in many cases) • Designated college counselor on staff (contemplated in later years of school) • Regular and frequent meetings with students <p>Model suggestions: Workforce</p> <ul style="list-style-type: none"> • Need to anticipate students for whom the juggling of workforce and academic is too much (in model by aligning experiences with what is being learned in the classroom) <p>Model suggestions: Recruitment and Orientation</p> <ul style="list-style-type: none"> • Need to account for students leaving Rikers at all different times of the year • Meet the student where they are when they come into the school (e.g., some might be ready to have goals about lifetime/career, while others might not be ready to discuss that with school staff immediately) • Need to address what happens if student gets arrested again while enrolled in ROADS <p>Model suggestions: Other</p> <ul style="list-style-type: none"> • Include all adults in the school in conversations about students, to the extent possible (even security, etc.) • Train all staff in key model components/ school culture tenets 	<p>Model suggestions not included in application: Academics</p> <ul style="list-style-type: none"> • Give all staff basic literacy training (might be use in model in a later phase) <p>Model suggestions not included in application: Logistics (good suggestions to pursue, but not implemented yet because the focus is currently on written application materials)</p> <ul style="list-style-type: none"> • Site visits were suggested for Good Shepherd schools • Start conversation about partnering with CUNY now • ILP technology platform - look into PowerSchools - Good Shepherd used them

Attachment 07: Evidence of Community Outreach

Date/ Time	Type of meeting (Location)	Attendees	Feedback included in model	Feedback not included in model (and why)
			<ul style="list-style-type: none"> Involve students at various stages of planning 	<ul style="list-style-type: none"> Reach out to SPACES/Small business universe (? name unknown) for potential partnership on the internship piece of the model
1/4/2011 4:00 - 6:00 pm	In person meeting (School of Performing Arts, 977 Fox street, Bronx, NY 10459)	Jeff Li, Lead Applicant Sarah Sandelius, District 79 Tritia Samaniego, District 79 Lazar Treschan, Community Service Society Zankhana Shulua, Boys Town New York Cynthia Armijo, Boys Town New York Amelia Thompson, John Jay College	<p>Discussion about the social benefits of the cohort model and the idea of individualized instruction threatens the teamwork and self-esteem that being together in a group brings - Need to build more into the model that will encourage team/culture building so students can have that "school community" environment</p> <p>Question about where referrals are coming from and what intake looks like</p> <ul style="list-style-type: none"> Need to do more outreach with potential referring organizations (like Boys Town) who see students for whom this would be a good model Issue about enrolling students at different times during the year since they are finishing court-involved programs at different times <p>Concerns about parent involvement - those who work with the same populations understand it is sometimes difficult to engage parents</p> <ul style="list-style-type: none"> Model should be designed to encourage parental involvement, but not make it essential because some parents aren't as involved Good to look at what transfer schools are doing in this regard even though ROADS is a little bit younger population <p>Discussion of what the classroom experience will look like - blended learning, collaborative teaching, real world opportunities, increased learning time</p> <ul style="list-style-type: none"> Promising practice to have consistency in the messages students are getting and constant social skill building throughout the school day There is a lot of research around students having a plan that not only talks about goals, but also talks about what to do when obstacles arise <p>Discussion of the role of technology</p> <ul style="list-style-type: none"> Critical for the ILP to be accessed in a technology-based platform/ Other types of individualization will rely on integration of technology and planning Important for it to be personalized; have parent access enabled; help guide students - Naviance is one provider of a helpful tool (one attendee used it with her own children) <p>Final thoughts</p> <ul style="list-style-type: none"> Need to think more about what is the hook for young people and families; why should they send their children to ROADS as opposed to another school 	<p>Discussion about separating the girls and the boys Will not be part of the model, but there will need to be special attention paid to recruiting close to even numbers for enrollment</p> <p>Concern about where students will go while waiting for admission to ROADS</p>

Attachment 07: Evidence of Community Outreach

Date/ Time	Type of meeting (Location)	Attendees	Feedback included in model	Feedback not included in model (and why)
To be scheduled	In person meeting (Location TBD)	Nicole Lindsay, Executive Director, NYNY Robert Reffkin Cami Anderson, District 79 Sarah Sandelius, District 79		

Attachment 08(a): Key Design Elements

(a) *Key Design Elements*

Provide a concise overview of the proposed charter school's key design elements, i.e., those aspects of the school critical to its success.

Introduction

Mission, Outcomes, and Core Beliefs

The ROADS mission as follows:

Our mission is to ensure that disconnected youth—overage, under-credited students aged 15-17 in New York City—graduate from high school thoroughly prepared to excel academically, professionally, and personally. To achieve our mission, we create “second-chance” high schools characterized by customized and rigorous curricula, socio-emotional support, and work-based experiences that foster student engagement and accelerate student progress.

Unlike many other programs and schools that serve “alternative” populations, *ROADS does not seek alternative outcomes or measures* for its students; ROADS wants them to achieve academic excellence and graduate prepared for college and beyond. Every “ROADS Scholar” will:

- Earn at least 44 high school credits, pass at least five core content Regents exams, and receive a high school diploma;
- Demonstrate at least two years of academic progress for each year enrolled in school, based on best-in-class literacy and numeracy assessments;
- Design, complete, and defend a culminating “Capstone Project”;
- Benefit from a meaningful adult mentorship, participate in job shadowing opportunities, receive job readiness certifications, and complete internships;
- Visit colleges, submit college applications, and receive at least one college acceptance letter; and
- Develop and maintain an online Individual Life Plan (ILP), which details life goals, personal strengths, potential obstacles, and specific strategies to overcome them.

ROADS Charter School aspires to dramatically improve student achievement for at-risk students in New York City by *creating a learning environment specifically designed for them*. Drawing on extensive national research and years of deep experience working with this population, the ROADS model rests on five core beliefs about working with disconnected youth:

1. *Our students are capable learners and leaders—regardless of the challenges and setbacks they may have faced.* All of our students can learn to read, write, think, and speak at high levels, and all deserve rigorous educational experiences to prepare them for future success. Our students are among the most entrepreneurial, creative, and leadership-oriented in the school system. We help students channel their innate abilities and hard-fought life lessons toward positive, tangible outcomes that match their interests, preferences, and passions.
2. *We expect all of our students to succeed academically.* We unwaveringly commit to setting and maintaining high expectations for our students’ academic excellence. While achieving success may require innovative approaches, we fundamentally believe that our students can reach the highest standards of academic competency.
3. *Customization and individualization is critical for our students.* Most students report “not being known” as a chief reason for dropping out of school. To successfully reengage students, we must first understand where these students are—both academically and personally—and then meet their individual needs with a tailored program supported by an Individual Life Plan (ILP). Customization is especially important for students who need to accelerate learning and make rapid progress.

Attachment 08(a): Key Design Elements

4. *Our model must simultaneously and seamlessly integrate academic rigor, job readiness skills, and socio-emotional supports.* Some students “disconnect” from school because they are struggling academically, either because of their own learning challenges and/or because their previous school failed to reach them. Others disconnect due to challenges with the law, addiction, homelessness, family hardship, or early pregnancy. Still others disconnect because of financial constraints. Because many face multiple “risk factors,” it is vital that we support their academic skill development with robust socio-emotional and career supports.
5. *Our learning environment has to be engaging, relevant, empowering, and feel radically different from students’ previous school experiences.* School must feel relevant to students. Rather than replicate previously unsuccessful school experiences on a more intimate scale, we strive to build a school culture that *engages and empowers* students by connecting academic work to relevant, real-life environments.

Unique Elements of The Model

ROADS Charter School is unique in several ways:

Element 1: Competency-based assessment and progression to college and career readiness: Students will reach and track progress based on competence and skill acquisition, rather than simply against seat time requirements.

Element 2: Emphasis on Literacy and Numeracy: It is impossible for students to successfully master academic content without the ability to perform basic literacy and math skills—to comprehend the texts they read, make connection between ideas, make inferences, draw conclusions, and support their ideas with meaningful evidence.

Element 3: Customization and integration of technology: Consistent with the educational model, students will progress according to highly individualized and customized systems, led by innovative uses of technology, including the use of an ILP for every student.

Element 4: Job readiness skills: Through varying work experiences, students will apply academic skills and begin to understand how vital academic competency is in a 21st Century workplace environment.

Element 5: Socio-emotional supports: Recognizing how vital a supportive environment is for all students—and especially for disconnected youth—to thrive, ROADS will work relentlessly to create a positive culture where students feel valued, encouraged, and empowered.

Element 6: Extended time: Students will progress through three Development Phases that maximize academic progress and learning time. An extended school day and year provides the equivalent of nearly 300 instructional days each school year.

Element 7: Human capital strategy: ROADS has designed a model that capitalizes on many “caring adults,” including well-paid, carefully trained teachers who play multiple functions; AmeriCorps members; Social Work interns; and outside mentors. ROADS Charter School also serves as a training laboratory for professionals dedicated to serving over-age, under-credited students.

Element 1: Competency-Based Assessment And Progression to College-Readiness

Three Development Phases

Students move from one segment of the academic continuum to another based solely on *demonstrated competency*. Unlike traditional schools, where students advance to the next grade at a defined time of the year, ROADS students advance to new levels *only* as they prove content and skills mastery. Students will be grouped into incoming cohorts—not grade levels. This competency-based approach has proven successful in NYC’s transfer schools, where students progress only as they prove capable of handling more challenging material. Designed for a similar (though slightly older and generally higher performing) population of disconnected students, transfer schools have demonstrated the power of creating a structure of promotions that looks radically different from traditional public schools. By making students responsible for their progress and giving them the opportunity to succeed quickly, transfer schools in NYC have demonstrated that students respond well to the competency-based approach.

ROADS students will incrementally proceed to more complex learning opportunities only as they prove themselves capable of handling more challenging material. They will be self-paced and motivated by tangible incentives for

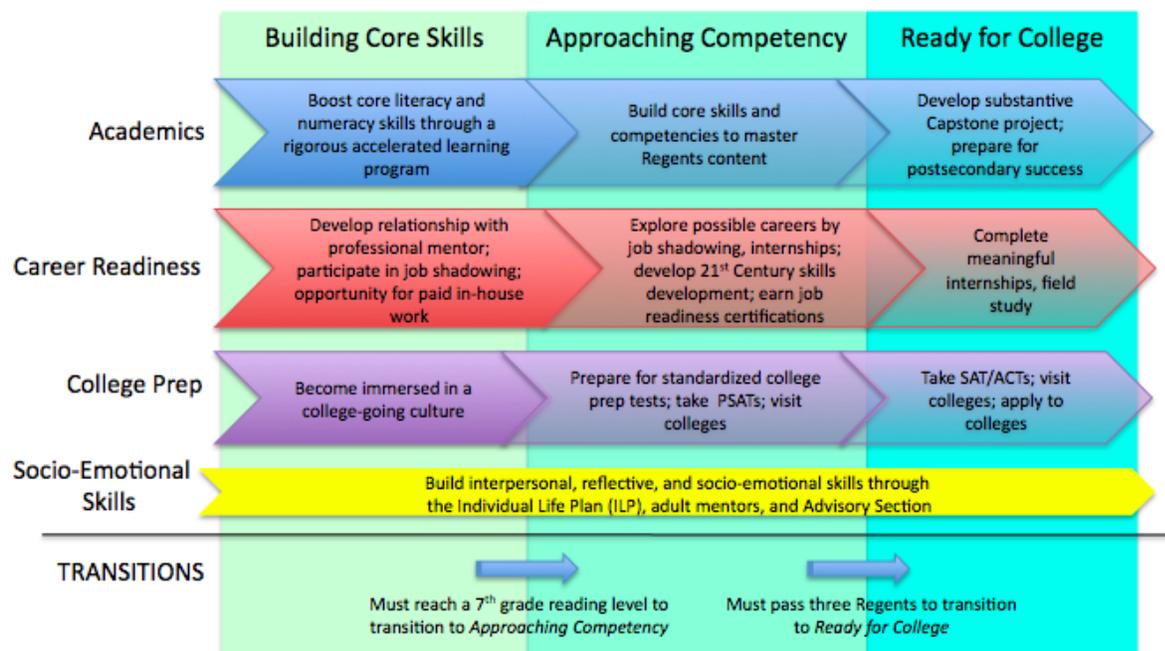
Attachment 08(a): Key Design Elements

progress—including progress towards graduation (credit accumulation, Regents passage), opportunities for workplace learning (some of which will have the potential to be paid), and increased scheduling flexibility.

The amount of time students spend in each Phase will depend entirely on their performance. Some students may require three trimesters of *Building Core Skills* before moving into *Approaching Competency*, while others may only need only one trimester. Before transitioning from each Phase, students must demonstrate concrete *presentations of learning*. Only once they have sufficiently proved content and skill mastery are they promoted, thus reinforcing the ethos of the school and a core job readiness lesson: with each promotion come tangible steps towards high school graduation, increased responsibility, and increased opportunity.

The following figure illustrates the breakdown of academic, real world, and college prep activities completed by students in the three Development Phases: 1) *Building Core Skills*; 2) *Approaching Competency*; and, 3) *Ready for College*:

Figure 1. Phases of Student Progression



After an initial school orientation, incoming students will complete a diagnostic assessment to inform reading and math instruction. They will then participate in an intensive literacy and numeracy “boot camp” (*Building Core Skills*) until they have individually progressed to a 7th grade reading level. They then enter *Approaching Competency* and prepare for Regents exams. After passing three Regents exams (Integrated Algebra, Living Environment, and Global History), students advance to the final phase, *Ready for College*. They then complete college applications, take the Comprehensive English and U.S. History Regents, and develop a rigorous Capstone project.

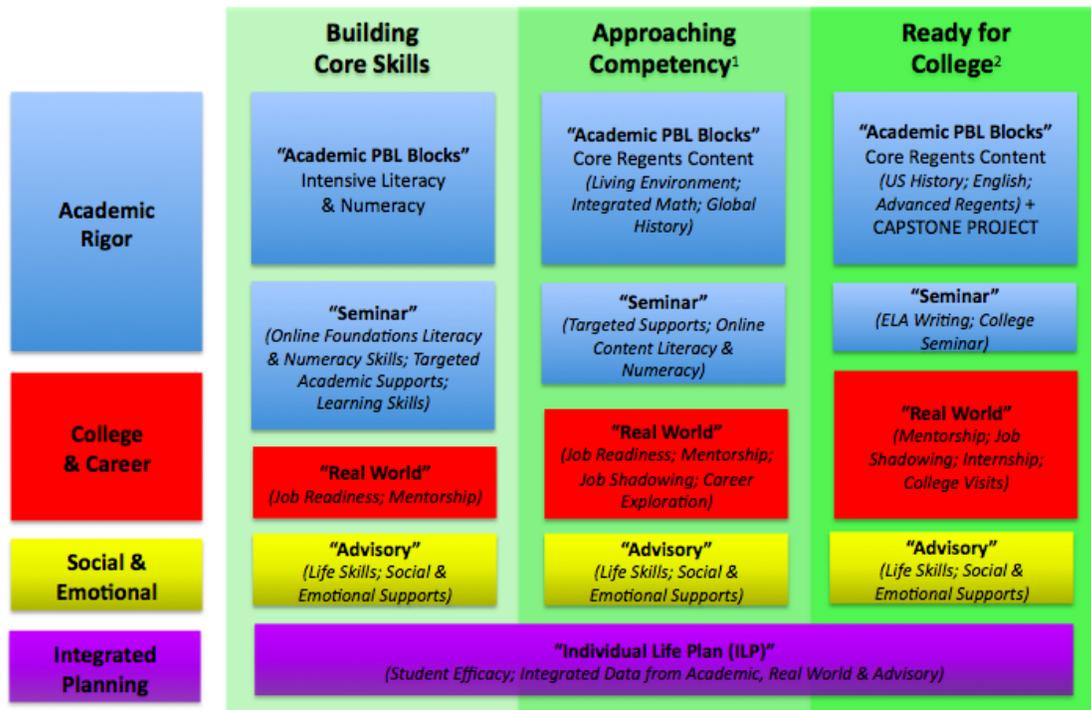
While students are free to advance to a higher level as soon as they demonstrate readiness, ROADS teachers and school administrators will be expected to move students along an aggressive timeline to ensure they are learning at an accelerated pace.

A student’s day will be divided into four general segments: project-based Academic Project-based Learning (PBL) Blocks, academic Seminars, “Real World” experiences, and Advisory sections. The focus of each segment and the

Attachment 08(a): Key Design Elements

amount of time students will spend in each depends on the Development Phase. The following figure illustrates how a student's typical day will change as he or she moves across Phases:

Figure 2. School Program/Model Elements by Student Development Phase



¹ Goal: students strive to achieve 7th grade reading level before transitioning to Approaching Competency;

² Goal: students must pass three Regents before transitioning to Ready for College;

Phase One: Building Core Skills (see Attachment 11 for an in-depth explanation of the Pedagogy related to this Phase)

- **Seminars:** Students will participate in two one-hour Seminars each day to build core literacy and numeracy skills. In Seminar, students will receive customized academic support in the form of: 1) online skill development through a rigorous online literacy and math curriculum focused on developing foundational skills; 2) one-on-one tutoring and support from trained AmeriCorps members; and 3) small group discussion with literacy/math specialists.
- **Intensive literacy and numeracy blocks:** Seminars will be supplemented two daily 2-hour "Academic PBL Blocks" to further develop literacy and numeracy skills. These blocks mix relevant curricula, blended learning, and intensive skill development to meet students' individual academic needs. To keep students engaged, ROADS balances rigor with student interest and incentive. These courses therefore provide students with real-time accumulation of electives credits aligned to NYS guidelines to enable them to see tangible progress.
- **Real World:** The use of project-based pedagogy is designed to infuse real-world content and problem solving into the learning experience. Additionally, both as an incentive and as an applied learning experience, students who demonstrate successful performance will have the opportunity to obtain in-school internship. Students will also be paired with an adult mentor—a professional in the community who has been selected against clear criteria to act as a role model for the student. Adult mentors provide needed personal support to students while also introducing them to the wider world of work.
- **Tech Seminar:** Students will enroll in a Tech Seminar to enhance their computer, skills and their digital literacy. In this stage, the work will focus on orientation to the ILP, keyboarding, and mastery of the Microsoft Office Suite. Tech Seminars will meet twice a week for 30 minutes.

Attachment 08(a): Key Design Elements

- **Advisory:** Throughout their careers at ROADS Charter School, students will have the opportunity to meet regularly (i.e., three times each week) with a cohort of peers during 30-minute Advisory sections. The primary objective of Advisory is to provide students with consistent socio-emotional supports, a strong peer network, and the chance to engage in integrated college, career, and life planning.

Phase Two: Approaching Competency

- **Academic PBL Blocks:** Once students reach a 7th grade performance level in literacy and numeracy, they transition to two, 2-hour daily learning blocks built around Regents content. PBL blocks are aligned to Regents content and prepare students to take the Integrated Math, Living Environment, and Global History Regents exams respectively. Though centered on the specific Regents' content area, PBL blocks maintain a strong interdisciplinary focus, applying ELA and mathematics concepts throughout.
- **Seminars:** Students continue to supplement Academic PBL Blocks with daily Seminars to build fundamental literacy and numeracy skills, as well as other basic learning skills, study habits, and research skills. In *Approaching Competency*, Seminar is also used as a targeted support for Regents-based PBL blocks. With PBL and Seminar teachers communicating regularly during common planning time and through online tools such as a student's ILP, online course modules can provide a necessary reinforcement around particular content knowledge or skills development.
- **Tech Seminar:** Students will continue their work Tech Seminar to further develop their technology skills. During this phase, the work will broaden to encompass a broader range of technology tools and the role of technology in our lives. Tech Seminars will meet three times a week for 30 minutes.
- **Real World:** As students progress through the school, they earn increased freedom, flexibility, and greater access to opportunities within and outside of the school. The following opportunities build skills, apply learning, and create incentives to succeed:
 1. **Job shadowing:** Students in *Approaching Competency* begin participating in formal job shadow opportunities. These on-the-ground opportunities broaden students' perspectives and allow them to explore potential career interests.
 2. **Certifications:** Students also acquire basic job readiness certifications, including OSHA and First Aid/CPR, as well as a driver's license.
 3. **Career Exploration:** Students will have multiple opportunities throughout their school experience to explore a range of career options—both in and outside of school, independently and in groups. Importantly, students will individually map out and understand the kinds of educational training, credentials, and post-secondary degrees required to pursue specific career paths.
- **Advisory:** Students will continue to meet with the same cohort of peers throughout *Approaching Competency*.

Phase Three: Ready for College

Students in this Phase enjoy the greatest degree of flexibility to structure their school day, week, and coursework in ways that customize support as needed.

- **Academic PBL Blocks:** After passing three Regents exams, students transition to blocks focused on preparing for the English and U.S. History Regents. Those with interest and aptitude will also have the opportunity to pursue Advanced Regents-based coursework, including advanced sciences (i.e., Chemistry and Physics), advanced math (Pre-Calculus), and foreign language through a variety of modalities, including online curricula or community college courses.
- **Seminars:** The focus of Seminar blocks shifts to two main objectives: ELA, with a focus on college level expository writing; and dedicated college preparation (college visits, interview preparation, and applications).
- **Real World:** Students in *Ready for College* receive additional flexibility to spend their time in meaningful workplace experiences requiring increased responsibility. Students complete at least two external internships with businesses, non-profits, and government offices in the community. These experiences engage students, offer a broader context for their learning, and can help inform students' post-secondary choices.

Attachment 08(a): Key Design Elements

- **Capstone Project:** Students spend their last two trimesters designing and managing a rigorous individual Capstone research project. All students display and defend their Capstone project through a public presentation of learning.
- **Advisory:** Students continue to participate in cohort activities with their Advisory section.

Blended Learning

All parts of the instructional model are taught through a *blended learning* approach to instruction, where all content is delivered using a mixture of modalities, including online tutorials, small group work, project teams, and larger group sessions. This blended approach deepens student comprehension, levels of engagement, and accounts for various learning styles. The ILP becomes a core mode for communicating and tracking and managing one's life at ROADS, thereby promoting the development of more sophisticated technology skills and habits.

Element 2: Emphasis on Literacy and Numeracy

The underpinning of all academic success hinges on strong core literacy and numeracy skills. It is impossible for students to successfully master academic content without the ability to perform basic literacy and math skills—to comprehend the texts they read, make connection between ideas, make inferences, draw conclusions, and support their ideas with meaningful evidence. Students must also develop the confidence necessary to persevere as content becomes increasingly difficult. As for numeracy, students must be able to use numbers to make compelling arguments and become savvy consumers of numeric data. They must also possess the computation and applied math skills that allow them to select any college major.

The ROADS academic program is built around the goal of successfully remediating students early on in their tenure—in order to then enable them to engage in the higher level skill requirements necessary to graduate from high school. Without successfully mastering these basic learning skills, students will not be prepared for the Regents—let alone post-secondary success. Therefore, significant attention will be spent building these core skills from their first day.

As a student progresses, staff continue to reinforce these basic literacy and math skills. Even after graduating from *Building Core Skills*, the Phase devoted to ramping up these basic skills, all coursework will continue to emphasize the importance of developing strong literacy and math skills. ELA standards-based work will be infused into every Science and Social Studies classroom, and all students participating in the *Approaching Competency* Phase will benefit from additional dedicated Math and ELA Seminars for an hour each day. During the *Ready for College* Phase, students will continue in their ELA Seminar with a focus on expository writing. They will also have the chance to meaningfully apply their ELA skills in their Capstone projects.

For students who are struggling to read, there will be a two-prong approach, using Apex Learning's Foundational Literacy online courses and "Reading Recovery" (a highly successful, research-driven program that teaches elementary school students who have a very difficult time reading learn how to read, often within one school year). This strategy will help students acquire basic literacy skills before advancing. The ROADS adolescent literacy strategy will combine the following elements:

1. Using a base online learning platform to deliver core skills training and have the ability in real time to assess student progress.
2. A range of teacher-driven support strategies to complement the online modules, including a focus on:
 - a. Decoding words can be achieved through using Wilson materials summarized by *Recipe for Reading* and its corresponding training. This adolescent-friendly version of "phonics" can be used to train teaching staff and AmeriCorps to be used in Seminar and dedicated Tutoring sessions.
 - b. Explicit fluency instruction because new research has emerged detailing adolescent struggles with reading includes ensuring they have the right tone, pacing, and emphasis. Older "non-readers" may have developed poor habits that are holding them back and can be improved. The

Attachment 08(a): Key Design Elements

combination of online modules like Apex and Lexia can assist with fluency and can be employed in concert with one-on-one, teacher directed supports.

- c. Ensuring students are reading for understanding – *The Seven Habits of Highly Effective Readers* and *Why Students Can't Read* along with “programs” like *Text Connections* provide a road map for teaching students how to comprehend texts. Teacher training will help ensure that all teachers are fluent in teaching and reinforcing the habits of effective readers. In addition, libraries with carefully-selected, relevant, and leveled books will ensure students are learning how to read for understanding.

No one program will characterize our approach. By using the blended learning approach, all teachers and AmeriCorps members will be trained in assessing students’ level of competency in decoding, fluency, and comprehension and grounded in an individual and research-driven approach to helping students progress, as a complement to online core skills modules.

Element 3: Customization and Integration of Technology

To ensure life success for each student, ROADS Charter School aspires to provide a customized learning experience to meet his or her individual academic, job readiness, and socio-emotional needs. Findings from youth development and risk/resilience research indicate that young people need to know where they are, set goals about where they want to go, carefully map out a strategy about how they want to get there, and regularly track their milestones along the way. Just like high-performing students, CEOs of major companies, and successful entrepreneurs—young people need to feel success by setting “big, hairy audacious goals” and celebrating steps to attain them. While many students are naturally capable of “dreaming big,” the ROADS model is predicated on the notion that students can learn to: plan with the end in mind, map out an action plan to attain big goals, and relentlessly work action steps to make progress towards those goals.

The model that has proven effective at customizing instruction is *Response to Intervention (RTI)*, a data-driven approach to preventing academic failure that centers on frequent progress measurement.¹ ROADS will use an adapted version of RTI technology—such as Public Consulting Group’s *Ed Plan* or Spectrum K-12’s *Exceed* platform—to create a comprehensive learning management system to support our entire school experience. By using this software, *the School will have the capacity to consider each unique student profile—across multiple dimensions of performance, including academics, job readiness, and socio-emotional supports—when developing students’ educational programs.* By tracking and analyzing that data, staff will then be able to create individually customized programs across those same areas of student development and adapt them as necessary (i.e., academic, job readiness, and socio-emotional skills).

This adapted RTI technology will be used to inform course scheduling and motivate students to reach school goals. All students will have access to the section of the learning management system that tracks their personal information. Their information, progress, and goals will be presented in an easily accessible and updateable ILP. Students and staff will use the ILP to track and manage their individual program.

The ILP will be the key tool for tracking progress, and will be accessible to teachers, students, and families. As part of their orientation, each student will take a battery of diagnostic tests to measure academic skills, socio-emotional attributes, and interests/ job readiness criteria (detailed fully in Attachment 12 - Assessment). This process will yield significant data to help teachers design the academic program and social supports needed by each student to successfully graduate. The socio-emotional assessment will include the following components:

- Personal operating style – students will fill out assessments such as Myers-Briggs instruments that illuminate personal tendencies including their strengths and areas to target for improvement;

¹ Fuchs, D., & Fuchs, L. (2006). Introduction to response to intervention: What, why, and how valid is it? *Reading Research Quarterly*, 41(1), 92-99.

Attachment 08(a): Key Design Elements

- An “interest inventory” – on-line assessments (perhaps Career Builder/Career Path and the Partnership for 21st Century Skills) help students understand a range of careers, hobbies, and social justice causes in which they can become involved; the School will augment the inventory to ensure the results do not pigeon-hole students, but rather reveal the vast array of interests to be pursued in school and beyond. Data from the interest inventory will also be used to inform PBL topic areas;
- Skill-level in socio-emotional competencies– District 79 has articulated a set of socio-emotional competencies (e.g. ability to resolve conflicts, disagree respectfully, articulate goals) based on tools like Advance Path’s socio-emotional diagnostic – with accompanying rubrics. Students will self-assess against these rubrics and will update their assessment after a 360 degree feedback with their Primary Person following their first semester in school.

Over time, the ILP will be the ongoing interface in which students store and manage their work and track progress towards high school graduation and college readiness (encompassing academic growth, increase in job readiness skills and socio-emotional development). For example, students will use their ILP to track progress along the job readiness continuum. They will be given an individual “bank account” to hold points accumulated as they successfully complete workforce experiences; students will be allowed to apply for internship placements once they have a particular number of points. Bank accounts also provide a valuable vehicle to teach financial literacy skills.

The school will continue to program each student and manage their needs through the ILP. Equally important, the ILP gives each student a sense of ownership and responsibility for meeting their needs, managing assignments, and progressing towards graduation. Equally important, the ILP serves as a crucial road map for the student that transparently lays out the goals for where the young person needs and wants to grow personally (in addition to academically). Students will not only use the ILP to track their own progress, but also to develop a results-oriented relationship with their mentor, to check in with their Primary Person, and to get feedback on their progress during advisory.

Element 4: Job Readiness Skills

Disconnected youth will be even more likely to remain committed to an engaging academic program if their school experience is coupled with meaningful workforce training and opportunities. The founding group’s experience with and research about these students repeatedly demonstrates the importance of providing them with some kind of workforce opportunity: all too often, the immediate pay-offs of the working world outweigh the long-term benefits of an education.

School and Work is the Goal

This “school or work” question is not a zero-sum game, where students must choose between one or the other, but as complementary learning experiences. Through their academic work, students come to better understand the world of work and develop key skills that will enable them to enjoy professional success. And through their work experiences, students apply academic skills and begin to understand how vital academic competency is in a 21st Century workplace environment. Examples of core 21st Century workplace skills include: communication; collaboration; critical thinking; problem solving; creativity; resourcefulness; and information and technology literacy. The School Leader will be responsible for refining the ROADS definition of 21st Century skills in ways that ensure seamless integration with the school model – including clear rubrics against which student progress can be periodically assessed (drawing heavily on the good work of the Partnership for 21st Century Skills and New Tech Network, which has developed (and used with great success) a detailed framework for assessing student’s performance against a similar set of skills as part of all project-based learning blocks).

Each workplace experience informs and reinforces the other, and motivates students to greater achievement. *College and career is the goal*—not one or the other. Students and staff understand that the two are mutually reinforcing: education lays the foundation for career success, and career experience makes in-class work more relevant and accessible. Students build these job readiness skills by completing a graduated set of external

Attachment 08(a): Key Design Elements

workforce experiences in the *Real World* activities. As with their academic work, students advance across the job readiness continuum only as they demonstrate competency and prove they are capable of tackling larger opportunities requiring greater responsibility.

Types of Opportunities

ROADS students will learn job readiness skills through varied experiences:

1. **Mentorship:** All students are paired with an adult mentor—an upstanding professional in the community to act as a role model for the student. Mentors are matched based on a variety of factors, but heavily take into account areas of student professional interest. The founding group has engaged in exploratory conversations with a range of mentors. Some members of the Board and the founding group have expressed an interest in this as an area to leverage their extensive personal and professional networks. The goal is to maintain a small ratio of students/mentor to promote successful, lasting relationships that enrich both mentor and mentee.
2. **Job Shadow:** Seeing the workplace is critical to broadening student perspectives. Students therefore participate in a variety of job shadowing opportunities. Job shadow opportunities provide exposure to the work place over a short time frame (2-4 days), to introduce an industry, particular career, or work setting to an interested student.
3. **Internships:** Students will complete external internships with businesses, non-profits, or government offices in the community. Internship assignments will be co-created with employers and collaboratively managed by a dedicated staff member and a coordinator at the employment site. Over time, students may possibly progress within an organization towards a paid employment opportunity.
4. **Certifications:** All students will acquire basic job readiness certifications, including OSHA, First Aid/CPR, and a driver's license (all of which are required to graduate). Some students may elect to take additional training towards industry-specific certifications (opportunities that can count towards students' "Real World" block of their Approaching College phase).
5. **Technology Aptitude:** All students will complete a minimum of 4 trimesters of Tech Seminar, which will build their skills from basic keyboarding and orientation to their computer, to an orientation and ongoing use of essential tech-based tools such as the ROADS ILP, through orientation and use of MS Office Suite, Web 2.0 strategies, and more effectively leveraging technology devices to support higher quality work and habits.

Leveraging Networks

In order to effectively implement and support the job readiness activities, ROADS is planning to use promising practices and leverage the networks of District 79 and the Board of Trustees. Recently, District 79 has implemented innovative new programs in Health Care, Green Technologies, and Information Technology across the district, building the capacity of its professional staff, state of the art facilities, and strong industry relationships. That work has elicited a broad range of recognition and support from national, state, and local funders and partners (philanthropic, political, corporate, and educational). ROADS Charter looks forward to working with District 79 in order to develop the right workplace relationships, with a focus on setting up an arrangement that benefits the workplace as well as contributes meaningfully to student learning. District 79 personnel currently train a significant numbers of students to obtain basic job readiness certificates and will advise ROADS on how ROADS staff might offer the training directly at ROADS. Funding in the budget will support the necessary trainings. Accommodations will be made for all students with disabilities to partake in job shadowing, certification programs, and internships. Some of the criteria for both job shadowing sites and internships will include American Disability Act (ADA) accessibility to enable all students to partake in the opportunities.

Attachment 08(a): Key Design Elements

Additionally, one of the functions of Friends of ROADS will be to build citywide partnerships for both schools, including partners who will offer student internships, mentors, job shadowing and other services/opportunities for students.

Integration of Real World Opportunities into Academic Model

The job readiness opportunities will be defined by several key elements:

- All internship opportunities will be *aligned to growth industries in the region* (i.e., healthcare, technology, early childhood education, green industries, media, and finance). Internship placements will be developed based on a systematic analysis of the regional labor market combined with student interest.
- Internships will be available in industries where *opportunities for career ladder growth* are available. While students are free to pursue whichever occupation they please, we will proactively encourage exploration of employment that allows for career growth opportunities.
- The types of careers available for students to explore will vary widely, giving students *broad exposure to potential careers* in a variety of sectors and work environments so as not to pigeon-hole them into one choice prematurely.
- Workforce opportunities will be made available to students *so that they develop and apply skills*. All internship and apprenticeship placements will be expected to challenge students, enhance learning, and vigorously develop skills. Ongoing online assignments and assessments will link students' external workforce experience to further develop their skills and content knowledge, with the goal of coordinating classroom-based concepts/skills with field-based experiences.
- Partner organizations will work with the school in order to provide *rigorous, meaningful, high-quality internships*.
- A *Director of Partnerships* will manage the relationships with potential sites and coordinate all mentoring, shadowing, and internship opportunities. Additionally, it is this role, along with a team of two dedicated AmeriCorps members, to support the curriculum development that enables reflection and the ongoing application of core knowledge and skills. It is important to note that this does not represent a full-time staff resource. Given the flexible human capital model, one lead teacher will manage these activities opposite his or her reduced teaching loads. The Real World team will be responsible for maintaining communication with staff from partnering organizations to set expectations, assure high-quality work, and create continuity between students' academic and workplace experiences.

In addition to mastering content, Academic PBL Blocks will enable students to learn and apply critical job readiness skills continuously on projects. Such "21st Century skills" include communication and presentation skills, self-assessment and reflection skills, teamwork and leadership, organization and time management. In projects, team members will take on specific workforce roles with workforce titles (one might work as an analyst, another as a project manager) and together will produce outputs similar to those used in the workplace—entry documents, proposals, action plans, contracts, memos, products, and reports. Projects will be taken from real-life workforce environments, expose students to a breadth of fields and careers, and will be contextualized in a language and mentality that feels like a workplace learning environment. All projects will also be managed against rubrics, empowering students to better understand and manage their learning, continuously moving towards tangible outcomes.

Element 5: Socio-Emotional Supports

All academic activities and workplace experiences occur within the context of a supportive and nurturing learning environment. Recognizing how vital a supportive environment is for all students—and especially for disconnected youth—to thrive, our staff will work relentlessly to create a positive culture where students feel valued, encouraged, and empowered.

ROADS believes that all youth deserve this kind of environment. Regardless of their background or previous life experiences, every student has a right to the caring, adult support needed to prepare them for fulfilling and

Attachment 08(a): Key Design Elements

successful lives. No student is “broken”: all students can learn to read, write, think, and speak at high levels, and all should be afforded the opportunities necessary to construct positive, rewarding futures.

Types of Student Supports

The following mechanisms will be core at ROADS to creating that positive, supportive learning environment:

- 1. New student orientation:** ROADS Charter will plan to accept incoming students in connection with the beginning of each trimester (i.e., September, December and March) based on available slots. These periods also map to data which indicates times of greatest mobility for this population. Incoming students will participate in a 1-week long orientation with their fellow entering classmates (their “cohort”), an experience that will establish school tone and introduce its culture and learning model. Throughout the orientation, students will engage in youth development activities to foster a trusting community and build cohort cohesion. The orientation will also expose students to the school’s purpose, model, structure, and high expectations.
- 2. Ongoing cohort activities:** Students’ cohorts will remain an important component of their school experience, as peer-to-peer learning and a supportive culture are keys to ensuring student stability and success. Ongoing community building activities, cohort outings, and other periodic check-ins will foster continued cohort interactions and a sense of community.
- 3. Primary person model:** Every student will be connected with a “primary person”—an adult staff member who establishes a strong, meaningful relationship with the student. Primary persons will support students in all areas of student development and achievement (academic, workforce, and socio-emotional) and will act as a conduit of information between the student and the school. As they maintain involvement in their students’ lives throughout the duration of their enrollment, primary persons will play a crucial role in meeting students’ emotional needs and preparing them for future personal and professional success. Informal support will be encouraged on a frequent and informal basis; formal meetings will be available on request (of teacher and students), and a minimum of one 15 minute bi-weekly ILP check-in will be mandatory. When the school grows to full size, each adult will have a responsibility for approximately 10 students.
- 4. Student Advisory:** Students’ weekly schedules will include Advisory with 12-15 of their peers. Advisory will be a time to support student growth, allow for student voice, and engage in peer to peer small group work around life skill and character development. It will also be a prime time to teach students the skills and lessons necessary for maintaining the School’s culture. Student Advisory sections will occur three times a week for 30 minutes.
- 5. Extracurricular activities:** Students will be encouraged to participate in a variety of extracurricular projects and after school programs. Activities may include student government, arts, journalism, music, intramural athletics, entrepreneurship, tutoring, and community service activities. To maximize opportunities while containing costs, we also will explore opportunities to partner with nearby schools. In addition to building school culture and cultivating student-staff mentoring relationships, extracurricular programs also offer students the chance to gain meaningful leadership, entrepreneurial, and teamwork experience. Extracurricular activities will occur during *Real World* blocks and are driven by student interest and entrepreneurship.
- 6. Students as Leaders:** Youth development research is undeniable: when students have an opportunity to impact their environment—for example their school community and/or their neighborhood—they are much more likely to succeed. School-based projects will focus on individual and community responsibility and empower students to act and work on issues about which they are passionate. School-based rituals like student council and school meetings will include protocols for soliciting and acting on student’s ideas.

Attachment 08(a): Key Design Elements

Additionally, the participation of a student member on the Board of Trustees will further impress upon the community about the importance of including students at all levels of decision-making.

7. **Mental Health Services:** External mental health services will be available to students as needed. Partner providers will be carefully selected to ensure that students receive the most effective, most appropriate supports possible when they need them.

Element 6: Extended Time

Research repeatedly affirms the importance of *time* in student growth: the more time spent learning in the right environment with engaging content, the more a student will progress. The ROADS aim is to implement a model with more time on task.

Longer School Day

By staggering student and teacher schedules and leveraging trained AmeriCorps members, doors will be open Monday through Friday from 7:00am to 7:00pm. The core of the school day will occur between 8:00am-6:00pm, with teachers' schedules built around staggered "shifts" (i.e., 8:00am-4:00pm, 10:00am-6:00pm, or 11:00am-7:00pm) that enable increased learning time for students and increased common planning time for teachers. *When compared to a traditional school model, the ROADS program yields 25% more student learning time.*

Further, the amount of time students spend in the building will vary by competency level and their unique ILP; as students demonstrate increased responsibility and skill mastery, they will be rewarded with greater scheduling flexibility.

- *Building Core Skills* students will be in school from 8am to 4pm, and will be able to participate in additional "Real World" activities from 4pm to 7pm on select days. Additional tutoring time will not be optional for all students, but the required duration will be based on student need.
- *Approaching Competency* students (comprising the bulk of the school) will be in school from 8am to 4pm, and will then participate in "Real World" activities from 4pm to 7pm.
- *Ready for College* students have a track record of responsibility and achievement and will receive even greater scheduling flexibility.

Longer School Year

Our School will operate on a trimester system, allowing students to spend more time in the classroom, progress more quickly, and earn credits at an accelerated rate.

- Trimesters run for 13-weeks, from September to December; December through March; and March through June.
- Students will spend the 5 weeks in the summer participating in a mix of required academic and *Real World* experiences specifically customized to their individual needs. Summer programming will include content and skills intensives, internships, and youth development leadership training.
- ROADS will serve students for 215 school days out of the year (compared to 180 days in traditional schools). When the longer school day is factored in, ROADS offers the equivalent of more than 280 school days per year—or roughly 60% more time spent in school than if a student attended a traditional NYC high school.

More Time...on the Right Tasks

Research and experience repeatedly affirm the importance of *time on task* to improving student performance and enabling growth. This is the fundamental premise of the common core reforms taking hold nationally. The more time spent learning in the right environment with engaging content, the more students will progress. This is especially true with high need, at-risk populations, as students often experience severe learning losses while away from school. High performing schools serving comparable populations have found that extending both the school day and the

Attachment 08(a): Key Design Elements

school year are critical—particularly if students already face severe learning deficiencies. One core strategy for ROADS Charter School is *more time on task*.

Through the extended school day and school year, *ROADS provide students with the equivalent of roughly 280 traditional school days within a single calendar year*—more than 60% more instructional time than in a traditional high school. As staff members focus customized attention on the right activities, this enables students to progress more quickly, build skills, and earn additional credits, making progress towards high school graduation and the essential college and career readiness skills they will need to be successful.

Staff-to-student Ratio

The most critical interface students have will be with the staff members. High-quality staff members are the key to a well-executed school program. While the ROADS staffing model and professional development plan are detailed elsewhere in the application, it is important to have a low staff-to-student ratio when working with disconnected youth. In order to ensure personalization and best meet students' academic, job readiness, and socio-emotional needs, ROADS Charter School will have a teacher: student ratio of 1:15, ensuring a high level of personalization to best meet the needs of students.

Element 7: Human Capital Strategy

High-quality staff members are the key to a well-executed school program and success with our students. To realize our vision and build the staffing culture requisite for success, we emphasize the following principles in our staffing efforts:

- *All hands on deck*: Our model calls for an “all hands on deck” approach to working with students: all staff are expected to get to know students, and about 85% of our full time staff teach classes. *Each* staff member will be trained to meet students' academic, job readiness, and youth development needs. We also will prioritize the selection of teachers with dual certifications (i.e., SPED or ELL and a core content area). Meaningful, ongoing professional development opportunities ensure staff members are prepared to effectively work with and empower students.
- *Teachers as “facilitators”*: Classroom teachers will see themselves more as “facilitators” than “teachers”—there to support, empower, and facilitate student learning. Most teachers will be experienced practitioners, prepared to infuse content from across a range of disciplines into collaboratively developed, integrated project-based curricula. A smaller group of dedicated literacy and math specialists will be deployed to assist all other teachers as needed and facilitate targeted work in Seminars. Common planning time and team teaching will be used to ensure strong content and skills instruction as well as the coordination essential to effectively support one another and students.
- *Staff professionalism*: Staff members will be treated as first-rate professionals and will benefit from thoughtful hiring, induction, and ongoing training. To attract and retain high-quality teachers needed to meet our students' needs, we offer teachers competitive salaries (\$80,000-\$100,000), a generous benefits package, and the opportunity for bonuses based on performance. Teachers will be expected to work a full year, and will receive four weeks of vacation annually (time to be staggered across the staff so as to support the 214-day school cycle), in addition to federal holidays.
- *Non-certified Teaching Staff*: AmeriCorps members will primarily lead Advisory sessions and provide targeted literacy and numeracy support (after in-depth, staff-led training). Each AmeriCorps member will also provide key supports on necessary school-wide jobs, including technology support and mentorship and internship coordination. We are currently in conversation with Columbia School of Social Work about providing social work interns who will support guidance counselors and the development of peer accountability models. All of these roles will serve to efficiently extend the staff, lower the faculty-student ratio, and provide students with role models close to their age.
- *Schools as Professional Development Laboratories*: From inception, ROADS Charter Schools are envisioned as professional development laboratories aimed at creating models for serving overage, under-credited students. The schools will seek out principal-in-training (through the Leadership Academy, New Leaders for New Schools,

Attachment 08(a): Key Design Elements

and university-based programs), teachers-in-training, and social work interns dedicated to serving disconnected youth. We will select staff carefully who share our core beliefs and integrate them into the school culture.

Attachment 08(b): Rationale and Supporting Evidence

(b) *Rationale and Supporting Research/Evidence*

Explain how these elements specifically will allow the school to achieve its mission with the student population(s) it intends to serve and how the educational program will increase student achievement and decrease student achievement gaps, especially in English language arts and mathematics. Provide any research or examples of existing programs that support your claims.

The ROADS model draws heavily on a broad array of national, evidence-based practices and the deep experience of District 79 and the Office of Multiple Pathways in working with overage, under-credited youth.

In designing the ROADS model, each core element was developed with the following in mind:

1. Empirical research and core elements of 90/90/90 schools (schools where 90 percent of students are of color, 90 percent are living below the federal poverty level and 90 percent are achieving academic proficiency), including high-performing secondary charter schools;
2. Promising practices and research on the elements of skilled school leadership and teaching that produce high levels of student achievement with “hard to serve” students;
3. Research on youth development, risk and resilience, and efficacy; many young people overcome seemingly insurmountable odds to achieve incredible success—an entire field is dedicated to identifying the personal qualities these young people possess and the programs that support and develop these competencies; and
4. Site visits and staff interviews in “turnaround high schools” that have been taken over by high-performing CMOs, including Locke in Compton (Green Dot), Orr in Chicago (AUSL), Anacostia in Washington DC (Friendship), and Pickett in Philadelphia (Mastery).

After interviews with educators, focus groups of relevant stakeholders, and a rigorous body of secondary research profiling models from the education, workforce development, and youth development worlds, we sought to identify the most cutting edge innovations that we believed to be critical levers in fleshing out the school design. Figure 3 illustrates a cross-section of some of the most successful models, set in the context of key “innovative levers.”¹ The ROADS model, as shown below, combines these effective, innovative levers into a single, integrated educational model:

¹Innovative levers detailed above include Content (pedagogic approach and notable curriculum); Customized Learning (indicating innovation in self-paced or blended learning); Assessment (notable use of formative, summative and alternative measurement of student learning); Human Capital (recruitment, induction, training and retention); Social Emotional Supports; Systems (administrative, data management, learning management, student information); Use of Space (innovative use of facilities to support the academic program); Workforce Development (outcomes-based programming that integrates workforce training with academic components).

Attachment 08(b): Rationale and Supporting Evidence

Figure 3. Innovative Models Inform our Design

Innovation Levers Models	Assessment	Content	Customized Learning	Human Capital	Social Emotional Supports	Systems	Use of Space	Use of Time	Workforce Development
CMOs (AF, KIPP, Uncommon) (national)	✓			✓		✓			
Diploma Plus (national)	✓	✓		✓	✓	✓			
Downtown Charter (CA)	✓	✓			✓				
East Bay Conservation Corps Charter (CA)		✓		✓	✓	✓			✓
Escondido Charter (CA)	✓	✓	✓		✓	✓			
Generation Schools (NY)				✓	✓	✓		✓	
MATCH Charter (MA)		✓		✓					
New Tech Network (national)	✓	✓	✓	✓		✓	✓		
Rocketship (CA)			✓	✓		✓	✓	✓	
The Equity Project (NY)				✓					
Year-Up (national)		✓		✓	✓				✓
ROADS	✓	✓	✓	✓	✓	✓	✓	✓	✓

The following section highlights key research findings that inform the design of the academic program.

Relevant Curricula – Project-based Learning

Relevant curricula have been shown to both build deep academic understanding and skill development while also engaging students who may otherwise disconnect from school.

Downtown High School, a charter school in San Francisco serving the most at-risk youth, has successfully demonstrated that under-performing students respond extremely well to project-based learning (PBL). Downtown's curriculum is *entirely* project-based: each semester, students complete teacher-designed projects that build students' academic skills while engaging them in real-world environments, authentic assessment, and experiential study. According to school officials, the number of students graduating from Downtown is "consistently double and triple the number that graduated before project-based learning was adopted."²

The model also draws heavily from New Tech Network (NTN), a national network of technology-oriented schools that has successfully used project-based learning across the entire curriculum to deliver core content and build 21st

²Morehouse, Lisa. Edutopia: What Works in Public Education. "Diplomas for (Would-Be) Dropouts: Project Based Learning Serves the Most At-Risk Students." <<http://www.edutopia.org/at-risk-students-project-learning>>.

Attachment 08(b): Rationale and Supporting Evidence

Century skills. This network has created an engaging school environment that looks and feels radically different from traditional schools: their use of “design studios,” instead of traditional classrooms, facilitates learning by simulating a well-designed office environment that enables the creative interplay of cross-functional teams to deliver an interdisciplinary approach to learning. NTN’s 41 different schools across the country have demonstrated outstanding learning results and are recognized by academics as a chief exemplar of effective customized instruction.³ Some examples of high performance across NTN include:

- At Napa New Tech, NTN’s first school, 95% of students enroll in postsecondary education—compared to less than 40% at neighboring schools.⁴
- Many NTN schools outperformed comparison school and district averages in Reading and Science, with the majority showing growth in proficiency rates across these subjects from 2007-08 to 2008-09.
- Overall, 93% of NT schools had an average attendance rate between 90-100% in 2008-09, with 65% of the sites in the 95-100% range.
- Overall, 89% of NT schools outperformed comparison schools in 9th grade Reading, while 70% surpassed district averages.

The decision to emphasize project-based learning and other ways to make curricula relevant was further informed by interviews with teachers and administrators at District 79 and in other schools. Academic literature also supports PBL as an effective, engaging instructional approach to mastering standards: “evidence shows that PBL enhances the quality of learning and leads to higher-level cognitive development through students’ engagement with complex, novel problems... Convincing reports from teachers [indicate] that PBL is a rigorous, relevant, and engaging instructional model that supports authentic inquiry and autonomous learning for students.”⁵ Said one principal in an urban Midwest high school with a high needs student population, “PBL builds resilience by giving students the skills to know when they know something, when they don’t know something, and how to get the resources to solve the problem and learn the content.”⁶

Blended learning – The Best of Technology and Classroom Instruction

Another core element in the ROADS model is blended learning – combining the best of technology-based instruction along with whole-class and small-group instruction. This element is not only critical in engaging students but supports our efforts to provide a customized learning experience for each student. Research affirms that a “blended approach to learning...ensures the widest possible impact of a learning experience and that student learning is consistently shown to be deeper when reinforced across multiple settings in multiple ways.”⁷

The combination of online and more traditional learning environments has proven powerful with at-risk students. After creating a hybrid online-traditional learning program for dropouts or under-credited students, the Wichita public school district’s graduation rate rose by more than 8%. The mean adjusted graduation rate for the program was

³ NTN schools have been highlighted in DiMartino, Joseph and John H. Clarke. Personalizing the High School Experience for Each Student. Alexandria, VA: Association for Supervision and Curriculum Development, 2008.

⁴ New Tech Foundation. “About Us.” <<http://www.newtechfoundation.org/about.html>>.

⁵ Thom Markham, Project Based Learning Handbook: A Guide to Standards-Focused Project Based Learning for Middle and High School Teachers. 2nd ed. Oakland, California: Buck Institute for Education, 2003.

⁶ Interview with NT principal- School of IDEAS, Indianapolis, IN, February 19, 2010.

⁷ Interview with NT principal- School of IDEAS, Indianapolis, IN, February 19, 2010.

Attachment 08(b): Rationale and Supporting Evidence

81%.⁸ An increasing number of programs working with at-risk youth are finding success with blended, hybrid learning environments.⁹

Escondido Charter School in California provides a strong model of effective practice using blended learning. The school is moving towards a hybrid model in phases. At the beginning, students used technology to post assignments online, use off-the-shelf tutorials, and complete custom-designed tutorials. Over time, students began to watch online videos of teachers' lectures in lieu of classroom lectures and began to participate in virtual learning a set number of days each week, combined with in-school learning. Both models at Escondido, the traditional learning program and the independent learning program, have had strong student outcomes. The school's academic performance measures rank among the top 20% in the State of California. The economics of the model have also proven to be high-impact, with a per pupil expenditure of nearly \$4000/student in the Independent Learning model (550 students) and \$8000/student in the traditional model (345 students).

In a study on the use of online content delivery with at-risk student populations, Wheeler et. al found hybrid (online and traditional) learning environments to be effective for teaching and motivating at-risk students—and specifically recommended infusing the hybrid model into project-based learning formats.¹⁰ Alvermann's work showed that *literacy* instruction for older youth in particular, "if it is to be effective, *must* [engage students] with a variety of texts (textbooks, hypermedia texts, digital texts) in diverse settings." Alvermann specifically recommends blended, online-infused learning as an instructional approach to actively engage and assist low-performing adolescent readers.¹¹

Staffing

In designing the staffing model and calendar year, the founding group drew from the innovations and efficiencies used by Generation Schools, a New York-based charter school in the process of scaling into a national network. Generation Schools is a strong example of how *rethinking school systems*—staffing, use of time, and finance—can have a powerful impact on student learning. Generation Schools lengthen the school day and calendar year; recast teachers in an "all-hands-on-deck" approach to increase student supports and ensure student personalization; increase staff training while strategically staggering staff vacation; and leverage the use of instructional technology. This innovative model results in class sizes of 14-16 students, 2 hours of daily common planning for teachers, and significant gains in closing the achievement gap—all while spending less per pupil than conventional public schools.

The founding group also built on ideas from two other models, the Equity Project and MATCH Charter School. The Equity Project, a New York-based charter school, serves as a model for creating a strong, professional staffing culture focused on student learning, redirecting budget creatively to allow for significantly higher teacher salaries and an enhanced role for teachers which encompasses in- and out-of-classroom work. MATCH Charter School in Boston uses an interesting human capital model leveraging AmeriCorps members as core faculty to support advisory, tutoring, mentoring and the like. At a much more cost effective rate, providing a staffing model with trainable, college graduate FTEs that can be creatively deployed as non-certified teachers keeps student: faculty ratios low and meets needs more flexibly. It also enables another core model component which is 2-hours of staff planning time each day.

⁸Mackey, Katherine. "Wichita Public Schools' Learning Centers: Creating a New Educational Model to Serve Dropouts and At-risk Students." Innosight Institute. March 2010. <<http://www.innosightinstitute.org/media-room/publications/education-publications/wichita-public-schools-learning-centers/>>.

⁹Wheeler, J. L. et al. "Web places: Project-based activities for at-risk youth." *Current Issues in Education* 2.6 (1999). <<http://cie.ed.asu.edu/volume2/number6/>>.

¹⁰Wheeler, J. L. et al. "Web places: Project-based activities for at-risk youth." *Current Issues in Education* 2.6 (1999). <<http://cie.ed.asu.edu/volume2/number6/>>.

¹¹Alvermann, Donna E. "Effective Literacy Instruction for Adolescents." *Journal of Literacy* 34.2 (2002): 189-208.

Attachment 08(b): Rationale and Supporting Evidence

Other Relevant Models

KIPP, Achievement First, Uncommon Schools, Green Dot, and other charter management models working in urban centers have identified a host of best practices that ROADS intends to draw on, including data-driven assessment, strategic use of interim testing, increased time on task, an emphasis on literacy, a strong school culture, high expectations, and supportive social supports.

In addition, the founding group explored many analogous models in the workforce development space that have attempted to combine academics and innovative workforce training. Three models that proved instructive include East Bay Conservation Corps' Civicorps Academy (Oakland), Year-Up (national), and Youth Build Charter School (Philadelphia). Each takes a different approach and works with a slightly older population, but each effectively blends on-the-job training and education.

Attachment 08(c): Statutory Purpose

(c) *Statutory Purpose*

Explain how the school is likely to materially further one or more of the following purposes of the Charter Schools Act (Education Law § 2850(2)):

- *Improve student learning and achievement;*
- *Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure;*
- *Encourage the use of different and innovative teaching methods;*
- *Create new professional opportunities for teachers, school administrators and other school personnel;*
- *Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system; and*
- *Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results.*

Improving Student Learning and Achievement

As explained more thoroughly in Attachment 08(a), the unique elements built into the ROADS model are designed specifically to improve student learning and achievement for disconnected youth. ROADS will do this by incorporating 7 key elements:

1. Competency-based assessment and progression to college and career readiness: Students will reach and track progress based on competence and skill acquisition, rather than simply against seat time requirements.
2. Emphasis on Literacy and Numeracy: It is impossible for students to successfully master academic content without the ability to perform basic literacy and math skills—to comprehend the texts they read, make connection between ideas, make inferences, draw conclusions, and support their ideas with meaningful evidence.
3. Customization and integration of technology: Consistent with the educational model, students will progress according to highly individualized and customized systems, led by innovative uses of technology, including the use of an ILP for every student.
4. Job readiness skills: Through varying work experiences, students will apply academic skills and begin to understand how vital academic competency is in a 21st Century workplace environment.
5. Socio-emotional supports: Recognizing how vital a supportive environment is for all students—and especially for disconnected youth—to thrive, ROADS will work relentlessly to create a positive culture where students feel valued, encouraged, and empowered.
6. Extended time: Students will progress through three Development Phases that maximize academic progress and learning time. An extended school day and year provides the equivalent of nearly 300 instructional days each school year.
7. Human capital strategy: ROADS has designed a model that capitalizes on many “caring adults,” including well-paid, carefully trained teachers who play multiple functions; AmeriCorps members; Social Work interns; and outside mentors. ROADS Charter School also serves as a training laboratory for professionals dedicated to serving over-age, under-credited students.

Increased Learning Opportunities for “At-risk” Students

At its heart, ROADS Charter School is specifically designed to provide meaningful, rigorous learning opportunities for students “at-risk” of academic failure. Its entire school design and academic program is relentlessly focused on serving 15 to 17-year-old overage, under-credited students; all instructional

Attachment 08(c): Statutory Purpose

approaches, curriculum work, staffing models, and workforce opportunities are specifically built with these at-risk students in mind.

Innovative Instructional Methods

To ensure these students succeed, ROADS Charter School relies heavily on innovative instructional methods that look significantly different from traditional approaches and require additional training and resources. Teachers will use project-based learning, blended learning, 21st Century skills, technology-based tools, and other innovative teaching methods to create a customized, rigorous learning environment that engages students and feels relevant.

Professional Opportunities for Teachers

A sense of professionalism and continuous improvement will be deeply embedded in the ROADS staffing culture. Higher annual salaries, a longer school day and calendar year, and a pay-for-performance policy will set high expectations for staff performance and create a strong, professional work environment. To empower staff to be successful “all hands on deck” team players, ROADS Charter School will provide rigorous, meaningful trainings and professional development opportunities for teachers. Common planning time, ongoing evaluations, and an unwavering commitment to improving teaching for the sake of student learning will cultivate a culture of continuous professional growth.

Expanded Choice for Students and Families

ROADS Charter School provides 15 to 17-year-old over-age, under-credited students with a unique educational opportunity that currently does not exist in New York City’s educational system. Our model is specifically designed for *them* and has no parallel in either District 79 or Office of Multiple Pathways to Graduation. By expanding the range of options available to these students and their families, ROADS draws needed attention to the importance of setting rigorous, high standards of excellence when serving these students.

Change from Rule-based to Performance-based Accountability Systems

ROADS has proposed an Accountability Plan and metrics that are both extremely rigorous and highly performance-based. The model is premised upon the idea that self-pacing and constant measures of progress are essential to make student own their educational process. As ROADS works with SUNY to complete and finalize its Accountability Plan, it is critical that performance-based measures stay at the heart of the process.

Attachment 09: Calendar and Schedules

(a) School Calendar
Provide a copy of the proposed school's calendar for its first year of operation, including:

ROADS Charter School Calendar for School Year 2011-12

ROADS Charter School -- 2011-12 Annual School Calendar																																									
SEE BELOW FOR LEGEND																																									
September 2011			October 2011			November 2011			December 2011																																
S	M	T	W	R	F	S	S	M	T	W	R	F	S	S	M	T	W	R	F	S	S	M	T	W	R	F	S														
				1	2	3							1			1	2	3	4	5					1	2	3														
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10														
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17														
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24														
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31														
						18	30	31																		14															
						20																				16															
January 2012			February 2012			March 2012			April 2012																																
S	M	T	W	R	F	S	S	M	T	W	R	F	S	S	M	T	W	R	F	S	S	M	T	W	R	F	S														
1	2	3	4	5	6	7				1	2	3	4					1	2	3	1	2	3	4	5	6	7														
8	9	10	11	12	13	14	5	6	7	8	9	10	11	4	5	6	7	8	9	10	8	9	10	11	12	13	14														
15	16	17	18	19	20	21	12	13	14	15	16	17	18	11	12	13	14	15	16	17	15	16	17	18	19	20	21														
22	23	24	25	26	27	28	19	20	21	22	23	24	25	18	19	20	21	22	23	24	22	23	24	25	26	27	28														
29	30	31					26	27	28	29				25	26	27	28	29	30	31	29	30																			
						20																				16															
						22																				13															
May 2012			June 2012			July 2012			August 2012																																
S	M	T	W	R	F	S	S	M	T	W	R	F	S	S	M	T	W	R	F	S	S	M	T	W	R	F	S														
		1	2	3	4	5						1	2	1	2	3	4	5	6	7				1	2	3	4														
6	7	8	9	10	11	12	3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11														
13	14	15	16	17	18	19	10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18														
20	21	22	23	24	25	26	17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25														
27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30	31															
						22															3																				
						21																				13															
						12																																			
						13																																			
<table border="0"> <tr> <td> first/last day of session</td> <td></td> </tr> <tr> <td> in session</td> <td></td> </tr> <tr> <td> Regents</td> <td></td> </tr> <tr> <td> faculty in-service/PD</td> <td></td> </tr> <tr> <td> vacation (4 weeks)</td> <td></td> </tr> <tr> <td> holidays (12 days)</td> <td></td> </tr> </table>												 first/last day of session		 in session		 Regents		 faculty in-service/PD		 vacation (4 weeks)		 holidays (12 days)																			
 first/last day of session																																									
 in session																																									
 Regents																																									
 faculty in-service/PD																																									
 vacation (4 weeks)																																									
 holidays (12 days)																																									
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right;">Avg total # days/yr (traditional)</td> <td style="text-align: center;">180</td> <td style="text-align: center;">100%</td> </tr> <tr> <td colspan="3">ROADS Schedule</td> </tr> <tr> <td style="text-align: right;">#days 1st Tri</td> <td style="text-align: center;">65</td> <td></td> </tr> <tr> <td style="text-align: right;">#days 2nd Tri</td> <td style="text-align: center;">62</td> <td></td> </tr> <tr> <td style="text-align: right;">#days 3rd Tri</td> <td style="text-align: center;">63</td> <td></td> </tr> <tr> <td style="text-align: right;">Avg total # days/yr (ROADS)</td> <td style="text-align: center;">190</td> <td style="text-align: center;">106%</td> </tr> <tr> <td style="text-align: right;">#days summer session</td> <td style="text-align: center;">25</td> <td></td> </tr> <tr> <td style="text-align: right;">TOTAL # days/yr (ROADS)</td> <td style="text-align: center;">215</td> <td style="text-align: center;">119%</td> </tr> <tr> <td style="text-align: right;">Extended: 7.5 hrs vs 5.7 hrs</td> <td style="text-align: center;">132%</td> <td></td> </tr> <tr> <td style="text-align: right;">TOTAL ROADS School Days (equivalent)</td> <td style="text-align: center;">283</td> <td style="text-align: center;">157%</td> </tr> </table>												Avg total # days/yr (traditional)	180	100%	ROADS Schedule			#days 1st Tri	65		#days 2nd Tri	62		#days 3rd Tri	63		Avg total # days/yr (ROADS)	190	106%	#days summer session	25		TOTAL # days/yr (ROADS)	215	119%	Extended: 7.5 hrs vs 5.7 hrs	132%		TOTAL ROADS School Days (equivalent)	283	157%
Avg total # days/yr (traditional)	180	100%																																							
ROADS Schedule																																									
#days 1st Tri	65																																								
#days 2nd Tri	62																																								
#days 3rd Tri	63																																								
Avg total # days/yr (ROADS)	190	106%																																							
#days summer session	25																																								
TOTAL # days/yr (ROADS)	215	119%																																							
Extended: 7.5 hrs vs 5.7 hrs	132%																																								
TOTAL ROADS School Days (equivalent)	283	157%																																							

Attachment 09: Calendar and Schedules

Calendar Explanation

Total number of days of instruction for the school year

By utilizing an extended school year and a mandatory five-week summer session, ROADS Charter School will provide a total of 215 days of instruction during the school year. When the benefits of an extended school day are considered, our planned schedule represents the equivalent of 283 school days per year—nearly 60% more earning time than in a traditional New York City high school.

First and last day of classes

The first day of classes will be Wednesday, September 7, 2011. The last day of classes will be Friday, August 17, 2012. This annual calendar includes the following assumptions:

- First Trimester: Wednesday, September 7, 2011 - Friday, December 9, 2011 (65 school days);
- Second Trimester: Wednesday, December 14, 2011 - Thursday, March 22, 2012 (62 school days);
- Third Trimester: Tuesday, March 27, 2012 - Friday, June 29, 2012 (63 school days); and
- Summer Session: Monday, July 16, 2010 - Friday, August 17, 2012 (25 school days).

It is important to note that the five-week summer session will be mandatory for all students as part of the regular academic program. In light of the student population ROADS will serve—given their status as overage, under-credited students—the Founding Group has deliberately built a school calendar that maximizes academic contact time. However, more time by itself is unlikely to drive the significant student academic gains sought. By designing a uniquely engaging and customized academic approach, the School model can help ensure that students' "contact" time is focused on activities that will enable meaningful student progress.

Planned holidays and other days off, as well as planned half days

ROADS Charter School plans to observe the following standard holidays and other breaks during, the 2011-12 school year, its first year of operation:

- Standard Holidays (12):
 - (1) Labor Day (September 5, 2011 - immediately prior to school launch)
 - (1) Columbus Day (October 10, 2011)
 - (1) Veteran's Day (November 11, 2011)
 - (2) Thanksgiving (November 24-25, 2011)
 - (2) Christmas Day (December 26-27, 2011)
 - (2) New Year's Day (January 2-3, 2012)
 - (1) Martin Luther King Day (January 16, 2012)
 - (1) President's Day (February 20, 2012)
 - (1) Memorial Day (May 28, 2012)
- Other Breaks:
 - (3) Christmas/New Year's week (December 28-30 provides three additional holidays that enable a sustained break for students/teachers between December 23-January 2)
 - (5) Spring Break (April 9-13, 2012, which coincides with Easter week)
 - (10) Pre-Summer Break (July 2-13, 2012, which includes the July 4th holiday)
 - (10) Post-Summer Break (August 20-31, 2012)

Attachment 09: Calendar and Schedules

(b) *School Schedules*

Provide and explain sample school schedules for a typical week of instruction, including:

- *sample weekly schedule for teachers;*
- *sample weekly schedule for students;*

Your narrative should include:

- *length of the school day (including the approximate start and dismissal times of the school day);*
- *for schools that will ultimately include all or select grades within the kindergarten through 8th grade range, the minimum number of hours the school will devote to core academic subjects in each grade, i.e., English language arts, mathematics, science, and social studies, and the total number of hours/minutes of instruction per week (exclusive of lunch, recess, study hall, etc.); and*
- *for schools that will ultimately include 9th through 12th grades (or select grades within that range), the course structure(s) that will allow students to fulfill high school graduation requirements established by the Board of Regents.*

Weekly Schedule Narrative

Total number of hours/minutes of instruction per week

There will be a total of 37.5 hours of instruction each week. This represents more than 30% more than the 28.5 hours of instruction provided in a typical New York City high school.

Minimum number of hours the school will devote to core academic subjects in each phase

Based on the nature of the ROADS school design, this petition will illustrate the minimum hours per school year (which will include 3 -13-week trimesters and a 5-week summer session), rather than by grade level. The complexity is based, however, on our competency-based model that enables students to move through at an accelerated pace based on mastery and the core transition points between Developmental Phases (attaining a 7th grade reading level enables promotion from *Building Core Skills* to *Approaching Competency*; passing 3 Regents enables promotion from *Approaching Competency* to *Ready for College*). Therefore, in order to illustrate the minimum number of hours ROADS Charter School will devote to the core academic subjects, the following table provides 3 different use cases, with a brief profile of each student.

Use Case	ELA	Math	Science	Social Studies
<i>User #1- 4th grade reader in <i>Building Core Skills</i> for 2 trimesters and then transitioning to <i>Approaching Competency</i></i>	ELA Academic PBL Block (283.5 hrs) Seminar (189 hrs) Summer (37.5 hrs) TOTAL (510 hrs)	MA Academic PBL Block (252 hrs) Seminar (189 hrs) Summer (25 hrs) TOTAL (466 hrs)	Living En Academic PBL Block (126 hrs) Summer- Bio Lit PBL (37.5 hrs) TOTAL (163.5 hrs)	Global Academic PBL (94.5 hrs) TOTAL (94.5 hrs)

Attachment 09: Calendar and Schedules

Use Case	ELA	Math	Science	Social Studies
<i>User #2- 7th grade reader in Approaching Competency for 3 trimesters and transitioning in the summer to Ready for College</i>	Global Academic PBL Block (94.5 hrs) Seminar (189 hrs) Summer (37.5 hrs) TOTAL (321 hrs)	IA Academic PBL Block (252 hrs) Seminar (189 hrs) Summer (25 hrs) TOTAL (466 hrs)	Living En Academic PBL Block (126 hrs) TOTAL (126 hrs)	Global Academic PBL Block (283.5 hrs) Summer (37.5 hrs) TOTAL (321 hrs)
<i>User #3- 10th grade reader in Ready for College</i>	US History Academic PBL Block (63 hrs) Seminar (117 hrs) Capstone (80 hrs) TOTAL (260 hrs)	Advanced Math Online (108 hrs) TOTAL (108 hrs)	Advanced Science Online (108 hrs) TOTAL (108 hrs)	US History Academic PBL (189 hrs) Government/ Economics (54 hrs) TOTAL (243hrs)

Length of the school day

As a result of its innovative staffing model, ROADS Charter School will be open and available to provide academic supports for students from 7:00 am to 7:00 pm every day when School is in session between September and June. The first hour (7:00 - 8:00 am) and last hour (6:00-7:00pm), designed to provide targeted academic supports, will be optional for students. The core of the school day will run from 8:00 am to 6:00 pm, where the schedule has been designed to enable teachers to be scheduled for one of three 8-hour "shifts" including: 7:00 am to 3:00 pm, or 10:00 am to 6:00 pm, or 11:00 am to 7:00 pm. As a student progresses through the Development Phases, there are greater schedule flexibilities available to them, to engender students' sense of efficacy and empowerment over their educational program. Student and staff schedule preferences likely cannot vary within a given trimester, but they can be modified when transitioning from one trimester to the next.

Sample schedules:

As detailed on the following pages, multiple sample schedules provide a better sense of the day from the student and teacher perspective.

Attachment 09: Calendar and Schedules

Sample Student Schedule #1: *Building Core Skills*

	Monday	Tuesday	Wednesday	Thursday	Friday
8-9a	ELA PBL				
9-10a					
10-11a	Math Seminar				
11-11:30a	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:30a-12p	Advisory	Tech Seminar	Advisory	Tech Seminar	Advisory
12-1p	Math PBL				
1-2p					
2-3p	ELA Seminar				
3-4p	PE	Real World	PE	Real World	PE
4-5p	Tutoring	Tutoring	Tutoring	Tutoring	Tutoring
5-6p	Real World		Real World		
6-7p					

Sample Student Schedule #2, *Approaching Competency*

	Monday	Tuesday	Wednesday	Thursday	Friday
8-9a	Living Environment PBL				
9-10a					
10-11a	ELA Seminar				
11-11:30a	Tech Seminar II	Advisory	Advisory	Advisory	Tech Seminar II
11:30a-12p	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12-1p	Global History PBL				
1-2p					
2-3p	Math Seminar				
3-4p	Art (Drama)	Tutoring	Art (Drama)	Tutoring	Tutoring
4-5p	Real World	PE Intramurals	Real World	Real World	PE Intramurals
5-6p					
6-7p					

Attachment 09: Calendar and Schedules

Sample Student Schedule #3, *Ready for College*

	Monday	Tuesday	Wednesday	Thursday	Friday
8-9a					
9-10a	Advanced Science (online)	Advanced Science (online)		Advanced Science (online)	Advanced Science (online)
10-11a	ELA Seminar	ELA Seminar	College Seminar	ELA Seminar	College Seminar
11-11:30a	Capstone	Advisory	Advisory	Advisory	Capstone
11:30a-12p	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12-1p	US History PBL	US History PBL	US History PBL	US History PBL	US History PBL
1-2p					
2-3p	PE	Capstone	PE	Capstone	PE
3-4p	Real World		Real World		Real World
4-5p					
5-6p					
6-7p					

Sample Schedule #4, ELA Teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
8-9a	ELA PBL				
9-10a					
10-11a	ELA Seminar				
11-11:30a	Common Planning				
11:30a-12p					
12-1p	Global History PBL				
1-2p					
2-3p	ELA Seminar				
3-4p	Planning	Real World	Office Hours	Real World	Planning
4-5p			Planning		
5-6p					
6-7p					

Attachment 09: Calendar and Schedules

Sample Schedule #5, Math Teacher

	Monday	Tuesday	Wednesday	Thursday	Friday
8-9a					
9-10a					
10-11a	Math Seminar				
11-11:30a	Common Planning				
11:30a-12p					
12-1p	Integrated Algebra PBL				
1-2p					
2-3p	Math Seminar				
3-4p	Planning	Planning	Office Hours	Planning	Planning
4-5p	Real World Coordination	Art	Real World Coordination	Art	Real World Coordination
5-6p		Real World Coordination		Real World Coordination	
6-7p					

Attachment 10(a): Curriculum Process

(a) Curriculum Process

Discuss the process that will be used to further develop and implement the school's curriculum. More specifically:

- *Explain how the curriculum has been aligned to the Common Core State Standards (CCSS) and/or the New York State Core Curriculum;*
 - *Explain how teachers will know what to teach and when to teach it, including the curriculum resources that will support instructional planning (e.g., curriculum frameworks, maps, scope and sequences, pacing guides, etc.) and who will be responsible for creating or selecting these resources;*
 - *Describe the instructional materials that will be used in the classroom. If commercial or other pre-existing programs or materials will be used, explain the process for their selection. If any have already been selected, provide any evidence regarding their alignment to the school's curriculum framework (representing alignment to the CCSS and the New York Core Curriculum) and effectiveness with the intended student population. If instructional materials will be created, explain the process for their development and who will be responsible for it.*
 - *Explain how the curriculum will be appropriate for the students the school intends to serve, as well as students with disabilities, English language learners and students below or above grade level. Explain how teachers will use the curriculum materials that are developed to meet the needs of these students.*
 - *Describe the process the school will use to evaluate, review and revise the curriculum on at least an annual basis to ensure its effectiveness, alignment to state standards and alignment from grade to grade. Describe who will be responsible for this process and how teachers will be involved.*
 - *Describe the process the school will use to create or select new curriculum resources and instructional materials for new grades or courses, including who will be involved.*
 - *Describe the school's procedures for evaluating whether the curriculum is successfully implemented and effective for all students.*
-

Curriculum: Overall Approach, Principles, and Selection Process

The Mission and Curriculum

ROADS is relentlessly focused on ensuring that disconnected youth graduate from high school thoroughly prepared for future academic, professional, and personal success. Its curriculum is the “business plan” for implementing the ROADS philosophy and achieving the mission.

Given this school mission, the curriculum has two primary aims:

- Help students graduate from high school, and prepare them for meeting all state graduation requirements (including passing required Regents exams and taking 44 credits);
- Ensure that students are prepared for future educational, professional, and personal success, and have options that include college; students leave ROADS with “college-level” skill.

With student graduation in mind, the curriculum has been designed with a focus on mastering standards and helping students attain college-level skill (whether they chose to attend immediately or not). The selection of curriculum material, its scope and sequence, and the way the curriculum is taught and assessed all reflect an unwavering commitment to ensuring such mastery of New York State content and skill standards.

Attachment 10(a): Curriculum Process

The Selection Process

All curriculum materials were selected using the following four lenses:

- Research on accelerated learning for over-aged, under-credited youth. A body of research is collecting around how to accelerate student learning. The common core is a result of some of this work. MDRC, for example, has summarized literature on this topic. ROADS teacher will need to focus on what matters most in order for our students to gain ground quickly.
- Recommendations from administrators and teachers in high-performing secondary schools (particularly those who serve OA/UC students). As part of the charter authoring process, the ROADS team interviewed administrators from schools and programs locally and nationally – see Attachment 08(b) – Rationale and Supporting Evidence.
- Promising practices in District 79. District 79 has piloted many of the resources in this charter proposal after careful consideration of the entire market of secondary curriculum resources. The district had first-hand knowledge of their success with the student population that will be served by ROADS as well as some of the implementation support that must be in place to maximize their effectiveness.
- Knowledge of and interviews with the authors of the common core standards.

Core Principles

- Keeping students at the core: ROADS recognizes the particular makeup of its student body will require unique approaches to curriculum design and instructional delivery. Students' needs lie at the heart of the curriculum development, and each characteristic thereof ought to reflect a balanced understanding of those needs and how to best meet them. Through a needs assessment informed by 1) experience working with these students, 2) focus groups with students to solicit their perspectives, and 3) secondary research on students' life experiences and existing efforts to serve them, the following principles will be reflected in the curriculum in order to help students learn and succeed:
- Relevance: All too often, disconnected youth are left feeling that the material covered in traditional public school classrooms has little or nothing to do with their personal lives. Traditional schools frequently fail to help them understand *why* the curriculum and content matters to them, and, as a result, disconnected students have little reason to care.

The ROADS curriculum is designed and delivered in such a way as to make content feel *relevant* to students. On the design front, the curriculum connects *content*, whether it be the ancient civilization of Egypt, the Pythagorean theorem, or a unit on DNA, with *real-life applications* relevant to students' worlds and futures. This is done through applied and project-based learning. Teachers frame content within the wider context of projects that ask students to take on 21st Century *work roles* and make decisions that matter today. In the unit on DNA, for example, students become genetic counselors—a potential career for these students to explore—and are responsible for counseling patients using family medical histories and DNA samples. While learning about the double helix and the science behind DNA, they simultaneously experience why that learning matters, what its application is in our world today, and how it personally affects them and their communities.

- Special emphasis on reading, writing, and speaking across the curriculum: An emphasis on literacy is especially needed for success in other coursework. All too often, students may not have done well in Regents-level core content areas (like Social Studies) because they lack adequate reading skills, and not because they are incapable of keeping track of history dates, evaluating primary sources, or synthesizing evidence into an argument. This is also true of math and science material. Extremely capable students are often kept from developing and demonstrating higher-order thinking skills because their *reading* and *writing*

Attachment 10(a): Curriculum Process

holds them back—and not because of lack of intellect, desire, or effort. Recognizing this, ROADS places a particularly heavy emphasis on literacy – in all subjects.

- Integration of academic rigor, workforce readiness, and youth development: Evidence shows that students typically need compelling reasons to persuade them to stay in school. A relevant, rigorous academic program may not be enough; even engaging academic work alone may be insufficient to convince students that applying themselves in school is of greater value than the immediate pay-off that an hourly job offers. ROADS therefore builds workforce readiness, youth development, and other hooks into the program to keep students engaged. The curriculum infuses these workforce readiness and youth development into the school program through project-based learning and the infusion of 21st Century skills. When designing curricula and delivering content, teachers will weave 21st Century skills and real-life work settings throughout their assessment and instruction, thereby preparing students for success in the workplace and building needed interpersonal skills (see Attachment 8(a) for a more thorough discussion of this job readiness piece).

Curriculum: Accelerated Learning in Literacy & Numeracy

It is anticipated that the majority of students will struggle with basic literacy and numeracy skills. Given that significant attention will likely be needed to help students develop reading, writing, and math skills, we emphasize literacy and numeracy *across the curriculum*—both within and across Development Phases. Every course will be infused with English or mathematics skills and content. Teachers will be trained and equipped to build these skills in any classroom.

Research on accelerated learning that lead to the authoring of the common core is particularly critical for the ROADS student population as it provides critical information about where to focus teaching and learning. In order to accelerate student learning, it is important to go very deep on a core set of skills that turn out to be foundational for student success in all subjects – and in college. For students who are entering behind, it is imperative to focus on what really matters.

For this reason, ROADS has chosen the foundational texts, curricula, and resources for: (1) Reading (decoding/phonics, vocabulary development, fluency, and reading comprehension); no one program is effective in all four areas thus the need for different resources on each, (2) writing, and (3) Numeracy (math skills and making math real); no one program does both well hence the need for two different resources.

- Reading Materials
 - Decoding/Phonics -- Emerging readers will need support decoding words and vocabulary building. This can be achieved through using *Wilson* materials, supplemented by *Recipe for Reading* and its corresponding training. This adolescent-friendly version of "phonics" can be used by trained staff and AmeriCorps volunteers in Seminar and dedicated Tutoring sessions.
 - Vocabulary Development – Teacher will be provided with a number of reference books, such as *When Kids Can't Read*, by Kylee Beers and *Words, Word, Words* by Janet Allen that have practical strategies for building vocabulary.
 - Fluency - Struggling readers will need support building fluency. Teachers will be trained in explicit fluency instruction, focusing on pacing, emphasis and expression while reading. Teachers will also be trained in "Read Aloud," which provides a time to model exemplary fluency and will be provided professional texts, like *How's It Going*, by Carl Anderson, for support. In addition to teacher-directed supports, online modules like *Apex*, *Lexia* and *Focus on Fluency*, can assist with building fluency skills.
 - Reading Comprehension -- To ensure that students are reading for understanding, teachers will also be provided extensive training, support and resources (such as *The Seven Habits of Highly Effective Readers*, *When Kids Can't Read* and *Nonfiction Matters*, by Stephanie Harvey, and

Attachment 10(a): Curriculum Process

Teach! by Kaplan). These will provide a road map for teaching students how to comprehend more challenging texts. Teacher training will help ensure that all teachers are fluent in teaching and reinforcing the habits of effective readers.

- Writing Materials
 - Teaching writing can be difficult – especially while advancing “skills” (e.g., grammar and paragraph structure) and critical thinking (e.g., comparing and contrasting historical events). Few curriculum materials are able to help teachers systematically teach both in an integrated fashion. *Writer’s Express* published by Wireless Generation is a resource recommended by the authors of the ELA common core and will therefore serve as a key resource for ROADS educators. *Writer’s Express* curriculum gives a step-by-step method of writing instruction that focuses on building literacy skills and behavioral habits. It is an integrated program of instruction, coaching, supervisions, and assessment, all tightly focused on student performance.

- Numeracy Materials
 - Math Skills -- As the primary remedial math resource, ROADS will use *Springboard Math* (a carefully sequenced and highly scaffolded, skill-based approach to teaching high school math to students who may lack some basic skills). A sample unit plan is in Attachment 10(b). Each unit is organized around a central theme, e.g., Patterns and Equations (Algebra - Unit 1). Within the unit, there are separate activities that focus on particular topics. For example, Activity 1.7 in Unit 1 (Algebra) addresses absolute value and inequalities.
 - Math in Context – Additionally, teachers will be provided with *Making Math Real* (a multi-sensory structured mathematics program based on the premise that most students who struggle with math are experiencing processing difficulties in either one or more of the three processing modalities: visual, auditory and kinesthetic-motoric).

These literacy and numeracy materials will be foundational for all ROADS teachers – all will receive these resources along with professional development to understand their value and power. They will be the driving resources during the Building Competency phase.

Curriculum: The Development Phases

The ROADS curriculum will be given to students across *Phases* and not traditional grade levels. While the content covered during phases will look similar to the content covered across grade levels, the founding group believes that using “Phases” with our students instead of grade levels is preferable for two reasons. First, the concept of “Phases” looks and feels different from traditional schools. This proves to be especially important with our student population, as the vast majority of them have had negative experiences with the traditional school system and are likely to be dissatisfied with “more of the same.” Second, Phases allow for a flexible, competency-based promotions system. Students are not promoted from Phase to Phase by default at the end of the academic year, but move on only once they demonstrate mastery and readiness for the next Phase. Additionally, highly-customized and differentiated instruction makes the ROADS model one that works especially well for students with disabilities and English Language Learners. This system values and encourages student learning, enables rapid acceleration, and accounts for varying levels of content mastery.

Upon arrival, incoming students will take a diagnostic reading and math assessment to help school staff know what types of services and educational program a student should receive. Depending on their performance level, students will either be placed into the *Building Core Skills* Development Phase (for students reading below a 7th grade reading level) or the *Approaching Competency* Development Phase (for students reading on and above a 7th grade reading level but not higher than a 10th grade reading level). Students in the *Ready for College* Development Phase are those reading above a 10th grade level and who have taken and passed some regents.

Attachment 10(a): Curriculum Process

Building Core Skills

The purpose of *Building Core Skills* is to quickly accelerate students' literacy and numeracy skills and get them back on track for graduation. While not labeled "remediation" (such a term would likely alienate students who have had previously negative experiences with remediation), *Building Core Skills* essentially serves as an innovative approach to boosting students' performance and preparing them to succeed in high school-level coursework and beyond. Once students have reached a 7th grade reading and math skill level, they will then progress to the *Approaching Competency* Development Phase.

Approaching Competency

Students begin Regents level content work once in the *Approaching Competency* Phase. The curriculum in the *Approaching Competency* Phase is geared towards further developing literacy and numeracy skills and building on a foundation of content and skills needed for post-secondary success. It specifically prepares students to pass the Integrated Algebra, Global History, and Living Environment Regents exams. It also prepares students for *Ready for College* coursework and inculcates 21st Century workforce skills. Once they have successfully passed the Integrated Algebra, Global History & Geography, and Living Environment exam, students are prepared to move on to *Ready for College*.

Ready for College

Curriculum in the *Ready for College* Phase continues to build on literacy and numeracy skills, and prepares students to pass the Comprehensive English and U.S. History Regents exam. Coursework prepares student for success in college-level material. All students also participate in a rigorous, culminating Capstone project that draws on their knowledge and skills from across their time at the school.

Details about Course Offerings at Each Phase

This section outlines what specific courses students will take at each Phase, how they will amass credits, and what they will study. In addition, the curriculum frameworks contained in Attachment 10(b) provide more detail about the standards and performance assessments aligned with these courses.

The entire curriculum emphasizes teaching reading, writing, speaking, and listening in all content areas. Research indicates that an integrated, interdisciplinary approach to teaching literacy is an extremely powerful tool to building students' reading and writing skills.¹ Students are significantly more likely to develop strong ELA skills if they have the opportunity to apply and develop those skills in multiple content areas; they are exposed to a wide range of texts and genres, and internalize the value of reading, writing, listening and speaking in a variety of contexts. This is particularly critical for students, such as those ROADS aims to serve, who have previously struggled academically.

Knowing how critical strong ELA skills are for our students' future success—and knowing that their previous ELA instruction likely did not prepare them for that success—ROADS adopts an *ELA-Across-the-Curriculum* approach to teaching reading and writing skills. This approach teaches and reinforces ELA standards across a variety of content classes. The entire school will be intently focused on preparing students to take the Comprehensive English Regents Exam.

ROADS Charter School will teach and assess the NYS English Language Arts standards across five different learning settings: ELA Seminars, Living Environment Blocks, Global Studies Blocks, U.S. History Blocks, and Capstone. The ELA Seminar will be the course primarily responsible for tracking student progress towards mastery of English standards.

¹ Hedengren, Beth. *A TA's Guide To Teaching Writing in All Disciplines*. Bedford/St. Martin's: New York, 2004.

Attachment 10(a): Curriculum Process

Certain Academic Blocks (Living Environment, Global Studies, and U.S. History) will devote roughly 25% of their class time to ELA-related skill development and content work. Students who successfully complete the Academic Block will receive 0.6 ELA credits, or 25% of the total credits awarded for the class. The ultimate culmination of all ELA coursework will be reflected in the final Capstone project, which will require students to develop a written report in addition to mastering certain ELA standards.

The Curriculum Framework for English Language Arts specifically outlines which ELA standards will be taught and assessed by which course. The first ELA Curriculum Framework gives an overview of the standards covered while students are enrolled in the *Approaching Competency* Phase. The second ELA Curriculum Framework outlines the standards covered in the *Ready for College* Phase.

Courses in Building Core Skills

Course	Hours/trimester	Credits	Credit Type
ELA PBL	126	2.3	Elective
MA PBL	126	2.3	Elective
MA Seminar	63	1.2	Elective
ELA Seminar	63	1.2	Elective
*Physical Education	37	.7	PE
Advisory	25	.5	Elective

ELA and MA Project-Based Blocks

In the entering Phase, students focus on rapidly boosting the core literacy and numeracy skills needed to be successful as they transition to future Regents-level coursework. This is initially accomplished through two 2-hour project-based blocks that mix project-based learning and blended learning to build skills and provide applied learning opportunities. Because it is important to keep students engaged during this initial phase, ROADS seeks to balance rigor with student interest and incentive. English blocks will be focused on book studies – high interest books at levels accessible for emerging readers with explicit links to teaching reading the core skills in reading.

Students in this Phase will be offered a wide range of teacher-driven supports that will be specifically tailored to each student's unique needs focused on the materials described above in reading, writing, and numeracy.

No one program will characterize our approach. By using a blended learning approach, all teachers and AmeriCorps members will be skilled in assessing students' level of competency in decoding, fluency, and comprehension and will be grounded in an individual and research-driven approach to helping students progress.

ELA and MA Seminars

To supplement core intensive blocks, students participate in two 1-hour Seminars to build fundamental learning skills. In Seminar, students receive customized, individual academic supports in the form of 1) one-on-one tutoring and support from trained AmeriCorps volunteers; 2) small group discussion with literacy/math and other content specialists; and 3) self-guided work via online content and skill development tools. For this, ROADS plans to use Apex Learning's online "Foundations Courses." Foundations Courses develop skills and strategies in math, reading, and writing with the goal of raising achievement to a high school level. Each semester course offers approximately

Attachment 10(a): Curriculum Process

70–90 hours of interactive direct instruction, guided practice, and integrated formative, summative, and diagnostic assessment.

Advisory

Throughout their careers at ROADS Charter School, students will have the opportunity to meet regularly (i.e., at least three times each week) with a cohort of peers during Advisory sections. Advisory's primary objective is to provide students with consistent social and emotional supports, a strong peer network, and the chance to engage in integrated college, career, and life planning.

Courses in Approaching Competency

Course	Hours/trimester	Credits	Credit Type
Living Environment 1: Inquiry, Cell Biology, and Homeostasis	126	1.7	SCI
		0.6	ELA
Living Environment 2: Reproduction, Evolution, and Ecology	126	1.7	SCI
		0.6	ELA
Global Studies 1	126	1.7	SS
		0.6	ELA
Global Studies 2	126	1.7	SS
		0.6	ELA
Global Studies 3	126	1.7	SS
		0.6	ELA
Integrated Algebra: Data Analysis and Probability	126	2.3	MA
Integrated Algebra: Geometry and Measurement	126	2.3	MA
Integrated Algebra: Algebraic Reasoning 1/2	126	2.3	MA
Math Seminar	63	1.2	MA
ELA Seminar	63	1.2	ELA
*Physical Education	54	1	PE
Advisory/Tech Seminar			
Art	27	0.5	ART
Real World	54	1	ELECTIVE

Overview of Living Environment

The Living Environment course is a comprehensive college preparatory, Regents-level two-trimester course sequence designed to provide students with foundational scientific knowledge. Students will develop the inquiry and analytical skills necessary to pass the Living Environment Regents Examination and succeed in future science courses. Topics explored include Scientific Inquiry, Cell Biology, Homeostasis and Body Systems, Evolution, Genetics and Biotechnology, Ecology, and Human Impact. Students will participate in a series of laboratory experiments aimed at building students' observational, analytical and written skills in the sciences. To be eligible to take the Living Environment Regents Exam, students must complete all laboratory activities successfully.

The Living Environment sequence will also introduce students to ELA standards encompassing literary research, criticism and interpretation, lab reports, forming opinions, analyzing texts, and articulating perspectives.

In addition, due to ROADS Charters' philosophy of "teaching ELA across the curriculum," Living Environment teachers will be responsible for ensuring that students master the following ELA standards over the course of the two-trimester long Living Environment sequence:

Attachment 10(a): Curriculum Process

- Grade Level 9 ELA Standards: 1.2, 1.3, 1.5-1.8, 2.3-2.4, 2.7-2.9, 3.1-3.5, 3.12-3.14, 4.1-4.3
- Grade Level 10 ELA Standards: 1.1-1.5, 1.7, 3.1-3.2, 3.4-3.5

The ELA Curriculum Framework provides suggested trimester and unit pacing for integrating these standards into Living Environment courses. "ELA Standards" refers to the standards included in the *English Language Arts Core Curriculum (Pre-Kindergarten-Grade 12)* –May 2005 from the New York State Department of Education.

The Living Environment curriculum and course overview were designed from The *Living Environment Core Curriculum (1999)* and the *Mathematics Core Curriculum MST Standard 3 (Pre-Kindergarten-Grade 12)* revised May 2005 from the New York State Department of Education.

Living Environment 1: Inquiry, Cell Biology, & Homeostasis

Course Description: This is the first trimester of a two-trimester course of Living Environment. Students will master the topics of scientific inquiry, experimental design, cell biochemistry, homeostasis, human body systems, modern genetics, and biotechnology.

Requirements: Midterm and final exams modeled after NYS Living Environment Regents, completion of all required lab minutes and required Regents labs, formal experiment design with full lab report, completion of projects, and mastery of objectives through ongoing, Regents-based quizzes and tests.

Materials: Full lab course required.

Prerequisites: Students must be enrolled in the *Approaching Competency* Development Phase.

Living Environment 2: Reproduction, Evolution, and Ecology

Course Description: This is the second trimester of a two-trimester course of Living Environment. Students will master the topics of reproduction and development, evolution, ecology, and human impact on the environment.

Requirements: Midterm and final exams modeled after NYS Living Environment Regents, completion of all required lab minutes and required Regents labs, formal experiment design with full lab report, completion of projects, and mastery of objectives through ongoing, Regents-based quizzes and tests.

Prerequisites: Living Environment 1

Overview of Global Studies

Global Studies is a three-trimester course sequence for students in *Approaching Competency*, designed to prepare students to pass the Global History & Geography Regents exam. All of the New York State Skills Standards relate to world/global studies critical thinking skills, and most of the performance indicators will be introduced and practiced during first two trimesters. The standards will be reviewed and reinforced through activities and diagnostic assessments that include relevant learning/project-based assessments, and multiple-choice questions and essay questions similar to those of the Global Regents exam. Midterm and final exams will include sample (or previous) Global Regents questions.

Academic Blocks

The first trimester will focus on early civilizations through the Middle Ages. The second trimester will cover material from the Middle Ages through the age of revolutions. The third trimester will focus on the beginning of the 20th Century through the present.

The Global Studies sequence will also cover ELA standards on analyzing literature through research, comprehension of world events through different texts, the impact of structure, jargon, literary devices, perspective, and purpose on meaning of text.

Attachment 10(a): Curriculum Process

In addition, due to ROADS charters philosophy of “teaching ELA across the curriculum,” Global Studies teachers will ensure to integrate the following ELA standards:

- Grade Level 9 ELA Standards: 1.1-1.4, 2.1-2.7, 3.1-3.4, 3.8-3.10, 3.12, 4.1-4.4
- Grade Level 10 ELA Standards: 1.1, 1.3, 2.4, 3.1

The ELA Curriculum Framework provides suggested trimester and unit pacing for integrating these standards into Global Studies courses. “ELA Standards” refers to the standards included in *the English Language Arts Core Curriculum (Pre-Kindergarten-Grade 12)* –May 2005 from the New York State Department of Education.

The Global History curriculum and course overview were designed from the *Learning Standards for Social Studies (revised edition)*, 1996 and the *Resource Guide and Core Curriculum* (1999) (for Global History and Geography) from the New York State Department of Education.

Global Studies 1

Course Description: Global Studies 1 is the first course in a three trimester-long sequence designed to prepare students to pass the Global Studies Regents Exam. NYS standards will be reviewed and reinforced through activities and diagnostic assessments, including project-based assessments as well as multiple-choice and essay questions similar to those of the Global Regents exam. This first trimester course will focus on early civilizations through the Middle Ages.

Requirements: Unit projects for each of the nine units, various informal assessments, midterm and final exams modeled after the NYS Regents Global Studies Exam.

Materials: Global History and Geography textbook, online content.

Prerequisites: Students must be enrolled in the *Approaching Competency* Phase.

Global Studies 2

Course Description: Global Studies 2 is the second course in a three trimester-long sequence designed to prepare students to pass the Global Studies Regents Exam. NYS standards will be reviewed and reinforced through activities and diagnostic assessments, including project-based assessments as well as multiple-choice and essay questions similar to those of the Global Regents exam. Additionally, midterm and final exams during the three trimesters will include sample Global Regents questions. Global Studies 2 will cover material from the Middle Ages through the Age of Revolutions.

Requirements: Unit projects for each of the 9 units, various informal assessments, midterm and final exams modeled after the NYS Regents Global Studies Exam.

Materials: Global History and Geography textbook, online content.

Prerequisites: Global Studies 1

Global Studies 3

Course Description: Global Studies 3 is the final course in a three trimester-long sequence designed to prepare students to pass the Global Studies Regents Exam. NYS standards will be reviewed and reinforced through activities and diagnostic assessments, including project-based assessments as well as multiple-choice and essay questions similar to those of the Global Regents exam. Additionally, midterm and final exams during the three trimesters will include sample Global Regents questions. Global Studies 3 will focus on the beginning of the 20th Century through the present.

Attachment 10(a): Curriculum Process

Requirements: Unit projects for each of the units, various informal assessments, midterm and final exams modeled after the NYS Regents Global Studies Exam.

Materials: Global History and Geography textbook, online content.

Prerequisites: Global Studies 2

Overview of Integrated Algebra

Students will prepare to pass the Integrated Algebra Regents by enrolling in a four trimester-long Integrated Algebra sequence. All four courses will cover the standards tested on the NYS Integrated Algebra Regents Examination. Each course will be broken down into thematic segments that allow students to focus on a particular aspect of the Integrated Algebra standards. All Integrated Algebra classes will be taught in daily two-hour Academic Blocks.

Students may take the Regents Exam after completing the first three courses. The fourth course is not required but will give students a more in-depth understanding of the topics in order to better prepare for the exam.

Once in the *Approaching Competency* Phase, students may enroll in any of the first three Integrated Algebra courses at any point; the curriculum is specifically designed to accommodate students who arrive at the *Approaching Competency* Phase halfway through the year. By the end of the four trimester-long sequence, students will be well prepared for the Integrated Algebra Regents Exam.

The Integrated Algebra curriculum and course overview were designed from the *Learning Standards for Mathematics (revised edition)*, 1996 and the *Mathematics Core Curriculum MST Standard 3 (Pre-Kindergarten-Grade 12)* revised May 2005 from the New York State Department of Education.

Integrated Algebra: Data Analysis and Probability

Course Description: Data Analysis and Probability is a one-trimester course covering the topics within the Integrated Algebra curriculum that deal with statistics, patterns, and probability. This course will help prepare students for the Integrated Algebra Regents while also developing their critical thinking and data analysis skills. Students will work through math labs dealing with probability as well as collecting and analyzing real world data to concretely apply their mathematics skills.

Requirements: Midterm and final exams modeled after NYS Integrated Algebra Regents, presentation of mathematics topics, projects that require students to understand and evaluate real life application using mathematical applications of algebra, tests, and written analyses.

Materials: A TI-84+ calculator is recommended and will be referenced often during this course.

Prerequisites: Students must have reached the *Approaching Competency* Development Phase before enrolling in this course.

Integrated Algebra: Geometry and Measurement

Course Description: Geometry and Measurement is a one-trimester course covering the topics within the Integrated Algebra curriculum that deal with measurement of shapes, ratios, relative error, graphing functions, and trigonometry. This course will help prepare students for the Integrated Algebra Regents while also developing their critical thinking and geometry skills. Students will work through geometry projects as well as collecting and analyzing real world data to concretely apply their mathematics skills.

Requirements: Midterm and final exams modeled after NYS Integrated Algebra Regents, presentation of mathematics topics, projects that require students to understand and evaluate real life application using mathematical applications of algebra, tests, and written analyses.

Attachment 10(a): Curriculum Process

Materials: A TI-84+ calculator is recommended and will be referenced often during this course.

Prerequisites: Students must have reached the *Approaching Competency* Development Phase before enrolling in this course. Though helpful, the Data Analysis and Probability course of the Integrated Algebra sequence is not a prerequisite for this course.

Integrated Algebra: Algebraic Reasoning 1

Course Description: Algebraic Reasoning 1 is a one-trimester course covering the topics within the Integrated Algebra curriculum that deal with the beginning topics in basic variables and algebra. This course will help prepare students for the Integrated Algebra Regents while also developing their critical thinking and algebraic skills. Students will work through algebra projects as well as collecting and analyzing real world data to concretely apply their mathematics skills.

Requirements: Midterm and final exams modeled after NYS Integrated Algebra Regents, presentation of mathematics topics, projects that require students to understand and evaluate real life application using mathematical applications of algebra, tests, and written analyses.

Materials: A TI-84+ calculator is recommended and will be referenced often during this course.

Prerequisites: Students must have reached the *Approaching Competency* Development Phase before enrolling in this course. Though helpful, the Data Analysis and Probability course of the Integrated Algebra sequence is not a prerequisite for this course.

Integrated Algebra: Algebraic Reasoning 2

Course Description: Algebraic Reasoning 2 is a one-trimester course covering the topics within the Integrated Algebra curriculum that deal with the more advanced algebra topics such as exponential functions, radical expressions, factoring, and polynomials. This course will help to prepare students for the Integrated Algebra Regents while also developing their critical thinking and algebraic skills. Students will work through algebra projects as well as collecting and analyzing real world data to concretely apply their mathematics skills.

Requirements: Midterm and final exams modeled after NYS Integrated Algebra Regents, presentation of mathematics topics, projects that require students to understand and evaluate real life application using mathematical applications of algebra, tests, and written analyses.

Materials: A TI-84+ calculator is recommended and will be referenced often during this course.

Prerequisites: Algebraic Reasoning 1

Math Seminar

Course Description: Each trimester, students will enroll in a daily 60-minute Math Seminar to build core numeracy skills. Instruction will be customized to meet students' unique academic needs. Small group tutoring, attention from numeracy specialists, use of online modules and other individually tailored supports will ensure that students build core learning skills and master NYS math standards.

Each trimester, Seminar teachers will work with students to set individual math goals and benchmarks for each student. They will record those goals and track student mastery of math standards in his or her ILP.

Requirements: Various informal and formal assessments, online assessments, quizzes (using sample ELA Regents questions), interim Regents-aligned assessments.

Attachment 10(a): Curriculum Process

Materials: TI-84+ calculator, online math curriculum

Prerequisites: None. All students will be enrolled in a Math Seminar each trimester of enrollment.

ELA Seminar

Course Description: Each trimester, students will enroll in a daily 60-minute ELA Seminar to build reading and writing skills. Instruction will be customized to meet students' unique academic needs. Small group tutoring, attention from literacy specialists, use of online modules and other individually tailored supports will ensure students build core learning skills and master ELA standards.

Each trimester, Seminar teachers will set individual ELA goals and benchmarks for each student. They will record those goals and track student mastery of ELA standards in his or her ILP, thereby enabling future teachers to see a student's progress and pick up where previous Seminars left off. The ELA Seminar teacher will be the individual primarily responsible for tracking student progress towards mastery of English standards.

Requirements: Various informal and formal assessments, essays, reflections, writing products, online assessments, oral presentations, quizzes (using sample ELA Regents questions), interim Regents-aligned assessments.

Materials: various literature (drawn from District 79's classroom reading libraries, textbooks, online content), other

Prerequisites: None. All students will be enrolled in an ELA Seminar each trimester of enrollment. Students will be grouped into ELA Seminars according to Development Phase.

Standards covered: In the *Approaching Competency* Phase, Seminar teachers will be responsible for ensuring that students master these NYS English Language Arts standards:

- Grade Level 9 ELA Standards: 1.4-1.9, 2.1-2.10, 3.1-3.14, 4.1-4.3
- Grade Level 10 ELA Standards: 1.1-1.11, 2.1-2.8, 3.1-3.3, 4.1-4.2, 4.4

"ELA Standards" refers to the standards included in the *English Language Arts Core Curriculum (Pre-Kindergarten-Grade 12)* –May 2005 from the New York State Department of Education.

Advisory/Tech Seminar

Course Description: This course trains students to become proficient users of technology. Its emphasis is on building typing accuracy and speed and Internet research skills. Students in Tech Seminar meet three times a week for 30 minutes.

Requirements: Online modules, Internet projects, typing quizzes.

Prerequisites: Students must be in *Approaching Competency* to enroll.

Art

Art will be offered 27 hours a week – the content of which will vary depending on the expertise and skill of teachers hired. Students will choose between one of four disciplines – music, theatre arts, and visual arts (depending on availability). Teachers will use the *Blueprint for Teaching and Learning in the Arts, PreK-12, 2007-2008*, from the New York City Department of Education that lays out specific standards of what students should know and be able to do for each of the four disciplines. In music and theatre arts, teachers will review the standards to ensure their activities are aligned to and reinforcing content in Global Studies. In visual arts, teachers will review the standards to ensure their activities are aligned to and reinforce content in Geometry and Measurement in addition to Global History.

Attachment 10(a): Curriculum Process

Real World

As students progress through the school, they earn increased freedom, flexibility, and greater access to opportunities within and outside of the school. The following opportunities build skills, apply learning, and create incentives for students to succeed:

- Job shadowing: Students in *Approaching Competency* begin participating in formal job shadow opportunities. These on-the-ground opportunities broaden students' perspectives, allow them to explore potential career interests, and help students make connections between classroom learning and their future lives.
- Certification: Students also acquire basic job readiness certifications, including OSHA and First Aid/CPR, as well as a driver's license (all of which are required to graduate). Some students may elect to take additional training towards industry-specific certifications, which may count as a portion of their *Real World* block. These "job-oriented" certifications are not viewed as an alternative to academic rigor or lack of commitment to a college path for students. Instead, they represent a belief that all students can benefit from exposure to these industries, the career readiness skills they teach, and, for students who choose not to pursue college, the possession of industry-relevant assets.
- Career Exploration: Students will have multiple opportunities throughout their school experience to explore a range of career options—both in and outside of school, independently and in groups. Importantly, students will individually map out and understand the kinds of educational training, credentials, and post-secondary degrees required to pursue specific career paths.

Courses in Ready For College

Course	Hours/trimester	Credits	Credit Type
U.S. History 1	126	1.2	SS
		0.25	SS (Gov)
		0.25	SS (Econ)
		0.6	ELA
U.S. History 2	126	1.2	SS
		0.25	SS (Gov)
		0.25	SS (Econ)
		0.6	ELA
Advanced science and math courses – Distance Learning (Apex)	Varies	Varies	Varies
Capstone	108	1.5	ELA
		.5	OTHER (can be applied towards SCI, MA, or SS)
Capstone	108	1	ELA
		1	OTHER
ELA Seminar	39		ELA
*Physical Education	54	1	PE
Advisory & Health	27	0.5	HEALTH
Art	27	0.5	ART
Foreign Language	80	1	FORLANG
Real World	108	2	ELECTIVE

Attachment 10(a): Curriculum Process

U.S. History Overview

U.S. History is a two-trimester course sequence designed to prepare students to pass the U.S. History & Government Regents Exam. The daily, two-hour Academic Block will teach New York State content and skills standards. Standards related to U.S. History, global studies, geography, economics, and civics/citizenship/government will be introduced, practiced, and assessed through a series of culminating unit projects. Standards will be reviewed and reinforced through activities and diagnostic assessments, including multiple-choice and essay questions similar to those of the U.S. History Regents Exam. Additionally, quizzes, unit tests, and final exams during the two trimesters will include sample U.S. History Regents questions. The first trimester will begin with Native American societies before European colonization and end with the Pre-Industrial America prior to the American Civil War (1860). The second trimester will begin with the American Civil War and end with a study of the United States' role in today's world.

Students in the U.S. History sequence will also learn principles of American government and elementary economics. They will receive separate Economics and Government credits (0.5 credits each) to meet State graduate requirements.

The U.S. History sequence will also cover ELA standards on analyzing literature through empirical research, integrating texts with preexisting knowledge, making judgments and reconciliation of fiction and non-fiction texts, creating original literary texts from a historical perspective, and analyzing texts.

In addition, due to ROADS charters philosophy of "teaching ELA across the curriculum", US History teachers will ensure to integrate the following ELA standards:

- Grade Level 9 ELA Standards: 1.1, 1.3-1.5, 2.1-2.7, 3.1-3.8, 4.1-4.3
- Grade Level 10 ELA Standards: 2.1, 2.8, 2.9, 2.10, 3.2, 3.5

The ELA Curriculum Framework provides suggested trimester and unit pacing for integrating these standards into US History courses. "ELA Standards" refers to the standards included in the *English Language Arts Core Curriculum (Pre-Kindergarten-Grade 12)* –May 2005 from the New York State Department of Education.

The U.S. History curriculum and course overview were designed from the *Learning Standards for Social Studies (revised edition)* 1996, from the New York State Department of Education.

U.S. History 1

Course Description: This is the first trimester of a two trimester-long sequence designed to prepare students to pass the U.S. History & Government Regents Exam. The first trimester will begin with Native American societies before European colonization and end with the Pre-Industrial America prior to the American Civil War (1860).

Requirements: four unit projects, various informal assessments, midterm and final exams modeled after the NYS Regents US History Exam.

Materials: U.S. History and Geography textbook, online content.

Prerequisites: Students must be in the *Ready for College* Phase.

U.S. History 2

Course Description: This is the second trimester of a two trimester-long sequence designed to prepare students to pass the U.S. History & Government Regents Exam. The second trimester will begin with the American Civil War and end with a study of the United States' role in today's world.

Requirements: four unit projects each trimester, various informal assessments, midterm and final exams modeled after the NYS Regents U.S. History Exam.

Attachment 10(a): Curriculum Process

Materials: US History and Geography textbook, online content.

Prerequisites: U.S. History 1

Advanced Science Courses—Distance Learning

Upper level students in *Ready for College* may enroll in a number of Advanced Science Distance Learning courses. Through the Apex Learning platform we intend to use, students will have access to the following science courses. These standards-based courses are designed to help students master rigorous content, earn credits toward graduation and prepare to succeed on Regents exams in Earth Science, Chemistry, and Living Environment. While courses assume readiness for grade-level academic challenges, they also include targeted scaffolding for students who benefit from additional learning:

- Earth Science
- Chemistry
- Biology
- Physical Science

These AP courses from Apex Learning will be available to students and are authorized by the College Board and will prepare students to meet higher education expectations of college-level courses and succeed on AP exams:

- AP Biology
- AP Chemistry
- AP Physics B
- AP Psychology

Advanced Mathematics Courses—Distance Learning

Upper level students in *Ready for College* may enroll in a number of Advanced Mathematics Distance Learning courses. Through the Apex Learning platform we intend to use, students will have access to the following standards-based mathematics courses which will prepare students to earn high school credit and succeed on Regents exams in Geometry and Algebra 2/Trigonometry:

- Geometry
- Algebra II
- Pre-calculus

These AP courses from Apex Learning will be available to students and are authorized by the College Board and will prepare students to meet higher education expectations of college-level courses and succeed on AP exams:

- AP Statistics
- AP Calculus AB

Capstone Project

Course Description: Students will spend their final two trimesters at ROADS Charter School designing and managing a rigorous individual Capstone research project. As a final authentic, comprehensive assessment, the Capstone project will represent a culmination of the students' learning at the school. Capstone projects will be student-driven, individually designed research projects conducted under the supervision of a faculty advisor. Progress towards the Capstone will be supported by interim deadlines, proposals, literature reviews, and other check-in assessments for students working on Capstone projects.

Additionally, the Capstone Seminar will help students master ELA standards related to literature, composition, critical analysis and evaluation, interpretation, and public speaking.

Attachment 10(a): Curriculum Process

Requirements: Student Capstones will be evaluated on demonstration of skill and content mastery, application of 21st Century skills, accuracy, work process, leadership, and innovation. All Capstone projects must 1) demonstrate relevance to content and skills across multiple Regents courses; 2) include a written report describing the research process; 3) involve the creation of a culminating product, artifact, or report; and 4) be displayed and defended orally at a public presentation of learning. All Capstones will be evaluated by a rubric.

Materials: Varies

Prerequisites: Students must be in the *Ready for College* Development Phase to enroll in the Capstone project. Capstone Seminars will be responsible for ensuring that students master these ELA standards:

- Grade Level 11 Standards: 1.1, 2.1-2.6, 3.3-3.6
- Grade Level 12 Standards: 3.1-3.2, 3.4, 3.7

"ELA Standards" refers to the standards included in the English Language Arts Core Curriculum (Pre-Kindergarten-Grade 12) –May 2005 from the New York State Department of Education.

ELA Seminar Overview

See description of ELA seminar above.

In the *Ready for College* Phase, Seminar teachers will be responsible for ensuring that students master these English Language Arts standards:

- Grade Level 11 Standards: 1.2-1.3, 2.4, 2.6, 3.1-3.3, 3.5, 4.2-4.6
- Grade Level 12 Standards: 1.1-1.4, 2.1-2.5

"ELA Standards" refers to the standards included in the English Language Arts Core Curriculum (Pre-Kindergarten-Grade 12) –May 2005 from the New York State Department of Education.

Advisory and Health

During advisory, student will cover topics related to physical, mental, social, and emotional dimensions of health. Overall the goal of the health course will be motivate students maintain and improve their health, prevent disease, and reduce health-related risks. It will include strategies for helping students' avoid risky behavior. Teachers can use *HealthSmart* and *Reducing the Risk*, the two programs that constitute the recommended comprehensive health education curriculum for New York City high schools, to assist them in planning for a health focused advisory. In addition, teachers can use the HIV/AIDS Curriculum, provided by the New York City Department of Education, to supplement the curriculum.

Art

Art will be offered 27 hours a week – the content of which will vary depending on the expertise and skill of teachers hired. Students will choose between one of four disciplines – music, theatre arts, and visual arts (depending on availability). Teachers will use the *Blueprint for Teaching and Learning in the Arts, PreK-12, 2007-2008*, from the New York City Department of Education that lays out specific standards of what students should know and be able to do for each of the four disciplines. In music and theatre arts, teachers will review the standards to ensure their activities are aligned to and reinforcing content in US History. In visual arts, teachers will review the standards to ensure their activities are aligned to and reinforce content in US History.

Foreign Language – Apex FR or SP

Through Apex Learning's distance learning courses, students will be offered the following foreign language classes for high school credit:

- French I
- French II

Attachment 10(a): Curriculum Process

- Spanish I
- Spanish II

Based on the American Council on the Teaching of Foreign Languages (ACTFL) standards, the introductory classes focus on clearly communicating basic information, building vocabulary and grammar, and understanding the cultures in which the languages are spoken. In advanced courses, students will deepen their knowledge of those cultures, speak more confidently about topics beyond themselves and understand more complicated language structures.

Real World

Students in *Ready for College* receive additional flexibility to spend their time in meaningful workplace experiences that require increased responsibility. Students complete external internships with businesses, non-profits, and government offices in the community (at least two internships required to graduate). Internship assignments will be co-created with employers and collaboratively managed by the Director of Partnerships and a coordinator at the employment site. Over time, some students may possibly progress within an organization towards paid employment opportunities. These workforce experiences provide a needed “hook” to engage students, offer a broader context for their learning, and inform students’ post-secondary choices. As they shift between classroom and workplace environments, students internalize the inherent connections between school and work, coming to see first-hand the direct link between their educational efforts and their future.

Physical Education

Physical education classes will have a comprehensive health-related approach to fitness. In conjunction with the *Physical Education Learning Standards, 2009*, from the New York State Department of Education, teachers will use the fitness education program recommended by the New York City Department of Education, *Physical Best: Physical Education for Lifelong Fitness*. This program was developed by physical educators for physical educators and focuses on:

- Educating *all* children regardless of athletic talent, physical and mental abilities or disabilities;
- Moving students from dependence to independence for their own fitness and health; and
- Promoting regular, enjoyable physical activity.

Physical Best differs from “traditional” physical education, where students learn sport skills but not the context or rationale for participating in physical activity. This curriculum enables students to learn why activity is important, and how it benefits them today and for a lifetime. Emphasizing participation in a wide variety of enjoyable physical activities (traditional sports, non-traditional sports, and fitness activities), *Physical Best* promotes individual choice and making connections to real opportunities to remain active for lifelong health and wellness.

How Proposed Curriculum Will Be Used

As summarized above, ROADS will use a combination of curriculum materials and resources:

- Pre-made, sequenced, curricula (e.g., Wilson, Springboard Math, Writer’s Express);
- Best-in-class “course” and unit materials from D79, other teachers, other schools (e.g., Global 1 description written by the ROADS team, PBL units from D79/MATCH Charter Schools, access to Teach For America’s alumni database of unit and lesson plans);
- A few foundational teacher-directed resources (e.g., *The Skillful Teacher, When Kids Can’t Read*); and
- On-line tools (e.g., Apex and Focus on Fluency).

All ROADS teachers will benefit from carefully articulated course overviews and general course descriptions, standards, and performance indicators (included in this application).

Attachment 10(a): Curriculum Process

In some instances, teachers will also benefit from specific recommended resources (for example, *HealthSmart*, *Physical Best*, and the *Blueprint for Teaching and Learning in the Arts, PreK-12, 2007-2008*). They will also be provided with templates for building high-quality units (see Attachment 10(c)).

Teachers will use these tools as well as other resources, such as classroom libraries, to create high-interest units, each with well-articulated lessons, an explicit scope and sequence, and end-of-unit assessments. As described in Attachment 15, one of the top priorities of the School is a commitment to professional development. As such, there is time scheduled in the summer, during the week, and during the year for high-quality cross-discipline planning.

Staff Resources for Curriculum Refinement

Part of the selection criteria for the Director of Curriculum and Instruction position is someone with a high level of competence in curriculum planning and mapping. The Director of Curriculum and Instruction will facilitate cross-team discussions, as well as one-on-one meetings with teachers, to use the frameworks, tools, and resources available and ensure coherence across the School. The Director of Curriculum and Instruction will meet regularly with the Instructional Leadership Team (e.g., Literacy and Math Specialist, Special Education Coordinator, ELL Teacher) to refine professional development activities, suggest additional resources, and recommend ways to maximize existing resources.

At least annually, the Director will conduct a more formal assessment of the curriculum, looking at topics such as its alignment to state standards and how well it is meeting student needs. Teachers will be trained in creating, using and analyzing assessments to revise curriculum as needed.

Evaluating Success of the Curriculum

Ultimately the curriculum is successful if students are meeting key accountability targets and progressing from phase to phase. In addition, it is critical to receive on-going, targeted feedback from all stakeholders—especially students. Student input is crucial to determining the school's needs and ensuring they are meeting, whether it is passing rigorous assessments, progressing in building social-emotional skills or producing confident and productive members of the community.

The Director of Curriculum and Instruction will be responsible for staying abreast of new academic resources, programs and instructional strategies. Along with continually assessing the ROADS curriculum and conducting the annual curriculum assessment, if it is determined that the School needs new or additional resources, it will be primarily the Director's responsibility to secure the resources for the school, after obtaining permission from the School Leader.

Attachment 10(b) – Curriculum Framework

(b) *Curriculum Framework*

Provide evidence that the proposed school's curriculum would allow students to meet or exceed the performance standards established by the Board of Regents.

At a minimum, submit curriculum materials (see suggested template at Appendix A of this RFP) for all grade levels for which the proposed school would be authorized to provide instruction in its first year of operation aligned to Common Core State Standards for each of the four core content areas: English language arts, mathematics, science and social studies. These minimum requirements do not preclude an applicant from providing a complete curriculum framework for all grades proposed throughout the initial charter period to demonstrate the articulation of the instructional program over that time period. In addition, the proposal must provide at least a narrative description of the curriculum in any other content area in which the school would provide instruction in its first year of operation, e.g., art, music, foreign language.

The curriculum materials should include a key or explanation of the document's organization, and should include a list of source documents for any references used in the curriculum itself. Given that curricular materials tend to be large documents, a table of contents is recommended.

English Language Arts Curriculum Framework Template ROADS Charter School

Subject Area: English Language Arts

Development Phase: Approaching Competency

The New York State standards for English Language Arts will be taught across multiple courses, including ELA Seminars, the Capstone Project, and three sequences of Academic Blocks (Living Environment, Global Studies, and U.S. History). Each of these Academic Blocks will devote a percentage of their coursework to covering ELA standards. ELA standards will be integrated into their regular genre of study and infused into existing units and projects. The ultimate culmination of all ELA coursework will be reflected in the final Capstone Project, an intensive research project requiring a thorough written report.

The following document outlines the ELA standards that will be covered during the *Approaching Competency* Phase, divided by course. Three types of courses will be responsible for delivering ELA standards in this Phase: ELA Seminars, Living Environment Academic Blocks, and Global Studies Academic Blocs. All ELA standards work will prepare students to take the Comprehensive English Regents exam in the *Ready for College* Phase. The ELA Seminar will be primary responsible for tracking student progress towards mastery of English standards.

The English Language Arts Framework was designed from the *English Language Arts Core Curriculum (Pre-Kindergarten-Grade 12)*, May 2005, from the New York State Department of Education. All standards referred to in this framework refer to this document, including "CPI," which refer to the "Core Performance Indicators: common to all four ELA standards, 9-12" on page 65 of the *ELA Core Curriculum*.

Attachment 10(b) – Curriculum Framework

<u>Required</u>	<u>Required</u>	<u>Required</u>	<u>Required</u>	<u>Optional</u>
<p><u>New York State Content Standards</u> What should students know? (Indicate which content is a benchmark standard that will be assessed at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column. Optional: You can also identify essential questions based on the content standards.)</p>	<p><u>New York State Skills Standards</u> What should students be able to do?</p>	<p><u>New York State Performance Indicators (if any)</u> Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable?</p>	<p><u>Assessments (formal/informal including state assessments)</u> What specific tools will be used to assess which content standard or skills standard at this grade level?</p>	<p><u>Suggested Pacing (by trimester and/or unit)</u> When and in what order will the standards be taught and assessed by trimester?</p>
ELA Seminar				
<p><i>Grade Level 9 ELA Standards</i> Introduction to Literature and Composition: Foundations to reading comprehension through skimming, interpreting and analyzing structure of basic texts</p>	<p>Reading: Students will read, write, listen, and speak for information and understanding (standard 1.0)</p>	<ul style="list-style-type: none"> • Skim texts to gain an overall impression and scan texts for particular information (focus on key words and phrases to generate research questions (1.4) • Recognize the defining features and structures of informational texts (1.5) • Interpret and evaluate data, facts and ideas on informational texts such as national newspapers, online and electronic databases, and websites (1.6) • Identify and evaluate the validity of informational sources, with assistance (1.7) • Distinguish verifiable statement from hypothesis, and assumption and facts from opinion, with assistance (1.8) • Analyze information from different sources by making connections and showing relationships to other texts, such as biographies and autobiographies (employ a range of post-reading practices) (1.9) 	<p>Regular, guided reading from pertinent periodicals; student response forms accompanying reading.</p>	<p>Trimester 1</p>

Attachment 10(b) – Curriculum Framework

		<ul style="list-style-type: none"> • Identify the purpose for reading (CPI) • Determine the meaning of unfamiliar words by using classroom and other resources (CPI) • Use knowledge of punctuation to assist in comprehension (CPI) • Follow logic of compound/complex sentence structure (CPI) • Identify transitional words or phrases that make text cohesive (e.g., finally, in addition, and in contrast) (CPI) • Recognize the organizational format, such as hierarchical, chronological, and cause/effect (CPI) • Use of strategies such as discussing with others, reading guides, and reading aloud to assist in comprehension (CPI) • Identify opportunities for improvement of reading comprehension skills; for example, exposure to seek a wider range of writers, topics, and styles (CPI) • Maintain a personal reading list to reflect reading accomplishments (CPI) • Listen respectfully and responsively (CPI) • Demonstrate appropriate body language as a listener (CPI) • Identify own purpose for listening (CPI) 		
<p><i>Grade Level 10 ELA Standards</i></p> <p>Introduction to Literature and Composition: Using primary and secondary sources as research to analyze and present information in written word, graphs and diagrams</p>	<p>Writing: Students will read, write, listen, and speak for information and understanding (standard 1.0).</p>	<ul style="list-style-type: none"> • Use both primary and secondary sources of information for research (1.1) • Select and limit topics for informational writing, with assistance (1.2) • Analyze data and facts to communicate information (1.3) • Take notes from written and oral texts, such as lectures and interviews (1.4) • Use a range of organizational strategies to present information (1.5) • Apply new information in different contexts and situations (1.6) • Cite primary and secondary sources of information in bibliography and citations, using an approved style sheet (1.7) • Define the meaning of and understand the consequences of plagiarism (1.8) • Use paraphrase and quotation in order to communicate information most effectively (1.9) 	<p>Research Presentation: Students research a possible career path, including a personal interview with a member of the profession they choose to research as well as several secondary sources. Presentation includes an informational handout with bibliography.</p>	<p>Trimester 1</p>

Attachment 10(b) – Curriculum Framework

		<ul style="list-style-type: none"> ● Use charts, graphs, or diagrams to illustrate informational text (1.10) ● Use the language of research, such as documentation, source, note paraphrase, citation, and bibliography (1.11) ● Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings (CPI) ● Use prewriting activities (e.g., brainstorming, freewriting, note taking, outlining, and paragraphing) (CPI) ● Use the writing process (e.g., prewriting, drafting, revising, proofreading, and editing) (CPI) ● Write clear, concise sentences (CPI) ● Observe the rules of punctuation, capitalization, and spelling <ul style="list-style-type: none"> ● punctuation of simple and compound sentences, dialogue, titles of articles ● Capitalization of words such as proper adjectives, titles of persons, and words in quotes ● Spelling of commonly misspelled words, homonyms, content area vocabulary (CPI) ● Use correct grammatical construction <ul style="list-style-type: none"> ● parts of speech, such as nouns; adjectives and adverbs (comparative/ superlative); pronouns (indefinite/ nominative/objective); conjunctions (coordinating/subordinating); prepositions and prepositional phrases; interjections; and conjunctions to connect ideas ● Connect simple, compound, and complex sentences of varied structure containing dependent clauses and using correct subject-verb agreement, correct verb tense, and pronouns with clear antecedents (CPI) ● Use an organizational format that provides direction, coherence, and/or unity (CPI) ● Use computer technology to create, manipulate, and edit text (CPI) 	<p>Plagiarism Quiz: Students are given a secondary source and examples of the source in use in writing. They will identify and discuss evidence of plagiarism and appropriate use of outside sources.</p>	
<p><i>Grade Level 9 ELA Standards</i> Introduction to Literature and Composition: analyzing multi-</p>	<p>Reading: Students will read, write, listen, and speak for</p>	<ul style="list-style-type: none"> ● Read, view, and interpret texts and performances in every medium from a wide variety of authors, subjects, and genres; e.g., short stories, novels, plays, film and video productions, poems, and essays (build background by activating prior 	<p>Teacher observation of reading from a variety of appropriate sources and in</p>	<p>Trimester 2</p>

Attachment 10(b) – Curriculum Framework

<p>media texts through personal experience and historical background</p>	<p>literary response and expression (standard 2.0)</p>	<p>knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written) (2.1)</p> <ul style="list-style-type: none"> • Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives (2.2) • Recognize a range of literary elements and techniques, such as figurative language, allegory, irony, symbolism, and stream of consciousness, and use these elements to interpret the work (check for understanding of texts by engaging in oral reading activities, such as read-arounds, to identify and provide effective examples of literary elements (2.3) • Distinguish between different forms of poetry, such as a sonnet, lyric, elegy, narrative, epic, and ode (2.4) • Compare a film, video, or stage version of a literary work with the written version (2.5) • Read literary texts aloud to convey an interpretation of the work (engage in a variety of shared reading experiences, such as a choral reading and reader's theatre) (2.6) • Read works with a common theme and compare the treatment of that theme by different authors (2.7) • Interpret multiple levels of meaning in text (2.8) • Recognize relevance of literature to personal events and situations (2.9) • Recognize relevance of literature to contemporary and/or personal events and situations (2.10) • Adjust the reading rate according to the purpose for reading (CPI) • Distinguish between dictionary meaning and implied meaning of the writer's words (CPI) • Use strategies such as discussing with others, reading guides and summaries, and reading aloud to assist in comprehension (CPI) • Listen respectfully and responsively (CPI) • Identify own purpose for listening (CPI) 	<p>different settings: whole class reading, partnered reading (with dialectical journals), literature circles.</p> <p>Periodic literary elements quiz leading up to cumulative assessment</p> <p>Poetic genres quiz</p> <p>Dramatized scenes from selected novel. Comparison chart of student performances and film or stage version of text.</p> <p>Reader response journals</p>	
--	--	--	---	--

Attachment 10(b) – Curriculum Framework

<p><i>Grade Level 10 ELA Standards</i></p> <p>Introduction to Literature and Composition: Using understanding of original literary texts to create original literary text and interpretive essays to express judgments, understand multiple levels of meaning, use of literary devices, comparing genres and prewriting</p>	<p>Composition: Students will read, write, listen, and speak for literary response and expression (standard 2.0)</p>	<ul style="list-style-type: none"> • Writing original literary texts (use elements of literary text, such as plot, character, setting, dialogue, conflict, and suspense, to engage the reader) (2.1) • Write original literary texts (maintain consistent point of view, including first-person, third-person, or omniscient narrator) (2.2) • Write original literary texts (create a personal voice, figurative language, multiple levels of meaning, with assistance, creatively elicit the reader’s emotional response) (2.3) • Write interpretive and responsive essays of approximately three pages to express judgments and support them through references to the text, using direct quotations and paraphrase (2.4) • Write interpretive and responsive essays of approximately three pages to explain how the author’s use of literary devices affects meaning (2.5) • Write interpretive and responsive essays of approximately three pages to engage in a variety of prewriting experiences, such as using a variety of visual representations to express interpretations, feelings, and new insights (2.6) • Write interpretive and responsive essays of approximately three pages to compare and contrast the treatment or literary elements in different genres and by more than one author (2.7) • Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive texts (2.8) • Use dictionaries, thesauruses, and style manuals (CPI) • Identify the intended audience (CPI) • Use tone and language appropriate to the audience and purpose (CPI) • Recognize the use and impact of effective language (CPI) 	<p>Class Literary Magazine Project: Students choose from a menu of creative options such as short fiction, poetry, or personal essay and engage in the writing process. Students, in committee, aid each other in editing and publishing a class literary magazine containing their work.</p> <p>Essay: Students analyze the use of a particular literary device across several works that share a thematic connection. Include your personal take on the issues raised by the authors.</p>	<p>Trimester 2</p>
---	--	---	---	--------------------

Attachment 10(b) – Curriculum Framework

<p><i>Grade Level 9 ELA Standards</i></p> <p>Introduction to Literature and Composition: Analyzing poetry, fiction and non-fiction text for meaning, mood and tone</p>	<p>Reading: Students will read, write, listen, and speak for critical analysis and evaluation. (standard 3.0)</p> <p>Reading: Students will read, write, listen, and speak for social interaction. (standard 4.0)</p>	<ul style="list-style-type: none"> • Form opinions and make judgments about the accuracy of information and personal texts (3.1) • Generate a list of significant questions to assist with analysis of text (3.2) • Analyze and evaluate nonfiction texts (determine the significance and reliability of information) (3.3) • Analyze and evaluate nonfiction texts (focus on key words/phrases that signal that the text is heading in a particular direction) (3.4) • Analyze and evaluate poetry to recognize the use and effect of rhythm, rhyme, and sound pattern (3.5) • Analyze and evaluate poetry to recognize the use and effect of repetition (3.6) • Analyze and evaluate poetry in order to recognize the use and effect of sensory imagery (3.6) • Analyze and evaluate poetry to recognize the use and effect of differences between language of the poem and everyday language of readers (3.7) • Analyze and evaluate poetry in order to recognize the use and effect of figurative language (3.7) • Analyze and evaluate poetry in order to recognize the use and effect of verse form (3.8) • Analyze and evaluate fiction, including the background in which the text is written (3.8) • Analyze and evaluate fiction, including the effect created by the author’s tone or mood (3.9) • Engage in oral reading activities, such as read-arounds, to identify and provide effective examples of poetic elements (3.9) • Analyze and evaluate fiction, including the development of a central idea or theme (3.10) • Analyze and evaluate fiction, including the development of characters and their actions (3.10) • Analyze and evaluate fiction, including the elements of the plot, such as conflict, climax, and resolution (3.11) 	<p>Focused text annotations of a wide variety of poetry</p> <p>Background information presentations on selected texts.</p>	<p>Trimester 3</p>

Attachment 10(b) – Curriculum Framework

		<ul style="list-style-type: none"> • Analyze and evaluate fiction, including the significance of the title (3.11) • Form opinions and make judgments about literary works, by analyzing and evaluating texts from a critical perspective (3.12) • Select, reject, and reconcile ideas and information in light of prior knowledge and experiences (3.13) • Share reading experiences with a peer or adult; for example, read together silently or aloud or discuss reactions to texts (3.14) • Consider the age, gender, social position, and cultural traditions of the writer (4.1) • Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, email conventions) that are appropriate to social communication (4.2) • Distinguish between dictionary meaning and implied meaning of the writer’s words (CPI) • Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people (CPI) • Initiate communication with peers and adults in the school and local community (CPI) 	<p>Literary Analysis Essay aligned with rubric: Explore the relationship between character and theme.</p> <p>Freytag’s pyramid quiz</p> <p>Literature Circles with read aloud component</p> <p>Code-switching skits</p>	
<p><i>Grade Level 10 ELA Standards</i></p> <p>Introduction to Literature and Composition: Forming and presenting an opinion using evidence and analysis from previous understanding and personal experience as well as learning how to persuade and</p>	<p>Students will read, write, listen, and speak for critical analysis and evaluation. (Standard 3.0)</p> <p>Students will read, write, listen, and</p>	<ul style="list-style-type: none"> • State an opinion or present a judgment by developing a thesis and providing supporting evidence, arguments, and details (3.2) • Analyze a variety of texts using resources such as knowledge from school subjects, readings, and personal experiences (3.3) • Use strategies designed to influence or persuade in advertisements (4.1) • Share the process of writing with peers and adults; for example, write a condolence note, get-well card, or thank-you 	<p>Letter to the Editor/Advertisement: Consider a need or a positive aspect of your community for which you would like to raise awareness. Compose a letter to the editor of a local</p>	<p>Trimester 3</p>

Attachment 10(b) – Curriculum Framework

<p>write to an audience in social communication</p>	<p>speak for social interaction. (Standard 4.0)</p>	<p>letter with writing partner(s) (4.2)</p> <ul style="list-style-type: none"> ● Respect the age, gender, and cultural traditions of the recipient (4.4) ● Identify and Model the social communication techniques of published authors. (4.1) ● Distinguish between the conventions of academic writing and the conventions of email and instant messaging (4.3) ● Use a presentational format appropriate for the audience and purpose (CPI) ● Use the conventions of standard spoken English appropriate to the message and audience (CPI) ● Apply delivery techniques such as voice projection and demonstrate physical poise (CPI) ● Use nonverbal techniques to help disclose message (CPI) ● Use visual aids and props effectively (CPI) ● Respond to audience’s reaction and adapt presentation (CPI) ● Establish and maintain eye contact with audience (CPI) 	<p>newspaper as well as creating poster directed at raising awareness in your community for the issue you have chosen.</p> <p>Translation Activity: Students translate dialogue from academic language to “text speech” and back.</p>	
---	--	---	---	--

Attachment 10(b) – Curriculum Framework

Living Environment				
<p><i>Grade Level 9 ELA Standards</i></p> <p>Critical Reading and Effective Writing through life sciences: literary research and following instructions</p>	<p>Students will read, write, listen, and speak for information and understanding. (Standard 1.0)</p>	<ul style="list-style-type: none"> • Use specialized reference sources, such as glossaries, directories, and abstracts (1.2) • Read and follow written directions and procedures to solve problems and accomplish tasks (use scientifically technical documents, e.g. procedures to an experiment) (1.3) • Identify and evaluate the reliability and validity of informational sources (1.5) • Recognize unstated assumptions (1.6) • Distinguish verifiable statement from hypothesis (1.7) • Analyze information from different sources, making connections and showing relationships to other texts, ideas, and subjects (employ a range of post-reading practices to think about new learning and plan further learning) (1.8) • Identify the purpose for reading (CPI) • Determine the meaning of unfamiliar words by using classroom and other resources (CPI) • Recognize the organizational format, such as hierarchical, chronological, and cause/effect (CPI) • Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings (CPI) • Use tone and language appropriate to the audience and purpose (CPI) 	<p>Students will create and manage laboratory notebooks that address document instructions, results, and conclusions for each given laboratory assignment (ongoing throughout).</p> <p>Internet exploration assignment: Students will be asked to distinguish the validity of a list of websites on a given topic and use only valid websites to produce a short informational essay on that topic.</p>	<p>Trimester 1</p> <p>Suggested topic: Unit 3- Immunology and transmission of HIV infection</p>
<p><i>Grade Level 10 ELA Standards</i></p> <p>Critical Reading and Effective Writing through life sciences: Using real scientific experiments and literature to create and conduct lab reports and research as well as being able to create structured classroom</p>	<p>Students will read, write, listen, and speak for information and understanding. (Standard 1.0)</p>	<ul style="list-style-type: none"> • Use primary and secondary sources of information for research (1.1) • Select and limit topics for informational writing (1.2) • Analyze data, facts and ideas to communicate information (1.3) • Take notes and organize information from written and oral texts, such as lectures and interviews (1.4) • Use a range of organizational strategies (e.g., clustering, webbing, and mapping to present information) (1.5) • Use charts, graphs, and diagrams to support and illustrate 	<p>See “Students as Researchers” assessment during Unit 1. Students' lab reports for this assignment will include both data generated in lab and background reading</p>	<p>Trimester 1</p>

Attachment 10(b) – Curriculum Framework

notes		<p>informational texts (1.7)</p> <ul style="list-style-type: none"> • Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings (CPI) • Use tone and language appropriate to the audience and purpose (CPI) • Use an organizational format that provides direction, coherence, and/or unity (CPI) 	<p>material and will allow students to organize and present their findings in text and graphic form. Students will be given a separate grade for literary and scientific merit on this assessment.</p>	
<p><i>Grade Level 9 ELA Standards</i></p> <p>Critical Reading and Effective Writing through life sciences: literary criticism and interpretation</p>	<p>Students will read, write, listen, and speak for literary response and expression (Standard 2.0)</p>	<ul style="list-style-type: none"> • Read literary criticism to increase comprehension and appreciation of literary texts, with assistance (e.g., using critics of scientific theories, experiments, etc) (2.3) • Recognize how authors use tone to express their ideas or an attitude toward the subject matter or the audience (2.4) • Read life science texts aloud to convey an interpretation of the work (2.7) • Interpret texts on the basis of an understanding of the genre and the time period (2.8) • Interpret multiple levels of meaning and subtleties in text (2.9) • Use strategies such as discussing with others, reading guides and summaries, and reading aloud to assist in comprehension (CPI) • Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people (CPI) • Use tone and language appropriate to the audience and purpose (CPI) 	<p>Where did we come from? Essay: Students will analyze recent newspaper reports and arguments about the teaching of intelligent design, creationism, and/or evolution in high school classrooms. Students will summarize the arguments, using tone to suggest their own conclusions about what should be included in science curriculum.</p>	<p>Trimester 2</p> <p>Note: these standards could also fit well into Trimester 2 of Living Environment; a similar assignment could be given for current ethical debates about stem cell technology and the use of embryos in medical research.</p>
<p><i>Grade Level 10 ELA Standards</i></p> <p>Critical Reading and Effective Writing through life sciences: being able to articulate perspectives as well as critique perspectives individually and in a group using</p>	<p>Students will read, write, listen, and speak for critical analysis and evaluation. (Standard 3.0)</p>	<ul style="list-style-type: none"> • Articulate one or more perspectives, such as one’s own and/or those of a special interest group, to summarize arguments on different sides of a scientific issue (3.1) • Develop critiques from more than one perspective, such as historical and cultural (3.2) • Use strategies designed to influence or persuade in writing editorials (3.4) • Use telecommunication to participate in Listserv discussion 	<p>See “Students as Environmental Advocates” assessment during the unit on Human Impact. Students will be given a separate grade for literary and</p>	<p>Trimester 2</p>

Attachment 10(b) – Curriculum Framework

telecommunication		<p>groups (3.5)</p> <ul style="list-style-type: none"> • Identify the intended audience (CPI) • Use a presentational format appropriate for the audience and purpose (CPI) • Use visual aids and props effectively (CPI) 	<p>scientific merit on this assessment. Additionally, after oral arguments have been presented, students will write a brief summary of the most effective points given by the opposing side of the issue. During the time given for the assignment, students will respond to a series of questions posed over a Listserv; these questions will help students identify issues or clarify points they may later use in their letter and in debate. Students will be required to respond to each Listserv thread using proper language.</p>	
<p><i>Grade Level 9 ELA Standards</i></p> <p>Critical Reading and Effective Writing through life sciences:</p>	<p>Students will read, write, listen, and speak for critical analysis</p>	<ul style="list-style-type: none"> • Form opinions and make judgments about the validity of persuasive scientific texts (3.1) • Generate a list of significant questions to assist with analysis of text (3.2) 	<p>See “Human Impact Unit.” Students will read and discuss articles, movies, or</p>	<p>Trimester 3</p>

Attachment 10(b) – Curriculum Framework

<p>forming opinions and analyzing nonfiction texts</p>	<p>and evaluation. (Standard 3.0)</p> <p>Students will read, write, listen, and speak for social interaction. (Standard 4.0)</p>	<ul style="list-style-type: none"> • Analyze and evaluate nonfiction texts, including determine the writer's perspectives, purposes, and intended audiences (3.3) • Analyze and evaluate nonfiction texts, including determine the reliability and significance of information (3.4) • Analyze and evaluate nonfiction texts, including recognize the format and its significance to content (3.5) • Form opinions and make judgments about scientific works, by analyzing and evaluating texts from more than one critical perspective, such as cultural and historical. (3.12) • Select, reject, and reconcile ideas and information in light of beliefs (3.13) • Make judgments about the quality of scientific texts and performances by applying personal and academic criteria, such as that found in literary criticism (3.14) • Share reading experiences with a peer or adult; for example, read together silently or aloud, or discuss reactions to texts (4.1) • Consider the age, gender, social position, and cultural traditions of the writer (4.2) • Recognize the types of language (e.g., informal vocabulary, culture-specific scientific terminology, jargon, colloquialisms, and email conventions) that are appropriate to communication (4.3) • Use strategies such as discussing with others, reading guides and summaries, and reading aloud to assist in comprehension (CPI) • Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people (CPI) • Understand the purpose for writing; the purpose may be to explain, describe, narrate, or express feelings (CPI) • Use tone and language appropriate to the audience and purpose (CPI) 	<p>presentations that address how the global ecosystem is challenged by globalization and industrialization.</p> <p>Students will identify the priorities of persons as diverse as loggers, farmers, indigenous people, environmentalists, and industrialists and critique how their viewpoint influences their environmental agenda. Students will write two versions of an essay that expresses their personal opinion about the environment: the first version would be written as if they were speaking to their friends and neighbors, the second version would be written as if they were addressing Congress.</p> <p>Students will identify differences in tone and vocabulary</p>	
--	--	---	---	--

Attachment 10(b) – Curriculum Framework

			between these two presentations of the same topic.	
Global Studies				
<p><i>Grade Level 9 ELA Standards</i></p> <p>British and World Literature in the context of Global History: analyzing literature through empirical research</p>	<p>Students will read, write, listen, and speak for information and understanding. (Standard 1.0)</p>	<ul style="list-style-type: none"> • Locate and use school, public, academic, and special library resources for information and research (use primary and secondary sources, such as dictionaries and abstracts) (1.1) • Locate and use school, public, academic, and special library resources for information and research (set purpose for reading by asking questions about what they need to know for their research) (1.2) • Check consistency of hypothesis with given information and assumption for historical and literary context (1.3) • Analyze and synthesize information from different sources by making connections and showing relationships to other texts, ideas, subjects, and the world at large (employ a range of post-reading practices to think about new learning and to plan future learning) (1.4) • Determine the meaning of unfamiliar words by using classroom and other resources (CPI) • Recognize the organizational format, such as hierarchical, chronological, cause/effect (CPI) • Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people (CPI) • Use tone and language appropriate to the audience and purpose (CPI) • Use an organizational format that provides direction, coherence, and/or unity (CPI) 	<p>Project: "Tolstoy & History" – Students will compare excerpts from <i>War & Peace</i> with historical analyses and primary sources relevant to the chosen excerpts from <i>W&P</i>. Students will then write a 5 to 7 page paper. 50% of class will defend Tolstoy's additions/omissions to the events and 50% will attack them in their papers. An in-class debate will wrap up the project. Graded with Rubric.</p>	<p>Trimester 1</p>
<p><i>Grade Level 10 ELA Standards</i></p> <p>British and World Literature in the context of Global History</p>	<p>Students will read, write, listen, and speak for information and understanding. (Standard 1.0)</p>	<ul style="list-style-type: none"> • Use and integrate a wide range of organizational strategies to present information (1.1) • Maintain a portfolio that includes informational writing (1.3) • Use tone and language appropriate to the audience and purpose (CPI) • Use a presentational format appropriate for the audience and purpose (CPI) 	<p>Students will write their own creation myth (3 to 5 pages) for a fictional ancient civilization. Students will base their myth on actual creation myths read and</p>	<p>Trimester 1</p>

Attachment 10(b) – Curriculum Framework

			<p>discussed in class. Students will create a chart containing 4 actual myths and somehow show which aspects of those myths are incorporated into their own myths. Students will write a 1-2 page essay on each myth chosen for their portfolio. All writing graded with rubric.</p>	
<p><i>Grade Level 9 ELA Standards</i></p> <p>British and World Literature in the context of Global History: verbal and written comprehension of world events and literature through comparative analysis of texts and different mediums</p>	<p>Students will read, write, listen, and speak for literary response and expression (Standard 2.0)</p>	<ul style="list-style-type: none"> • Recognize and analyze the relevance of literature to contemporary and/or personal events and situations from short stories, novels, plays, film and video productions, poems, and essays (read and discuss literary criticism) (e.g., studying the Holocaust by reading <i>Night</i> as well as studying contemporary examples of genocide in Rwanda, etc.) (2.1) • Recognize and analyze the relevance of literature to contemporary and/or personal events and situations from short stories, novels, plays, film and video productions, poems, and essays (engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives) (e.g., discuss and write a comparative piece of <i>Night to Life is Beautiful</i>) (2.2) • Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives (2.3) • Read literary texts aloud to convey an interpretation of the work (2.5) • Read and interpret literary texts from a range of authors, 	<p><u>Project:</u> “Will the Real <i>Quiet American</i> Please Stand Up?” – Students will read Graham Greene’s <i>The Quiet American</i> (1955) after watching both film adaptations (1958 & 2002) of the book. Students will compare primary sources, personal accounts, historical analyses, etc. from the Vietnam War era (1950-1975) to both films and Greene’s novel. Students will address the following: Which film best represents</p>	<p>Trimester 2</p>

Attachment 10(b) – Curriculum Framework

		<ul style="list-style-type: none"> genres, and subjects, including literary criticism (2.6) Interpret multiple levels of meaning and subtleties in text (2.7) Use strategies such as discussing with others, reading guides and summaries, and reading aloud to assist in comprehension (CPI) Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people (CPI) Use tone and language appropriate to the audience and purpose (CPI) 	Greene’s novel? Are the years the films were made relevant? Does Greene’s work ring true to the era? 5 to 7 page paper graded to rubric.	
<p><i>Grade Level 10 ELA Standards</i></p> <p>British and World Literature in the context of Global History: creating literary, interpretive responses from prior knowledge</p>	Students will read, write, listen, and speak for literary response and expression (Standard 2.0)	<ul style="list-style-type: none"> Use resources such as personal experience, knowledge from other content areas, and independent reading to create literary, interpretive, and responsive text (2.4) Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people (CPI) Use tone and language appropriate to the audience and purpose (CPI) 	Students will read personal accounts from a variety of places, societies, and time periods regarding European colonization in the Americas, Africa, and Asia. In a 4 to 6 page paper students will then argue whether or not European contact & the Columbian Exchange benefitted the societies subject to this contact. An in-class debate will follow. Graded to rubric	Trimester 2
<p><i>Grade Level 9 ELA Standards</i></p> <p>British and World Literature in the context of Global History: the impact of structure, literary devices, language, jargon, perspective, intended audience,</p>	Students will read, write, listen, and speak for critical analysis and evaluation. (Standard 3.0)	<ul style="list-style-type: none"> Analyze and evaluate nonfiction texts, including professional journals, technical manuals, and position papers, to determine the writer’s perspectives, purposes and intended audience (identify text structure, using supports such as graphic organizers) (also focusing on key word/phrases that signal that the text is heading in a particular direction) (3.1) Analyze and evaluate nonfiction texts, including professional 		Trimester 3

Attachment 10(b) – Curriculum Framework

<p>author’s background, and purpose on meaning of text</p>	<p>Students will read, write, listen, and speak for social interaction. (Standard 4.0)</p>	<p>journals, technical manuals, and position papers, to determine the writer’s perspectives, purposes, and intended audience (preview at text (e.g., in order to build a schema), noticing structural markers such as headings and subheadings) (3.2)</p> <ul style="list-style-type: none"> • Analyze and evaluate nonfiction texts, including professional journals, technical manuals, and position papers, to determine the writer’s perspectives, purposes and intended audience (identify the particular kinds of language used in particular texts) (3.3) • Engage in oral reading activities, such as choral readings, and a variety of written responses, such as double entry journals, to identify and distinguish examples of verse form (3.4) • Form opinions and make judgments about literary works by analyzing and evaluating texts from more than one critical perspective, such as a social perspective (3.8) • Select, reject, and reconcile ideas and information in light of beliefs (3.9) • Analyze and evaluate the intellectual and/ or emotional impact of specific texts on the reader (3.10) • Share reading experiences with a peer or adult; for example, read together silently or aloud, and discuss reactions to text (3.12) • Consider the age, gender, social position, and cultural traditions of the writer (4.1) • Understand and anticipate the author’s use of tone, diction, and language appropriate to social communication, in a variety of texts and conventions (4.2) • Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication (4.3) • Identify the purpose for reading (CPI) • Recognize the organizational format, such as hierarchical, chronological, cause/effect (CPI) • Use strategies such as discussing with others, reading guides and summaries, and reading aloud to assist in comprehension (CPI) • Recognize content-specific vocabulary, terminology, or jargon 		
--	--	--	--	--

Attachment 10(b) – Curriculum Framework

		unique to particular groups of people (CPI)		
<p><i>Grade Level 10 ELA Standards</i></p> <p>British and World Literature in the context of Global History: developing perspective</p>	<p>Students will read, write, listen, and speak for critical analysis and evaluation. (Standard 3.0)</p>	<ul style="list-style-type: none"> • Develop critiques from more than one perspective, such as historical, cultural, social and psychological (3.1) • Identify the intended audience (CPI) • Use tone and language appropriate to the audience and purpose (CPI) 	<p>After reading George Orwell's <i>Homage to Catalonia</i>, Ernest Hemingway's <i>For Whom the Bell Tolls</i> and a variety of personal accounts, historical analyses, etc. students will write 3 letters (2 to 3 pages each) to world leaders during the Spanish Civil War (1936-1939) asking for either their support or condemnation of a particular side in the conflict. All writing graded with rubric.</p>	<p>Trimester 3</p>

Attachment 10(b) – Curriculum Framework

ELA Curriculum Framework ROADS Charter School

Subject Area: English Language Arts

Development Phase: Ready for College

In *Ready for College*, students will learn the English Language Arts NYS standards through their ELA Seminars, U.S. History Academic Blocks, and Capstone Project. The ultimate culmination of all ELA course work will be reflected in the final Capstone project, which requires a rigorous written report and other ELA standards work. All ELA standards work will prepare students to take the Comprehensive English Regents exam in the *Ready for College* Phase.

The following document outlines the ELA standards that will be covered during the *Approaching Competency* Phase, divided by course: ELA Seminar, U.S. History, and Capstone Project.

The English Language Arts Framework was designed from the *English Language Arts Core Curriculum (Pre-Kindergarten-Grade 12)*, May 2005, from the New York State Department of Education. All standards referred to in this framework refer to this document, including "CPI," which refer to the "Core Performance Indicators: common to all four ELA standards, 9-12" on page 65 of the *ELA Core Curriculum*.

<u>Required</u>	<u>Required</u>	<u>Required</u>	<u>Required</u>	<u>Optional</u>
New York State Content Standards	New York State Skills Standards	New York State Performance Indicators (if any)	Assessments (formal/informal including state assessments)	Course
What should students know? (Indicate which content is a benchmark standard that will be assessed at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column. Optional: You can also identify essential	What should students be able to do?	Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable?	What specific tools will be used to assess which content standard or skills standard at this grade level?	The course in which the standards will be studied.

Attachment 10(b) – Curriculum Framework

questions based on the content standards.)				
Seminar				
<i>Grade Level 11 ELA Standards</i> Introduction to Literature and Composition- Listening strategies	Students will read, write, listen, and speak for social interaction (standard 4.0)	<ul style="list-style-type: none"> • Withhold judgment while listening and taking notes (4.5) • Appreciate the speaker's uniqueness (4.6) • Recognize the use and impact of effective language (CPI) • Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people (CPI) 	Speech Analysis (see description below)	ELA Seminar
<i>Grade Level 11 ELA Standards</i>	<p>Students will read, write, listen, and speak for information and understanding. (standard 1.0)</p> <p>Listening: Students will read, write, listen, and speak for literary response and expression (standard 2.0)</p> <p>Listening: Students will read, write, listen, and speak for critical analysis and evaluation (standard 3.0)</p>	<ul style="list-style-type: none"> • Anticipate the speaker's points and assess their validity (1.2) • Synthesize information from different sources by condensing, combining, or categorizing data, facts, and ideas (1.3) • Identify how format and language are used in presentations to communicate the author's message and evoke a response (2.4) • Determine points of view, clarify positions, make judgments and form opinions (3.1) • Use an organizational format that provides direction, coherence, and/or unity (CPI) 	Speech Analysis Posters: Student groups view and analyze several relevant speeches, creating posters that compare and contrast speakers' positions and rhetorical devices employed.	ELA Seminar
<i>Grade Level 11 ELA Standards</i> Listening comprehension	<p>Listening: Students will read, write, listen, and speak for literary response and expression (standard 2.0)</p> <p>Listening: Students will read, write, listen, and speak for critical analysis</p>	<ul style="list-style-type: none"> • Listen to comprehend, interpret and respond to texts and performances, such as reviews and critiques of literary texts (2.6) • Use the perspectives of other individuals, groups, recognized experts, and prior knowledge to analyze and evaluate presentations (3.2) • Evaluate content and organization of the presentations, applying criteria such as the validity of the speaker's conclusion (3.3) 	Attend (or invite to campus) and review an author's reading, including a review of published critiques of the work or event.	ELA Seminar

Attachment 10(b) – Curriculum Framework

	<p>and evaluation (standard 3.0)</p> <p>Students will read, write, listen, and speak for social interaction (standard 4.0)</p>	<ul style="list-style-type: none"> • Evaluate the impact of the medium on the message (3.5) • Respect the age, gender, social position, and cultural traditions of the speaker (4.2) • Listen for multiple levels of meaning, articulated and unspoken (4.3) • Encourage the speaker with appropriate facial expressions and gestures (4.4) • Read, write, listen, and speak for social interaction • Identify own purpose for listening (CPI) • Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people (CPI) • Initiate communication with peers and adults in the school and local community (CPI) 	<p>Written Reflections: Students reflect on guest speakers' presentation and bias in informal written reflections.</p>	
<p><i>Grade Level 11 ELA Standards</i></p>	<p>Students will read, write, listen, and speak for information and understanding. (standard 1.0)</p> <p>Speaking: Students will read, write, listen, and speak for critical analysis and evaluation (standard 3.0)</p>	<ul style="list-style-type: none"> • Recognize the speaker's use of voice, tone, diction, and syntax in school and public forums, debates, and panel discussions (1.2) • Evaluate the expertise and possible bias of the speaker in order to judge the validity of the content (3.3) • Recognize the use and impact of effective language (CPI) • Use tone and language appropriate to the audience and purpose (CPI) 	<p>Written Reflections: Students reflect on guest speakers' presentation and bias in informal written reflections.</p>	<p>ELA Seminar</p>
<p><i>Grade Level 12 ELA Standards</i></p> <p>Introduction to Literature and Composition: building presentation skills for understanding</p>	<p>Speaking: Students will read, write, listen, and speak for information and Understanding (standard 1.0)</p>	<ul style="list-style-type: none"> • Use notes or speaking points to assist in delivery (1.1) • Express a point of view, providing supporting facts (1.2) • Give directions and explain a process • Ask and respond to probing questions to acquire information (1.3) • Prepare and give presentations to a variety of audiences on a range of informational topics and using a variety of techniques, such as multimedia, group presentations and dramatic approaches (1.4) 	<p>Short peer- and teacher-assessed speeches on various topics.</p>	<p>ELA Seminar</p>

Attachment 10(b) – Curriculum Framework

		<ul style="list-style-type: none"> • Anticipate and respond to the listener’s points of view (1.4) • Use a presentational format appropriate for the audience and purpose (CPI) • Respond to the audience’s reaction and adapt presentation (CPI) 		
<p><i>Grade Level 12 ELA Standards</i></p> <p>Introduction to Literature and Composition: expressing and supporting opinion, using media as a presentation tool, respond in form of discussions, readings and group collaboration</p>	<p>Writing: Students will read, write, listen, and speak for literary response and expression (standard 2.0)</p>	<ul style="list-style-type: none"> • Express opinions and support them through references to the text (engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning) (2.1) • Describe the features of the genre to interpret and respond to literary text (2.2) • Use media to support presentation of original and interpretive texts (2.4) • Ask and respond to questions and follow-up questions to clarify interpretation (engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to make applications of the ideas in the text to other situations, extending the ideas to broaden perspectives) (2.5) • Recognize the use of effective language (CPI) • Initiate communication with peers and adults in the school and local community (CPI) • Use a presentational format appropriate for the audience and purpose (CPI) • Respond to the audience’s reaction and adapt presentation (CPI) 	<p>Seminar Discussion: Students engage in a student-centered seminar discussion, including responses to text-based and world view-based questions.</p>	<p>ELA Seminar</p>
<p>US History</p>				

Attachment 10(b) – Curriculum Framework

<p><i>Grade Level 9 ELA Standards</i></p> <p>American Literature in the context of US History: analyzing literature through empirical research</p>	<p>Students will read, write, listen, and speak for information and understanding. (standard 1.0)</p>	<ul style="list-style-type: none"> • Locate and use school, public, and academic library resources for information and research (1.1) • Identify and evaluate the reliability and validity of informational sources (1.3) • Check the consistency of hypothesis with given information and assumption through historical research (1.4) • Analyze and synthesize information from different sources, making connections and showing relationships to other texts, ideas, and subjects and to the world at large (1.5) • Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings (CPI) • Use tone and language appropriate to the audience and purpose (CPI) 	<p>Write research paper using primary and secondary source documents relating to the cohabitation of Native Americans and early European-American settlers (Units 1 and 2 of US History)</p>	<p>Trimester 1</p> <p>Units 1 and 2</p>
<p><i>Grade Level 9 ELA Standards</i></p> <p>American Literature in the context of US History: building comprehension through integrating a variety of texts and mediums with comprehension and pre-existing knowledge</p>	<p>Reading: Students will read, write, listen, and speak for literary response and expression (standard 2.0)</p>	<ul style="list-style-type: none"> • Read, view, and interpret texts and performances in every medium (e.g., short stories, novels, plays, film and video productions, poems, and essays) from a wide variety of authors, subjects, and genres (build background by activating prior knowledge through questioning what they already know about the form in which the story is presented and the period in which it was written) (e.g., studying the <i>Crucible</i> through the lens of historical background of the McCarthy trials, contemporary criticisms, fictional novels, movies and texts) (2.1) • Read, view, and respond independently to literary works that represent a range of social, historical, and cultural perspectives (monitor their own comprehension by questioning, reviewing, revising, and rereading to enhance overall comprehension) (2.2) • Read literary criticism to increase comprehension and appreciation of literary texts (use a variety of written responses, such as double-entry journals and reading 	<p>Draft portfolio of critical magazine-type reviews of various written, audio, and visual texts relating to the American Revolution and the Founding (Units 3 and 4)</p> <p>Write epistolary (narrative in form of documents) based on primary sources, secondary sources, and literary texts and productions about Revolution and Founding (Units 3 and 4)</p>	<p>Trimester 1</p> <p>Units 3-5</p>

Attachment 10(b) – Curriculum Framework

		<p>logs, to integrate new concepts with existing knowledge (2.3)</p> <ul style="list-style-type: none"> • Compare a film, video, or stage version of a literary work (e.g., <i>The Crucible</i>) with the written version (2.4) • Read literary texts aloud to convey an interpretation of the work (2.5) • Interpret multiple levels of meaning and subtleties in text (engage in a variety of collaborative conversations, such as peer-led discussions, paired reading and responding, and cooperative group discussions, to construct meaning) (2.6) • Recognize and analyze the relevance of literature to contemporary and/or personal events and situations (2.7) • Use strategies such as discussing with others, reading guides and summaries, and reading aloud to assist in comprehension (CPI) • Initiate communication with peers and adults in the school and local community (CPI) • Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings (CPI) • Identify intended audience (CPI) • Use an organizational format that provides direction, coherence, and/or unity (CPI) 	<p>Make audio recording of text from pre-industrial age; compare to pre-existing book on tape; discussion re comparison between recordings and among recordings and text (Unit 5)</p> <p>Draft op ed article using primary source documents by Founding Fathers (e.g., see www.consource.org) to analyze contemporary issue (Unit 4)</p>	
<p><i>Grade Level 9 ELA Standards</i></p> <p>American Literature in the context of US History: making judgments and reconciliation of fiction and nonfiction text through structural and tonal clues</p>	<p>Writing: Students will read, write, listen, and speak for critical analysis and evaluation (standard 3.0)</p> <p>Students will read, write, listen, and speak for social interaction (standard 4.0)</p>	<ul style="list-style-type: none"> • Form opinions and make judgments about the validity of interpretive texts (3.1) • Analyze and evaluate nonfiction (e.g., <i>The Declaration of Independence</i>) (identify text structure, using supports such as graphic organizers) (3.2) • Analyze and evaluate nonfiction (preview a text e.g., in order to build a scheme), noticing structural markers, such as headings and subheadings within the <i>Declaration of Independence</i> (3.3) • Analyze and evaluate nonfiction (identify the particular kinds of language used in particular texts) (3.4) 	<p>Create outline of pre-existing nonfiction text about Civil War, using headings and text indicators (Unit 6)</p> <p>Essay exam requiring critical and literary analysis of nonfiction and fiction texts</p>	<p>Trimester 2</p> <p>Units 6-9</p>

Attachment 10(b) – Curriculum Framework

		<ul style="list-style-type: none"> • Analyze and evaluate fiction, including the effect of diction and figurative language (use a variety of written responses such as double-entry journals and reading logs, to identify literary elements and evaluate their effectiveness) (3.5) • Form opinions and make judgments about literary works, by analyzing and evaluating texts from more than one critical perspective, such as psychological (3.6) • Select, reject, and reconcile ideas and information in light of biases (3.7) • Make judgments about the quality of literary texts and performances by applying personal and academic criteria, such as that found in literary criticism and in political, historical, and scientific analysis (3.8) • Share reading experiences with a peer or adult; for example read together silently or aloud and discuss reactions to text (4.1) • Consider age, gender, social position, and cultural traditions of the writer (4.2) • Recognize the types of language (e.g., informal vocabulary, culture-specific terminology, jargon, colloquialisms, and email conventions) that are appropriate to social communication (4.3) • Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people (CPI) • Use tone and language appropriate to the audience and purpose (CPI) • Use a presentational format appropriate for the audience and purpose (CPI) • Apply delivery techniques such as voice projection and demonstrate physical poise (CPI) 	<p>related to Late Industrial and Progressive Eras (Unit 7)</p> <p>Present dramatic oral presentation (e.g., poetry, monologue, oratory) regarding World War II and Holocaust texts and sources (Unit 9)</p> <p>Create online profiles of Twenties Era personalities (authors, characters, public figures) aligned with rubric</p>	
<p><i>Grade Level 10 ELA Standards</i></p> <p>American Literature in the context of US History:</p>	<p>Writing: Students will read, write, listen, and speak for literary response and expression (standard 2.0)</p>	<ul style="list-style-type: none"> • Write original literary texts (create social, historical, and/or cultural context) (2.1) • Write interpretive and responsive essays of approximately three to five pages to engage in a variety of prewriting experiences, such as using a 	<p>Create journal accounts of day-to-day activities aligned with rubric based on qualities of primary source and fictional literary accounts of</p>	<p>Trimester 1</p> <p>Units 1-4</p>

Attachment 10(b) – Curriculum Framework

<p>create original literary texts from a historical perspective using prewriting, personal resources and knowledge</p>		<p>variety of visual representations, to express interpretations, feelings, and new insights (2.8)</p> <ul style="list-style-type: none"> ● Use resources, such as personal experience, knowledge from other content areas, and independent reading, to create literary, interpretive, and responsive texts (2.9) ● Maintain a portfolio that includes literary, interpretive, and responsive writing (2.10) ● Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people (CPI) ● Use a presentation format appropriate for the audience and purpose (CPI) ● Understand the purpose for writing; the purpose may be to explain, describe, narrate, persuade, or express feelings (CPI) ● Use tone and language appropriate to the audience and purpose (CPI) 	<p>early Native American life, ship captain's logs, and early colony leader journals (Units 1 and 2)</p> <p>Following in-class exercise acting out the stirrings of revolution, take-home essay exam requiring prewriting activities and integration of outside texts and experiences relating to the American Revolution (Unit 3)</p> <p>Create portfolio aligned with rubric about experience with in-class efforts to draft constitution for fictional nation; incorporate understandings from outside Founding Era texts (Unit 4)</p>	
<p><i>Grade Level 10 ELA Standards</i></p> <p>American Literature in the context of US History: Analyzing texts</p>	<p>Writing: Students will read, write, listen, and speak for critical analysis and evaluation (standard 3.0)</p>	<ul style="list-style-type: none"> ● Analyze a wide range of texts using resources such as recognized experts, knowledge from school subjects and reading, and personal experience (3.2) ● Maintain a writing portfolio that includes writing for critical analysis and evaluation (3.5) ● Use tone and language appropriate to the audience and purpose (CPI) 	<p>Create portfolio of essays responding to and analyzing late-Twentieth Century and early Twenty-First Century advertising, in historical context (Unit 11)</p>	<p>Trimester 2</p> <p>Unit 11</p>

Attachment 10(b) – Curriculum Framework

Capstone Project				
<p><i>Grade Level 11 ELA Standards</i></p> <p>Introduction to Literature and Composition: Interpreting and responding to multi-medium texts while recognizing literary features, historical and cultural context and multiple meaning of text</p>	<p>Students will read, write, listen, and speak for information and understanding. (standard 1.0)</p> <p>Writing: Students will read, write, listen, and speak for literary response and expression (standard 2.0)</p>	<ul style="list-style-type: none"> • Interpret information from media presentations, such as news broadcasts, documentary films and taped interviews (1.1) • Interpret and respond to texts and performances from a variety of genres, authors, and subjects (2.1) • Respond to authors' reading and discussing their works (2.2) • Recognize features of literary genres in interpreting presentations of literary text (2.3) • Recognize historical and contemporary social and cultural conditions in presentation of literary texts (2.4) • Connect literary texts to prior knowledge, personal experience, and contemporary situations (2.5) • Identify multiple levels of meaning in presentation of literary texts (2.6) • Recognize the organizational format, such as hierarchical, chronological, and cause/effect (CPI) • Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people (CPI) 	<p>See Capstone rubric</p> <p>Literature review in preparation for Capstone work</p>	<p>Capstone Project</p>
<p><i>Grade Level 11 ELA Standards</i></p> <p>Introduction to Literature and Composition: using prior knowledge to evaluate and analyze spoken work</p>	<p>Speaking: Students will read, write, listen, and speak for critical analysis and evaluation (standard 3.0)</p>	<ul style="list-style-type: none"> • Use prior knowledge, as well as the perspectives of other individuals, groups, and recognized experts, to analyze and evaluate presentations (3.3) • Evaluate the content and organized of the presentations, applying criteria such as point of view and appropriateness and completeness of reasons, examples, and details (3.4) • Recognize the use of protocols and traditional practices in public speaking (3.6) • Recognize the use and impact of effective language (CPI) 	<p>Respond to peer Capstone work, write peer critique</p>	<p>Capstone Project</p>

Attachment 10(b) – Curriculum Framework

		<ul style="list-style-type: none"> Recognize content-specific vocabulary, terminology, or jargon unique to particular groups of people (CPI) 		
<p><i>Grade Level 12 ELA Standards</i></p> <p>Introduction to Literature and Composition: expression and articulate opinions</p>	<p>Speaking: Students will read, write, listen, and speak for critical analysis and evaluation (standard 3.0)</p>	<ul style="list-style-type: none"> Express opinions or make judgments about ideas, information, experiences, and issues in literary and historical articles (3.1) Articulate personal opinions to clarify stated positions and persuade or influence groups (3.2) Articulate personal opinions to clarify stated positions and persuade or influence groups (3.4) Present arguments from different perspectives with reasons, examples and details from sources cited (3.7) Use visuals and technology to enhance presentation Ask and respond to questions to seek clarity or to suggest different perspectives Modify content and presentation strategies on the basis of audience response during presentation Express opinions and make judgments about ideas, information, experiences, and issues advertisements Identify the intended audience (CPI) Use tone and language appropriate to the audience and purpose(CPI) Use a presentational format appropriate for the audience and purpose (CPI) Use nonverbal communication techniques to help disclose message (CPI) Use visual aids and props effectively (CPI) 	<p>Develop and defend a public presentation on the Capstone project, including both a written report and an oral presentation</p> <p>Prepare to defend work, and respond to audience questions</p>	<p>Capstone</p>

Attachment 10(b) – Curriculum Framework

Global Studies Curriculum Framework ROADS Charter School

Subject Area: Social Studies: Global Studies

Development Phase: Approaching Competency

Global Studies is a three trimester-long course sequence for students in *Approaching Competency* designed to prepare students to pass the Global History & Geography Regents Examination. All of the NYS standards related to Global Studies will be reviewed and reinforced through instruction, activities, and assessments. Assessments will include project-based work aligned to rubrics, written reports, work with texts, online modules, essay questions, and multiple choice tests/quizzes with questions similar to those of the Global Regents exam. A midterm interim assessment based on sample Regents questions will measure student mastery of standards.

The first trimester of Global Studies (Global Studies 1) will focus on early civilizations through the Middle Ages. The second trimester (Global Studies 2) will cover material from the Middle Ages through the age of revolutions. The third trimester (Global Studies 3) will focus on the beginning of the 20th Century through the present. This curriculum framework was designed from the Learning Standards for Social Studies (revised edition), 1996 and the resources Guide and Core Curriculum (1999) (for Global History and Geography) from the New York State Department of Education. All standards referenced in this framework refer to this document.

Due to ROADS charters philosophy of “teaching ELA across the curriculum”, Global Studies teachers will ensure to integrate the following ELA standards:

- Grade Level 9 ELA Standards: 1.1-1.4, 2.1-2.7, 3.1-3.4, 3.8-3.10, 3.12, 4.1-4.4
- Grade Level 10 ELA Standards: 1.1, 1.3, 2.4, 3.1

The ELA Curriculum Framework provides suggested trimester and unit pacing for integrating these standards into Global Studies courses. “ELA Standards” refers to the standards included in *the English Language Arts Core Curriculum (Pre-Kindergarten-Grade 12)*, May 2005, from the New York State Department of Education.

Global Studies 1			
<p><u>Course Description:</u> Global Studies is a 3 trimester course sequence designed to prepare students to pass the Global Studies Regents exam, administered at the end of the third trimester. The standards will be reviewed and reinforced through activities and assessments, including project-based assessments as well as multiple-choice and essay questions similar to those of the Global Regents exam. Additionally,</p>			

Attachment 10(b) – Curriculum Framework

<p>mid-term and final exams will include sample Global Regents questions.</p> <p>Global Studies 1 will focus on early civilizations through the Middle Ages.</p> <p><u>Requirements:</u> Unit projects for each of the units, various informal assessments, mid-term and final exams modeled after the NYS Regents Global Studies Exam.</p> <p><u>Materials:</u> Global History and Geography textbook, online content</p>			
<p><u>New York State Content Standard</u> What should students know? (Can also include essential questions. Indicate which content is a benchmark standard that will be assessed at this grade level)</p>	<p><u>New York State Skills Standard</u> What should students be able to do? (Indicate which skill is a benchmark standard that will be assessed at this grade level (A), which skills are introduced (I) and/or practiced (P) at this grade level)</p>	<p><u>New York State Performance Indicators (if any)</u> Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable?</p>	<p><u>Assessments (Formal and Informal)</u> What tools will be used to assess which content, skills or dispositions at this grade level?</p>
<p>Unit 1: Methodology of Global History and Geography (1-2 weeks) (Since this is an introductory unit, the skills and concepts may be taught within other units if preferred by the teacher.) A. 1. History: Skills of Historical Analysis a. Investigate differing and competing interpretations of historical theories— multiple perspectives b. Hypothesize about why interpretations change over time c. Explain the importance of historical evidence</p>	<ul style="list-style-type: none"> • Students will be able to illustrate the connections and interactions of people and events in New York State and United States history across time and from a variety of perspectives. (1.2) (I) • Students will be able to explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments. (1.4) (I) • Students will be able to analyze important ideas, social 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • discuss several schemes for periodizing the history of New York State and the United States • consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations • define culture and civilization, explaining how they developed and changed over time • analyze evidence critically and demonstrate an 	<p>UNIT PROJECT OPTION 1: Culture Essay and Culture Collage</p> <p>Students will write an essay in which they define culture, describe their own culture by making specific</p>

Attachment 10(b) – Curriculum Framework

<p>2. Understand the concepts of change and continuity over time 4. Time frames and periodizations 5. Roles and contributions of individuals and groups 6. Oral histories</p>	<p>and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (I)</p> <p>• Students will be able to organize the study of world cultures and civilizations by establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history. (• Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations. (2.2)) (I)</p>	<p>understanding of how circumstances of time and place influence perspective</p> <p>• explain the importance of analyzing narratives drawn from different times and places to understand historical events</p>	<p>references to the 8 elements of culture, and describe how the visuals they chose for the collage represent their culture. Visuals can be found in magazines, the internet, etc. Evaluated with rubric.</p> <p>UNIT PROJECT OPTION 2: Students will create a handbook of basic skills needed to succeed in Global History and Geography. The handbook will include the following: how to analyze a document, how to analyze a political cartoon, how to analyze an artifact, geography tools, and how to write</p>
--	---	---	--

Attachment 10(b) – Curriculum Framework

			a thematic essay. Evaluated with rubric.
<p>B. 1. Geography: Elements of Geography</p> <p>a. Human geography</p> <p>b. Physical geography</p> <p>c. Political geography</p> <p>d. Migration</p> <p>e. Trade</p> <p>f. Environment and society</p> <p>g. The uses of geography</p> <p>3. Identifying and defining world regions</p>	<ul style="list-style-type: none"> • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (I) • Students will be able to develop and apply of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (3.2) (I) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • understand how to develop and use maps and other graphic representations to display geographic issues, problems and questions • describe the physical characteristics of the Earth’s surface and investigate the continual reshaping of the surface by physical processes and human activities • investigate the characteristics, distribution, and migration of human populations on the Earth’s surface • select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information 	<p>Mapping project, evaluated with rubric</p> <p>Sample Global Studies Regents questions</p>
<p>C. 4. Economics: Applying critical thinking skills in making informed and well-reasoned economic decisions</p>	<ul style="list-style-type: none"> • Students will be able to develop and apply of the skills needed to make informed and well-reasoned economic decisions in daily and national life. (4.2) (I) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources • present economic information and conclusions in different formats, including graphic representations, computer models, research reports, and oral presentations 	<p>Current Event: Students will apply knowledge of economics to an article in a current newspaper or magazine.</p>
<p>D. 1. Political Science: The purposes of government</p> <p>2. Political systems around the world</p> <p>3. Political concepts of power, authority,</p>	<ul style="list-style-type: none"> • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p>	<p>Open-ended Questions Quiz: What are the</p>

Attachment 10(b) – Curriculum Framework

<p>governance, and law</p> <p>4. Rights and responsibilities of citizenship across time and space</p> <p>5. Critical thinking skills</p> <p>a. Probing ideas and assumptions</p> <p>b. Posting and answering analytical questions</p> <p>c. Assuming a skeptical attitude toward questionable political statements</p> <p>d. Evaluating evidence and forming rational conclusions</p> <p>e. Developing participatory skills</p>	<p>and law. (5.1) (I)</p> <ul style="list-style-type: none"> • Students will be able to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills. (5.4) (I) 	<ul style="list-style-type: none"> • identify and analyze advantages and disadvantages of various political systems • consider the nature and evolution of constitutional democracies throughout the world • take, defend, and evaluate positions about attitudes that facilitate thoughtful and effective participation in public affairs • consider the need to respect the rights of others, to respect others' points of view • participate in school/classroom/community activities that focus on an issue or problem 	<p>basic purposes of government? How is citizenship defined and how do different societies view the rights and responsibilities of citizenship? Evaluated with rubric.</p> <p>Unit Exam: Regents-style multiple choice questions</p>
<p>Unit 2: Ancient World – Civilizations and Religions (4000 BC – 500 AD) (4-6 weeks)</p> <p>A. Early Peoples:</p> <p>1. Human and physical geography</p> <p>2. Hunters and gatherers</p> <p>3. Relationship to the environment</p> <p>4. Migration of early human populations—out of Africa and other theories</p> <p>5. Early government—purposes, decision-making, move toward more complex government systems</p>	<ul style="list-style-type: none"> • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P) • Students will be able to organize the study of world cultures and civilizations by establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history. (• Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations. (2.2)) (P) • Students will be able to analyze significant roles and 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • define culture and civilization, explaining how they developed and changed over time • analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective • analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities • investigate the characteristics, distribution, and migration of human populations on the Earth's surface • analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface • explain how technological change affects people, 	<p>UNIT PROJECT 1: Students will pretend they are the curators of the Museum of Natural History and are preparing an exhibit on "The Eight Features of Civilization." They must choose two ancient civilizations and provide an historical artifact</p>

Attachment 10(b) – Curriculum Framework

	<p>contributions of individuals and groups in order to better understand the major social, political, cultural, and religious developments in world history. (2.3) (I)</p> <ul style="list-style-type: none"> • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P) • Students will be able to develop and apply the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (3.2) (P) • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (I) • Students will be able to develop and apply the skills needed to make informed and well-reasoned economic decisions in daily and national life. (4.2) (P) 	<p>places, and regions</p> <ul style="list-style-type: none"> • select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information • analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources • identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources 	<p>(from your textbook, internet, etc) to represent each of the 8 features (cities, central governments, religions, job specializations, social classes, writing, art and architecture, public works) of that civilization. Each artifact must include a description for why it was classified it was. Students will present their artifacts in a brochure to advertise the new exhibit. Evaluated with a rubric.</p> <p>UNIT PROJECT 2: Students will plan, research, and create a wall mural of significant events and people from</p>
--	---	--	--

Attachment 10(b) – Curriculum Framework

			an ancient civilization of their choice. Evaluated with a rubric.
<p>B. Neolithic Revolution and early river civilizations</p> <p>1. Compare and contrast (Mesopotamian and Egyptian civilizations)</p> <p>a. Human and physical geography of early river civilizations</p> <p>b. Traditional economies</p> <p>c. Political systems</p> <p>d. Social structures and urbanization</p> <p>e. Contributions</p> <p>1) Writing systems</p> <p>2) Belief systems</p> <p>3) Early technology—irrigation, tools, weapons</p> <p>4) Architecture</p> <p>5) Legal systems—Code of Hammurabi</p>	<ul style="list-style-type: none"> • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P) • Students will be able to organize the study of world cultures and civilizations by establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history. (• Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations. (2.2)) (P) • Students will be able to analyze significant roles and contributions of individuals and groups in order to better understand the major social, political, cultural, and religious developments in world history. (2.3) (P) • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socializations or educational practices • understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time • analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective • analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities • analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface • investigate the characteristics, distribution, and migration of human populations on the Earth’s surface • analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources • identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources 	<p>Multiple choice quiz using Regents questions.</p> <p>Essay Question: Compare and contrast the early civilizations of Mesopotamia and Egypt.</p>

Attachment 10(b) – Curriculum Framework

	<ul style="list-style-type: none"> • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P) • Students will be able to develop and apply of the skills needed to make informed and well-reasoned economic decisions in daily and national life. (4.2) (P) • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P) 	<ul style="list-style-type: none"> • identify and analyze advantages and disadvantages of various governmental systems. 	
<p>2. Identify demographic patterns of early civilizations and movement of people—Bantu migration (500 BC - 1500 AD)</p> <p>a. Human and physical geography</p> <p>b. Causes of migration</p> <p>c. Impact on other areas of Africa</p>	<ul style="list-style-type: none"> • Students will be able to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time. (2.4) (I) • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P) • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world • identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation • investigate the characteristics, distribution, and migration of human populations on the Earth’s surface • analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources 	<p>Quiz: Multiple choice Regents questions.</p> <p>Quiz: Map the Bantu migration.</p>
<p>C. Classical civilizations</p> <p>1. Chinese civilization</p> <p>a. Human and physical geography</p>	<ul style="list-style-type: none"> • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p>	<p>Essay Assessment: What were the</p>

Attachment 10(b) – Curriculum Framework

<p>b. Chinese contributions (engineering, tools, writing, silk, bronzes, government system)</p> <p>c. Dynastic cycles</p> <p>d. Mandate of Heaven</p> <p>2. Greek civilization</p> <p>a. Human and physical geography</p> <p>b. The rise of city-states—Athens/Sparta</p> <p>c. Contributions: art, architecture, philosophy, science—Plato, Socrates, Aristotle</p> <p>d. Growth of democracy in Athens versus the Spartan political system</p> <p>e. Alexander the Great and Hellenistic culture—cultural Diffusion</p> <p>3. Roman Republic</p> <p>a. Human and physical geography</p> <p>b. Contributions—law (Twelve Tables), architecture, literature, roads, bridges</p> <p>4. Indian (Maurya) Empire</p> <p>a. Human and physical geography (monsoons)</p> <p>b. Contributions—government system</p>	<p>connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P)</p> <ul style="list-style-type: none"> • Students will be able to analyze significant roles and contributions of individuals and groups in order to better understand the major social, political, cultural, and religious developments in world history. (2.3) (P) • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P) • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P) • Students will be able to develop and apply of the skills needed to make informed and well-reasoned economic decisions in daily and national life. (4.2) (P) • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P) 	<ul style="list-style-type: none"> • define culture and civilization, explaining how they developed and changed over time. • Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices • understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time • analyze historic events from around the world by examining accounts written from different perspectives • analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities • investigate the characteristics, distribution, and migration of human populations on the Earth’s surface • analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources • consider the nature and evolution of constitutional democracies throughout the world • identify and analyze advantages and disadvantages of various governmental systems. 	<p>contributions of Classical Civilizations to human history? (2 pages)</p> <p>Essay Assessment: How are contemporary governments rooted in classical traditions?</p> <p>Quiz: Have students develop timelines and maps to illustrate the parallel development of classical civilizations.</p>
<p>5. Rise of agrarian civilizations in Mesoamerica—Mayan (200 BC-900 AD)</p>			<p>Essay Assessment:</p>

Attachment 10(b) – Curriculum Framework

<ul style="list-style-type: none"> a. Human and physical geography b. Contributions c. Role of maize d. Religion 6. Status and role of women in classical civilizations. 			<p>After watching the “Lost Civilization” Film Series, write a 2 page essay describing the characteristics of Mayan civilization and its contributions to the world.</p>
<ul style="list-style-type: none"> 7. The growth of global trade routes in classical civilizations a. Phoenician trade routes b. Silk Road c. Maritime and overland trade routes 1) Linking Africa and Eurasia 2) Linking China, Korea, and Japan 			
<ul style="list-style-type: none"> D. The rise and fall of great empires 1. Han Dynasty a. Human and physical geography b. Factors leading to growth c. Contributions d. Causes of decline e. Role of migrating nomadic groups from Central Asia 2. Roman Empire a. Human and physical geography b. Factors leading to growth (engineering, empire building, trade) c. Contributions d. Causes of decline e. Role of migrating nomadic groups from Central Asia 			<p>Group Assessment: Create a Powerpoint presentation detailing the major aspects of seven belief systems. Include information about location, founder, major rituals and beliefs, holy books or sacred texts, places of worship, symbols, areas</p>

Attachment 10(b) – Curriculum Framework

<p>f. Pax Romana E. The emergence and spread of belief Systems 1. Place of origin and major beliefs a. Animism—African b. Hinduism c. Buddhism d. Chinese philosophies (Confucianism, Daoism) e. Judaism f. Christianity g. Islam h. Legalism i. Shintoism j. Jainism 2. Expansion of Christianity, Islam, Confucianism, and Buddhism</p>			<p>of the world where practiced today.</p> <p>ESSAY Assessment: Compare and contrast the Han Empire and the Roman Empire. What caused the fall of each?</p> <p>Or</p> <p>Compare and contrast the political, social, and/or economic reasons for the fall of Rome.</p>
<p>Unit 3: Expanding Zones of Exchange and Encounter (500-1200) (3-4 weeks)</p> <p>A. Gupta Empire (320-550 AD) 1. Human and physical geography 2. Artistic, scientific, and mathematical contributions 3. Ties to Hinduism 4. Organizational structure</p>			<p>UNIT PROJECT: Students will create a “Medieval Times” newspaper with sections for the front page, world news, local news, arts, science, religion, and business. Evaluated with rubric.</p>
<p>B. Tang and Song Dynasty (618-1126 A</p>	<p>• Students will be able to analyze important ideas, social</p>	<p>Students will produce writing, take quizzes and</p>	<p>Regents-style</p>

Attachment 10(b) – Curriculum Framework

<p>D)</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Contributions 3. Chinese influence on Korea and Japan 4. Cultural flowering 5. Growth of commerce and trade 	<p>and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P)</p> <ul style="list-style-type: none"> • Students will be able to develop and apply of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (3.2) (P) 	<p>exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices • understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras • explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world • select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information 	<p>multiple choice quiz.</p>
<p>C. Byzantine Empire (330-1453 AD)</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Achievements (law—Justinian Code, engineering, art, and commerce) 3. The Orthodox Christian Church 4. Political structure and Justinian Code 5. Role in preserving and transmitting Greek and Roman cultures 6. Impact on Russia and Eastern Europe 	<ul style="list-style-type: none"> • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P) • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P) • Students will be able to develop and apply of the skills 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices • analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface • select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information 	<p>Exam Essay evaluated with cross-subject rubric aligned to expectations of Regents essays</p>

Attachment 10(b) – Curriculum Framework

	<p>of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (3.2) (P)</p> <ul style="list-style-type: none"> • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P) • Students will be able to develop and apply of the skills needed to make informed and well-reasoned economic decisions in daily and national life. (4.2) (P) • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P) 	<ul style="list-style-type: none"> • define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources • identify and analyze advantages and disadvantages of various governmental systems. 	
<p>D. Early Russia</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Trade 3. Kiev 4. Russian Orthodox Church 3. The development of Islamic law and its impact 4. Social class: women and slavery in Muslim society 5. Position of “people of the book” 	<ul style="list-style-type: none"> • Students will be able to analyze significant roles and contributions of individuals and groups in order to better understand the major social, political, cultural, and religious developments in world history. (2.3) (P) • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P) • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities • understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world • analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources • define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world 	<p>Create a timeline of early Russian historical events.</p>

Attachment 10(b) – Curriculum Framework

	<ul style="list-style-type: none"> • Students will be able to develop and apply of the skills needed to make informed and well-reasoned economic decisions in daily and national life. (4.2) (P) • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P) 	<p>economic systems</p> <ul style="list-style-type: none"> • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources • identify and analyze advantages and disadvantages of various governmental systems. 	
<p>6. The golden age of Islam a. Contributions to mathematics, science, medicine, art, architecture, and literature b. Role in preserving Greek and Roman culture c. Islamic Spain 7. Trade</p>	<ul style="list-style-type: none"> • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P) • Students will be able to analyze significant roles and contributions of individuals and groups in order to better understand the major social, political, cultural, and religious developments in world history. (2.3) (P) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices • understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras • analyze changing and competing interpretations of issues, events, and developments throughout world history. • examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures. • explain how technological change affects people, places, and regions. • develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry. 	<p>Essay Quiz: What contributions did Islam make to the world during the middle ages?</p>

Attachment 10(b) – Curriculum Framework

<p>F. Medieval Europe (500-1400)</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Frankish Empire—Charlemagne 3. Manorialism 4. Feudalism <ol style="list-style-type: none"> a. Social hierarchy and stratification b. Role of men and women 5. Spiritual and secular role of the Church 6. Monastic centers of learning 7. Anti-Semitism 8. Art and architecture 	<ul style="list-style-type: none"> • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P) • Students will be able to analyze significant roles and contributions of individuals and groups in order to better understand the major social, political, cultural, and religious developments in world history. (2.3) (P) • Students will be able to develop and apply of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (3.2) (P) • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P) • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • analyze historic events from around the world by examining accounts written from different perspectives • analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities • develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry. • analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources • define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • consider the nature and evolution of constitutional democracies throughout the world • identify and analyze advantages and disadvantages of various governmental systems. 	<p>PowerPoint Assessment: Create a presentation describing the important features of feudal society.</p>
<p>G. Crusades</p> <ol style="list-style-type: none"> 1. Causes 2. Impacts on Southwest Asia , Byzantium, and Europe 3. Perspectives 4. Key individuals—Urban II, Saladin, and Richard the Lion-Hearted 	<ul style="list-style-type: none"> • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P) • Students will be able to divide “Geography” into six 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • analyze historic events from around the world by examining accounts written from different perspectives • analyze changing and competing interpretations of issues, events, and developments throughout world 	<p>Mid-term exam (with sample / previous Global Regents multiple-choice and essay questions)</p>

Attachment 10(b) – Curriculum Framework

	<p>essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P)</p> <ul style="list-style-type: none"> • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P) 	<p>history.</p> <ul style="list-style-type: none"> • analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface • analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources 	
<p>Global Studies 2</p>			
<p><u>Course Description:</u> Global Studies is a three trimester course sequence</p>			

Attachment 10(b) – Curriculum Framework

<p>designed to prepare students to pass the Global Studies Regents exam, administered at the end of the third trimester. The standards will be reviewed and reinforced through activities and assessments, including project-based assessments as well as multiple-choice and essay questions similar to those of the Global Regents exam. Additionally, mid-term and final exams during the three trimesters will include sample Global Regents questions.</p> <p>Global Studies 2 will cover material from the Middle Ages through the Age of Revolutions.</p> <p><u>Requirements:</u> Unit projects for each of the units, various informal assessments, mid-term and final exams modeled after the NYS Regents Global Studies Exam.</p> <p><u>Materials:</u> Global History and Geography textbook</p>			
<p>Unit 4: Global Interactions (1200-1650) (4-5 weeks)</p> <p>A. Early Japanese history and feudalism</p>			<p>UNIT PROJECT: Students will start a new colony and can choose 5 historical people from this unit to join them. They will make resumes and business cards</p>

Attachment 10(b) – Curriculum Framework

			for each, describe the role each person will fulfill in the colony, etc. Evaluated with rubric.
B. The rise and fall of the Mongols and their impact on Eurasia			
C. Global trade and interactions			Regents-style multiple choice quiz for Mongols and global trade.
<p>D. Rise and fall of African civilizations: Ghana, Mali, Axum, and Songhai empires</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Organizational structure 3. Contributions 4. Roles in global trade routes 5. Spread and impact of Islam—Mansa Musa 6. Timbuktu and African trade routes 	<ul style="list-style-type: none"> • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P) • Students will be able to analyze significant roles and contributions of individuals and groups in order to better understand the major social, political, cultural, and religious developments in world history. (2.3) (P) • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P) • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices • understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras • analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities • explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world • examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures. • understand the development and interactions of 	<p>Map Quiz: Students will identify African civilizations on a map and give brief descriptions of each.</p>

Attachment 10(b) – Curriculum Framework

	<p>and economic systems throughout the world. (4.1) (P)</p> <ul style="list-style-type: none"> • Students will be able to develop and apply of the skills needed to make informed and well-reasoned economic decisions in daily and national life. (4.2) (P) 	<p>social/cultural, political, economic, and religious systems in different regions of the world</p> <ul style="list-style-type: none"> • analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources 	
E. Social, economic, and political impacts of the plague on Eurasia and Africa			<p>Essay Quiz: Describe the social, economic, and political impacts of the plague on Eurasia and Africa.</p>
F. Renaissance and humanism			<p>POWERPOINT: Create a powerpoint identifying Renaissance contributions to art, architecture, literature, political science, science, and technology.</p>
G. Reformation and Counter Reformation			<p>Turning Points Powerpoint: Describe how the Renaissance</p>

Attachment 10(b) – Curriculum Framework

			<p>and Reformation were turning points in world history.</p> <p>Discuss and interpret Martin Luther's 95 Theses</p> <p>Interpret the proceedings and resolutions of the Council of Trent</p>
<p>H. The rise and impact of European nation-states/decline of feudalism Case studies: England-Elizabeth I: France-Joan of Arc</p>			<p>Essay Quiz: Compare and contrast Elizabeth I and Joan of Arc.</p>
<p>Unit 5: The First Global Age (1450-1770) (3-4 weeks)</p> <p>A. The Ming Dynasty (1368-1644)</p>			<p>PROJECT: Create a travel guide of the various parts of the world highlighted in this unit (include society's social, economic, political info.) Evaluated with rubric.</p>
<p>B. The impact of the Ottoman Empire on the Middle East and Europe 1. Human and physical geography 2. Contributions 3. Suleiman I (the Magnificent, the Lawgiver)</p>	<p>• Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P)</p>	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <p>• define culture and civilization, explaining how they developed and changed over time. Investigate the</p>	<p>Regents-style multiple choice quiz.</p>

Attachment 10(b) – Curriculum Framework

<p>4. Disruption of established trade routes and European search for new ones 5. Limits of Ottoman Europe</p>	<ul style="list-style-type: none"> • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P) • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P) • Students will be able to develop and apply of the skills needed to make informed and well-reasoned economic decisions in daily and national life. (4.2) (P) • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P) 	<p>various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices</p> <ul style="list-style-type: none"> • understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras • analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface • define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources • consider the nature and evolution of constitutional democracies throughout the world 	
<p>C. Spain and Portugal on the eve of the encounter 1. Human and physical geography 2. Reconquista under Ferdinand and Isabella 3. Expulsion of Moors and Jews 4. Exploration and overseas expansion a. Columbus b. Magellan circumnavigates the globe</p>	<ul style="list-style-type: none"> • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • consider the nature and evolution of constitutional democracies throughout the world • identify and analyze advantages and disadvantages of various governmental systems. 	<p>Essay Quiz: Describe the consequences of exploration and expansion during the first global age.</p>

Attachment 10(b) – Curriculum Framework

D. The rise of Mesoamerican empires: Aztec and Incan empires before 1500			Compare/contrast Aztec and Incan empires before 1500.
E. The encounter between Europeans and the peoples of Africa, the Americas, and Asia Case Study: The Columbian exchange			Regents-style multiple choice quiz.
F. Political ideologies: global absolutism			
G. The response to absolutism: The rise of parliamentary democracy in England 1. Background—Magna Carta 2. Divine Right of Monarchy—Stuart rule 3. Puritan Revolution—Oliver Cromwell 4. Glorious Revolution—John Locke and the English Bill of Rights	<ul style="list-style-type: none"> • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • consider the nature and evolution of constitutional democracies throughout the world 	Final Exam (with sample / previous Global Regents multiple-choice and essay questions)

<p>Unit 6: An Age of Revolution (1750 – 1914) (4-5 weeks)</p> <p>A. The Scientific Revolution</p> <p>1. The development of scientific methods</p> <p>2. The work of Copernicus, Galileo, Newton, and Descartes</p>	<ul style="list-style-type: none"> • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P) • Students will be able to analyze significant roles and contributions of individuals and groups in order to better understand the major social, political, cultural, and religious developments in world history. (2.3) (P) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time • analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities 	<p>PROJECT: Students create a 3-panel mural in which the two far sides depict the causes, events, and outcomes of 2 revolutions. The middle panel compares and contrasts the 2 revolutions. Evaluated with rubric.</p>
<p>B. The Enlightenment in Europe</p> <p>1. The writings of Locke, Voltaire,</p>	<ul style="list-style-type: none"> • Students will be able to understand how the state and federal governments established 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group</p>	<p>Essay Quiz: Describe the ideas and impact of</p>

Attachment 10(b) – Curriculum Framework

<p>Rousseau, and Montesquieu 2. The impact of the Enlightenment on nationalism and democracy 3. The enlightened despots—Maria Theresa and Catherine the Great</p>	<p>their Constitutions to embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (P)</p>	<p>presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • trace the evolution of American values, beliefs, and institutions 	<p>Enlightenment thinkers.</p>
<p>C. Political revolutions 1. Human and physical geography of revolutions 2. American Revolution a. Impact of the Enlightenment on the American Revolution b. Impact of the American Revolution on other revolutions 3. French Revolution a . Causes b . Key individuals (Robespierre and Louis XVI) c. Impact on France and other nations d. Rise to power of Napoleon and his impact (Napoleonic Code) 4. Independence movements in Latin America Case studies: Simon Bolivar, Toussaint L'Ouverture, José de San Martín a . Causes b . Impacts</p>	<ul style="list-style-type: none"> • Students will be able to analyze the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions. (• The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions. (1.1)) (P) • Students will be able to illustrate the connections and interactions of people and events in New York State and United States history across time and from a variety of perspectives. (1.2) (P) • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P) • Students will be able to organize the study of world cultures and civilizations by establishing timeframes, exploring different periodizations, examining themes across time 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. • analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies • understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time • understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras • distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place • investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes. • explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world 	<p>Powerpoint: Choose and describe 4 turning-point battles of the American Revolution.</p>

Attachment 10(b) – Curriculum Framework

	<p>and within cultures, and focusing on important turning points in world history. (• Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.) (2.2) (P)</p> <ul style="list-style-type: none"> • Students will be able to analyze significant roles and contributions of individuals and groups in order to better understand the major social, political, cultural, and religious developments in world history. (2.3) (P) • Students will be able to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time. (2.4) (P) • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P) • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and 	<ul style="list-style-type: none"> • examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures. • interpret and analyze documents and artifacts related to significant developments and events in world history • understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world • analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • consider the nature and evolution of constitutional democracies throughout the world • trace the evolution of American values, beliefs, and institutions 	
--	--	--	--

Attachment 10(b) – Curriculum Framework

	<p>economic systems throughout the world. (4.1) (P)</p> <ul style="list-style-type: none"> • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P) • Students will be able to understand how the state and federal governments established their Constitutions to embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (P) 		
<p>D. The reaction against revolutionary ideas</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Balance of power politics and the Congress of Vienna (Klemens von Metternich) 3. Revolutions of 1848 4. Russian absolutism: reforms and expansion <ol style="list-style-type: none"> a. Impact of the French Revolution and Napoleon b. 19th-century Russian serfdom c. Expansion of Russia into Siberia 	<ul style="list-style-type: none"> • Students will be able to analyze the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions. (1.1) (P) • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P) • Students will be able to organize the study of world cultures and civilizations by establishing timeframes, exploring different 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents. • understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time • understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras • distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across 	<p>Regents-style multiple choice quiz.</p>

Attachment 10(b) – Curriculum Framework

	<p>periodizations, examining themes across time and within cultures, and focusing on important turning points in world history. (2.2) (P)</p> <ul style="list-style-type: none"> • Students will be able to analyze significant roles and contributions of individuals and groups in order to better understand the major social, political, cultural, and religious developments in world history. (2.3) (P) • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P) • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P) • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P) 	<p>time and place</p> <ul style="list-style-type: none"> • analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities • understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • consider the nature and evolution of constitutional democracies throughout the world • identify and analyze advantages and disadvantages of various governmental systems. 	
<p>E. Latin America: The failure of democracy and the search for stability 1. Human and physical geography</p>	<ul style="list-style-type: none"> • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p>	<p>Essay Quiz: Compare/contrast the Mexican Revolution to the American Revolution.</p>

Attachment 10(b) – Curriculum Framework

<p>2. Roles of social classes: land-holding elite, creoles, mestizos, native peoples, and slaves</p> <p>3. Roles of the Church and military</p> <p>4. Role of cash crop economies in a global market</p> <p>5. The Mexican Revolution (1910-1930)</p> <p>a. Cause and effect</p> <p>b. Roles of Porfirio Diaz, Francisco “Pancho” Villa, and Emiliano Zapata</p> <p>c. Economic and social nationalism</p>	<p>connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P)</p> <ul style="list-style-type: none"> • Students will be able to organize the study of world cultures and civilizations by establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history. (2.2) (P) • Students will be able to analyze significant roles and contributions of individuals and groups in order to better understand the major social, political, cultural, and religious developments in world history. (2.3) (P) • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P) • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P) • Students will be able to demonstrate understanding of political systems, the 	<ul style="list-style-type: none"> • understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras • explain the importance of analyzing narratives drawn from different times and places to understand historical events • analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities • explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world • understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world • analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface • analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • consider the nature and evolution of constitutional democracies throughout the world • identify and analyze advantages and disadvantages of various governmental systems. 	
--	---	--	--

Attachment 10(b) – Curriculum Framework

	<p>purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P)</p>		
<p>F. Global nationalism</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Role in political revolutions 3. Force for unity and self-determination <ol style="list-style-type: none"> a. Unification of Italy and Germany (Camillo Cavour, Otto von Bismarck) b. Asian and Middle Eastern nationalism <ol style="list-style-type: none"> 1) India (Indian National Congress, Moslem League) 2) Turkey—Young Turks 4. Zionism 5. Force leading to conflicts <ol style="list-style-type: none"> a. Balkans before World War I b. Ottoman Empire as the pawn of European powers 	<ul style="list-style-type: none"> • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P) • Students will be able to organize the study of world cultures and civilizations by establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history. (2.2) (P) • Students will be able to analyze significant roles and contributions of individuals and groups in order to better understand the major social, political, cultural, and religious developments in world history. (2.3) (P) • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P) • Students will be able to develop and apply 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time • understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras • evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen • analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective • investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes. • analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities • explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world • analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface • locate and gather geographic information from a variety of primary and secondary sources • analyze geographic information by developing and 	

Attachment 10(b) – Curriculum Framework

	<p>of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (3.2) (P)</p> <ul style="list-style-type: none"> • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P) • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P) 	<p>testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations</p> <ul style="list-style-type: none"> • select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information • analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources • identify and analyze advantages and disadvantages of various governmental systems. • compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture 	
<p>G. Economic and social revolutions</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Agrarian revolution 3. The British Industrial Revolution <ol style="list-style-type: none"> a. Capitalism and a market economy b. Factory system c. Shift from mercantilism to laissez-faire economics—Adam Smith, <i>The Wealth of Nations</i> d. Changes in social classes e. Changing roles of men, women, and children f. Urbanization g. Responses to industrialization <ol style="list-style-type: none"> 1) Utopian reform—Robert Owen 2) Legislative reform 3) Role of unions 4) Karl Marx and Friedrich 	<ul style="list-style-type: none"> • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P) • Students will be able to organize the study of world cultures and civilizations by establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history. (2.2) (P) • Students will be able to analyze significant roles and contributions of individuals and groups in order to better understand the 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time • understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras • analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective • analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities • explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world 	<p>Current Events: Find current newspaper articles describing three principles discussed in this unit.</p>

Attachment 10(b) – Curriculum Framework

<p>Engels and command economies</p> <p>5) Sadler Report and reform legislation</p> <p>6) Parliamentary reforms—expansion of suffrage</p> <p>7) Writers (Dickens and Zola)</p> <p>8) Global migrations (19th century)</p> <p>9) Writings of Thomas Malthus (<i>Essay on the Principles of Population</i>)</p> <p>3. Mass starvation in Ireland (1845-1850)</p> <p>a. Growth of Irish nationalism</p> <p>b. Global migration</p>	<p>major social, political, cultural, and religious developments in world history. (2.3) (P)</p> <ul style="list-style-type: none"> • Students will be able to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time. (2.4) (P) • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P) • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P) • Students will be able to develop and apply of the skills needed to make informed and well-reasoned economic decisions in daily and national life. (4.2) (P) • Students will be able to understand how the state and federal governments established their Constitutions to embody basic civic 	<ul style="list-style-type: none"> • examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures. • interpret and analyze documents and artifacts related to significant developments and events in world history • explain how technological change affects people, places, and regions. • analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources • define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • describe the ideals, principles, structure, practices, accomplishments, and problems related to the United States economic system • identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources • use economic information by identifying similarities and differences in trends; inferring relationships between various elements of an economy: organizing and arranging information in charts, tables, and graphs; extrapolating and making conclusions about economic questions, issues, and problems • trace the evolution of American values, beliefs, and institutions 	
---	---	---	--

Attachment 10(b) – Curriculum Framework

	<p>values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (P)</p>		
<p>H. Imperialism 1. Reasons for imperialism—nationalistic, political, economic, “The White Man’s Burden”, Social Darwinism 2. Spatial characteristics—“new imperialism” 3. British in India a. British East India Company b. Sepoy Mutiny 4. British, French, Belgians, and Germans in Africa a. Scramble for Africa b. The Congress of Berlin c. African resistance—Zulu Empire d. Boer War e. Cecil Rhodes f. 19th-century anti-slave trade legislation 5. European spheres of influence in China a. Opium Wars (1839 - 1842 and 1858 - 1860) and the Treaty of Nanjing 1) Unequal treaties 2) Extraterritoriality b. Boxer Rebellion c. Sun Yat-sen (Sun Yixian) and the Chinese Revolution (1910-1911)</p>	<ul style="list-style-type: none"> • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P) • Students will be able to organize the study of world cultures and civilizations by establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history. (2.2) (P) • Students will be able to analyze significant roles and contributions of individuals and groups in order to better understand the major social, political, cultural, and religious developments in world history. (2.3) (P) • Students will be able to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time. (2.4) (P) • Students will be able to divide “Geography” 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time • understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras • distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place • explain the importance of analyzing narratives drawn from different times and places to understand historical events • analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective • analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities • explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world • analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, 	<p>Research Paper evaluated with cross-subject rubric aligned to expectations of Regents essays</p>

Attachment 10(b) – Curriculum Framework

<p>6. Multiple perspectives toward imperialism</p> <p>a. Immediate/long-term changes made under European rule</p> <p>b. Long-term effects in Europe and the rest of the world</p>	<p>into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P)</p> <ul style="list-style-type: none"> • Students will be able to develop and apply of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (3.2) (P) • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P) • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P) 	<p>authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts.</p> <ul style="list-style-type: none"> • analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface • locate and gather geographic information from a variety of primary and secondary sources • analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations • select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information • develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry. • analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources • define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • consider the nature and evolution of constitutional democracies throughout the world • identify and analyze advantages and disadvantages of various governmental systems. 	
<p>I. Japan and the Meiji restoration</p> <p>1. Human and physical geography</p> <p>2. The opening of Japan</p>	<ul style="list-style-type: none"> • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to 	<ul style="list-style-type: none"> • understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras 	<p>Regents-style multiple choice quiz.</p>

Attachment 10(b) – Curriculum Framework

<p>a. Commodore Matthew Perry b. Impact upon Japan of Treaty of Kanagawa 3. Modernization, industrialization 4. Japan as an imperialist power a. First Sino-Japanese War (1894 - 1895) b. Russo-Japanese War c. Annexation of Korea d. Dependence on world market</p>	<p>examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P)</p> <ul style="list-style-type: none"> • Students will be able to analyze significant roles and contributions of individuals and groups in order to better understand the major social, political, cultural, and religious developments in world history. (2.3) (P) • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P) • Students will be able to develop and apply of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (3.2) (P) • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P) • Students will be able to demonstrate understanding of political systems, the 	<ul style="list-style-type: none"> • analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities • explain how technological change affects people, places, and regions. • understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world • plan, organize, and present geographic research projects • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • consider the nature and evolution of constitutional democracies throughout the world • identify and analyze advantages and disadvantages of various governmental systems. 	
--	---	---	--

Attachment 10(b) – Curriculum Framework

	<p>purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P)</p>		
<p>Global Studies 3</p>			
<p><u>Course Description:</u> Global Studies is a three trimester course sequence designed to prepare students to pass the Global Studies Regents exam, administered at the end of the third trimester. The standards will be reviewed and reinforced through activities and assessments, including project-based assessments as well as multiple-choice and essay questions similar to those of the Global Regents exam. Additionally, mid-term and final exams during the three trimesters will include sample Global Regents questions.</p> <p>Global Studies 3 will focus on the beginning of the 20th Century through the present.</p> <p><u>Requirements:</u> Unit projects for each of the units, various informal assessments, mid-term and final exams modeled after the NYS Regents Global Studies Exam.</p> <p><u>Materials:</u> Global History and Geography</p>			

Attachment 10(b) – Curriculum Framework

textbook			
<p>Unit 7: A Half-Century of Crisis and Achievement (1900 – 1945) (3-4 weeks)</p> <p>A. World War I</p> <ol style="list-style-type: none"> 1. Europe: the physical setting 2. Causes 3. Impacts 4. Effects of scientific/technological advances on warfare 5. Armenian Massacre 6. Collapse of the Ottoman Empire 7. The war as reflected in literature, art, and propaganda 	<ul style="list-style-type: none"> • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P) • Students will be able to organize the study of world cultures and civilizations by establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history. (2.2) (P) • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P) • Students will be able to develop and apply of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (3.2) • Students will be able to analyze major economic concepts and systems, the 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras • investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes. • understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world • analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface • analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • consider the nature and evolution of constitutional democracies throughout the world • identify and analyze advantages and disadvantages of various governmental systems 	<p>UNIT PROJECT: Students will take the role of curator at a new War Museum opening in NYC. For both World War I and World War II, they must choose 5 artifacts with descriptions, create a timeline of important events, a color-coded map of nations involved, and choose 5 people of influence and describe their role in the war. Evaluated with rubric.</p>

Attachment 10(b) – Curriculum Framework

	<p>principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P)</p> <ul style="list-style-type: none"> • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P) 		
<p>B. Revolution and change in Russia—causes and impacts</p> <ol style="list-style-type: none"> 1. Czar Nicholas II 2. The Revolution of 1905 3. March Revolution and provisional government 4. Bolshevik Revolution 5. V.I. Lenin’s rule in Russia 6. Stalin and the rise of a modern totalitarian state: industrialization, command economy, collectivization 7. Russification of ethnic republics 8. Forced famine in Ukraine 9. Reign of Terror 	<ul style="list-style-type: none"> • Students will be able to organize the study of world cultures and civilizations by establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history. (2.2) (P) • Students will be able to analyze significant roles and contributions of individuals and groups in order to better understand the major social, political, cultural, and religious developments in world history. (2.3) (P) • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P) • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective • investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes. • explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world • explain how technological change affects people, places, and regions. • analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • identify and analyze advantages and disadvantages of various governmental systems. • compare various political systems with that of the 	<p>Essay Quiz: Choose at least two Russian leaders and describe their impact on Russia.</p>

Attachment 10(b) – Curriculum Framework

	<p>economic systems throughout the world. (4.1) (P)</p> <ul style="list-style-type: none"> • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P) 	<p>United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture</p>	
<p>C. Between the wars</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Treaty of Versailles and the League of Nations 3. Modernization and westernization of a secular Turkey—Kemal Ataturk 4. Women’s suffrage movement 5 . Great Depression—causes and impacts 6 . Weimar Republic and the rise of fascism as an aftermath of World War I 7 . Japanese militarism and imperialism <ol style="list-style-type: none"> a. Manchuria, 1931 b . Second Sino-Japanese War (1937-1945) 8. Policy of appeasement—Munich Pact 9. Colonial response to European imperialism Case studies: Mohandas Gandhi, Reza Khan, Jiang Jieshi (Chiang Kaishek), Mao Zedong.; Zionism, Arab nationalism, the Amritsar massacre—Indian nationalism, Salt March, civil disobedience 10. Arabic and Zionist nationalism 	<ul style="list-style-type: none"> • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P) • Students will be able to organize the study of world cultures and civilizations by establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history. (2.2) (P) • Students will be able to analyze significant roles and contributions of individuals and groups in order to better understand the major social, political, cultural, and religious developments in world history. (2.3) (P) • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras • explain the importance of analyzing narratives drawn from different times and places to understand historical events • analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective • analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities • explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world • examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures. • understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world • analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface 	<p>Essay Quiz: Describe the conditions that existed in the post-WWII world.</p>

Attachment 10(b) – Curriculum Framework

	<p>settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P)</p> <ul style="list-style-type: none"> • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P) • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P) 	<ul style="list-style-type: none"> • analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • identify and analyze advantages and disadvantages of various governmental systems. • compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture 	
<p>D. World War II—causes and impact</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. The Nazi and Japanese states 3. Key individuals—Hitler, Mussolini, Stalin, Churchill, and Roosevelt 4. Key events—Dunkirk, the Blitz, DDay, Hitler's second front, the war in the Pacific 5. The Nazi Holocaust: the extermination of Jews, Poles, other Slavs, Gypsies, disabled, and others 6. Resistance 7. Japan's role—Nanjing, Bataan, Pearl Harbor 8. War in China—Long March 9. Impacts of technology on total war 10. Hiroshima and Nagasaki 11. War crime trials 12. Global spatial arrangements—post-World War II world 	<ul style="list-style-type: none"> • Students will be able to analyze the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions. (1.1)) (P) • Students will be able to illustrate the connections and interactions of people and events in New York State and United States history across time and from a variety of perspectives. (1.2) (P) • Students will understand the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups. (1.3) (P) • Students will be able to explain the 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans • compare and contrast the experiences of different groups in the United States • analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies • compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture • research and analyze the major themes and developments in New York State and United States 	<p>Research Paper evaluated with cross-subject rubric aligned to expectations of Regents essays</p> <p>Mid-Term Exam (with sample / previous Global Regents multiple-choice and essay questions)</p>

Attachment 10(b) – Curriculum Framework

	<p>significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments. (1.4) (P)</p> <ul style="list-style-type: none"> • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P) • Students will be able to organize the study of world cultures and civilizations by establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history. (2.2) (P) • Students will be able to analyze significant roles and contributions of individuals and groups in order to better understand the major social, political, cultural, and religious developments in world history. (2.3) (P) • Students will be able to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time. (2.4) (P) 	<p>history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary United States)</p> <ul style="list-style-type: none"> • consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations • evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. • understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras • analyze historic events from around the world by examining accounts written from different perspectives • explain the importance of analyzing narratives drawn from different times and places to understand historical events • analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective • analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities • explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world • interpret and analyze documents and artifacts related to significant developments and events in world history • plan and organize historical research projects related to regional or global interdependence • analyze different interpretations of important events, 	
--	---	---	--

Attachment 10(b) – Curriculum Framework

	<ul style="list-style-type: none"> • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P) • Students will be able to develop and apply of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (3.2) (P) • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P) • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P) • Students will be able to understand how the state and federal governments established their Constitutions to embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and 	<p>issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts.</p> <ul style="list-style-type: none"> • explain how technological change affects people, places, and regions. • analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface • locate and gather geographic information from a variety of primary and secondary sources • analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations • select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information • plan, organize, and present geographic research projects • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs • trace the evolution of American values, beliefs, and institutions 	
--	--	---	--

Attachment 10(b) – Curriculum Framework

	practices and establish a system of shared and limited government. (P)		
<p>Unit 8: The 20th Century Since 1945 (4-7 weeks)</p> <p>A. Cold War balance of power</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. The world in 1945: physical setting 3. United States occupation of Germany and Japan <ol style="list-style-type: none"> a. The adoption of democratic systems of government b. Economic rebuilding of Germany and Japan 4. Emergence of the superpowers 5. Political climate of the Cold War <ol style="list-style-type: none"> a. Marshall Plan b. Truman Doctrine c. Berlin airlift and a divided Germany d. North Atlantic Treaty Organization (NATO)/Warsaw Pact—expanding membership and role of NATO e. Hungarian Revolt f. Soviet invasion of Czechoslovakia g. Nuclear weapons and space h. Surrogate superpower rivalries <p>Case studies: (Egypt, Congo, Angola, Chile, Iran, Iraq, Vietnam, Guatemala)</p> <ol style="list-style-type: none"> i. Role of nonaligned nations <p>6. Korean War</p> <ol style="list-style-type: none"> a. United States role in the division of Korea b. Comparison of Korea and Germany 	<ul style="list-style-type: none"> • Students will be able to analyze the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions. (1.1) (P) • Students will be able to illustrate the connections and interactions of people and events in New York State and United States history across time and from a variety of perspectives. (1.2) (P) • Students will understand the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups. (1.3) (P) • Students will be able to explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments. (1.4) (P) • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans • compare and contrast the experiences of different groups in the United States • analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies • research and analyze the major themes and developments in New York State and United States history (e.g., colonization and settlement; Revolution and New National Period; immigration; expansion and reform era; Civil War and Reconstruction; The American labor movement; Great Depression; World Wars; contemporary United States) • consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations • evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. • prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history • evaluate the validity and credibility of historical 	<p>PROJECT: United Nations Proposal</p> <p>Students will assume they are representatives from a specific nation or region and their task will be to write a proposal to the United Nations for assistance. The proposal should include a discussion of the specific problem or issue (economic, social, political, etc) the nation is facing, a description of the historical background and current conditions that affect the problem, and an explanation of how aid from the United Nations would solve the specific problem.</p> <p>(NYSED)</p>

Attachment 10(b) – Curriculum Framework

<p>c. Conduct of the war</p>	<ul style="list-style-type: none"> • Students will be able to organize the study of world cultures and civilizations by establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history. (2.2) (P) • Students will be able to analyze significant roles and contributions of individuals and groups in order to better understand the major social, political, cultural, and religious developments in world history. (2.3) (P) • Students will be able to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time. (2.4) (P) • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P) • Students will be able to develop and apply of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (3.2) (P) 	<p>interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed.</p> <ul style="list-style-type: none"> • understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras • analyze historic events from around the world by examining accounts written from different perspectives • explain the importance of analyzing narratives drawn from different times and places to understand historical events • explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world • examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures. • analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts. • understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world • analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface • analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations • analyze the effectiveness of varying ways societies, 	
------------------------------	---	---	--

Attachment 10(b) – Curriculum Framework

	<ul style="list-style-type: none"> • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P) • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P) 	<p>nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources</p> <ul style="list-style-type: none"> • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • explain how economic decision making has become global as a result of an interdependent world economy • analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs • consider the nature and evolution of constitutional democracies throughout the world 	
<p>B. Role of the United Nations</p> <ol style="list-style-type: none"> 1. Peace keeping 2. Social and economic programs 3. Contemporary social conditions 	<ul style="list-style-type: none"> • Students will be able to illustrate the connections and interactions of people and events in New York State and United States history across time and from a variety of perspectives. (1.2) (P) • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P) • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies • compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. • understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras • understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world • analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface • develop and test generalizations and conclusions and pose analytical questions based on the results of 	<p>Essay: What was the original vision and purpose of the United Nations? How does the United Nations fulfill these purposes today?</p>

Attachment 10(b) – Curriculum Framework

	<p>use of geography. (3.1) (P)</p> <ul style="list-style-type: none"> • Students will be able to develop and apply of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (3.2) (P) • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P) • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P) 	<p>geographic inquiry.</p> <ul style="list-style-type: none"> • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • explain how economic decision making has become global as a result of an interdependent world economy • analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs 	
<p>C. Economic issues in the Cold War and Post-Cold War era</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. A comparison of market versus command economies (Western Europe versus Soviet Union) 3. Economic recovery in Europe and Japan <ol style="list-style-type: none"> a. Western Germany becomes a major economic power b. European economic community/ Common Market/ European Union—steps toward European integration c. Japan becomes an economic superpower 	<ul style="list-style-type: none"> • Students will be able to analyze the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions. (1.1) (P) • Students will be able to illustrate the connections and interactions of people and events in New York State and United States history across time and from a variety of perspectives. (1.2) (P) • Students will understand the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans • analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies • consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations 	<p>Global Economics Project evaluated with rubric</p>

Attachment 10(b) – Curriculum Framework

<p>4. Organization of Petroleum Exporting Countries (OPEC): oil crisis in the 1970s</p> <p>5. Pacific Rim economies/economic crisis</p> <p>6. North America Free Trade Agreement (NAFTA), 1997</p>	<p>important roles and contributions of individuals and groups. (1.3) (P)</p> <ul style="list-style-type: none"> • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P) • Students will be able to analyze significant roles and contributions of individuals and groups in order to better understand the major social, political, cultural, and religious developments in world history. (2.3) (P) • Students will be able to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time. (2.4) (P) • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P) • Students will be able to develop and apply 	<ul style="list-style-type: none"> • compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law • understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). • understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras • analyze historic events from around the world by examining accounts written from different perspectives • explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world • interpret and analyze documents and artifacts related to significant developments and events in world history • analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts. • analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface • locate and gather geographic information from a variety of primary and secondary sources • analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources 	
--	--	--	--

Attachment 10(b) – Curriculum Framework

	<p>of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (3.2) (P)</p> <ul style="list-style-type: none"> • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P) • Students will be able to develop and apply of the skills needed to make informed and well-reasoned economic decisions in daily and national life. (4.2) (P) • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P) 	<ul style="list-style-type: none"> • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • explain how economic decision making has become global as a result of an interdependent world economy • identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources • use economic information by identifying similarities and differences in trends; inferring relationships between various elements of an economy; organizing and arranging information in charts, tables, and graphs; extrapolating and making conclusions about economic questions, issues, and problems • present economic information and conclusions in different formats, including graphic representations, computer models, research reports, and oral presentations. • consider the nature and evolution of constitutional democracies throughout the world • identify and analyze advantages and disadvantages of various governmental systems. • compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture 	
<p>D. Chinese Communist Revolution 1. Human and physical geography 2. Communist rise to power (1936-1949); ,Jiang Jieshi (Chiang Kai-shek), Mao Zedong 3. Communism under Mao Zedong a. Great Leap Forward b. The Cultural Revolution and</p>	<ul style="list-style-type: none"> • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • analyze historic events from around the world by examining accounts written from different perspectives • analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and 	<p>Regents-style midterm exam.</p> <p>Essay exam: Describe Mao Zedong's rise to power and the impact he had on China.</p>

Attachment 10(b) – Curriculum Framework

<p>the Red Guard</p> <p>4. Communism under Deng Xiaoping</p> <p>a. Economic reforms—Four Modernizations</p> <p>1) Limited privatization</p> <p>2) Dismantling of Communes</p> <p>3) Introduction of “responsibility system”</p> <p>4) Foreign investment</p> <p>b. Fifth modernization—democracy</p> <p>1) April/May 1989</p> <p>2) Tiananmen Square</p> <p>5. Return of Hong Kong—July 1, 1997</p> <p>6. The social system in communist China versus dynastic China</p>	<ul style="list-style-type: none"> • Students will be able to analyze significant roles and contributions of individuals and groups in order to better understand the major social, political, cultural, and religious developments in world history. (2.3) (P) • Students will be able to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time. (2.4) (P) • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P) • Students will be able to develop and apply of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (3.2) (P) • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P) 	<p>religious practices and activities</p> <ul style="list-style-type: none"> • explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world • analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts. • understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world • locate and gather geographic information from a variety of primary and secondary sources • analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources • compare and contrast the United States economic system with other national economic systems, focusing on the three fundamental economic questions • compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture 	
--	--	--	--

Attachment 10(b) – Curriculum Framework

	<ul style="list-style-type: none"> • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P) 		
<p>E . Collapse of European imperialism</p> <ol style="list-style-type: none"> 1 . Human and physical geography 2 . India— independence and partition <ol style="list-style-type: none"> a . Political system b . Muslim/Hindu conflicts c . Status of the caste system d . Roles of Mohandas Gandhi and Jawaharlal Nehru e . Nonalignment f . Kashmir and Punjab 3 . African independence movements and Pan Africanism <ol style="list-style-type: none"> a . Changing political boundaries in Africa (Nigeria, Ghana, and Kenya) b . Roles of Jomo Kenyatta and Kwame Nkrumah c . Continuance of economic linkages with former colonial powers d . Ethnic tensions versus nationalism: Nigeria and civil war e . Apartheid—policy of racial separation and segregation <ol style="list-style-type: none"> 1) Historical circumstances 2) African National Congress 3) Leadership—Nelson Mandela, Desmond Tutu, F. W. de Klerk f . Political and economic instability—Congo (Zaire) or any other examples g . Ethnic tensions: Rwanda— Hutu-Tutsi 	<ul style="list-style-type: none"> • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P) • Students will be able to organize the study of world cultures and civilizations by establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history. (2.2) (P) • Students will be able to analyze significant roles and contributions of individuals and groups in order to better understand the major social, political, cultural, and religious developments in world history. (2.3) (P) • Students will be able to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time. (2.4) (P) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras • analyze historic events from around the world by examining accounts written from different perspectives • distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place • explain the importance of analyzing narratives drawn from different times and places to understand historical events • analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective • explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world • examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures. • interpret and analyze documents and artifacts related to significant developments and events in world history • analyze different interpretations of important events, issues, or developments in world history by studying 	<p>Essay evaluated with cross-subject rubric aligned to expectations of Regents essays</p>

Attachment 10(b) – Curriculum Framework

<p>4. Southeast Asia a . Vietnam/Ho Chi Minh b . Cambodia/Pol Pot/Khmer Rouge c. Aung San Suu Kyi—Myanmar</p>	<ul style="list-style-type: none"> • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P) • Students will be able to develop and apply of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (3.2) (P) • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P) • Students will be able to understand how the state and federal governments established their Constitutions to embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (P) 	<p>the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts.</p> <ul style="list-style-type: none"> • understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world • analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface • locate and gather geographic information from a variety of primary and secondary sources • analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations • select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information • develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry. • analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs • compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture • trace the evolution of American values, beliefs, and institutions 	
<p>F. Conflicts and change in the Middle East 1. Human and physical geography</p>	<ul style="list-style-type: none"> • Students will be able to illustrate the connections and interactions of people and events in New York State and United States 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p>	<p>Regents-style multiple choice quiz.</p>

Attachment 10(b) – Curriculum Framework

<p>2. The creation of the State of Israel, Arab Palestinians, and Israel's Arab neighbors</p> <p>3. Roles of individuals—Golda Meir, Yasir Arafat, Anwar Sadat, King Hussein, Yitzhak Rabin, Palestine Liberation Organization (PLO)</p> <p>a. Arab-Israeli wars</p> <p>b. Peace treaties</p> <p>4. Role of terrorism</p> <p>5. Turkey and Iraq—Kurds</p> <p>6. Migration of Jews from Europe, the United States, the Soviet Union, and Africa</p> <p>7. The Iranian Revolution</p> <p>a. Causes and impact</p> <p>b. Ayatollah Ruhollah Khomeini versus Reza Pahlavi</p> <p>8. Persian Gulf War—Saddam Hussein</p> <p>9. Islamic fundamentalism (Iran, Libya, Afghanistan, Algeria, Turkey)</p>	<p>history across time and from a variety of perspectives. (1.2) (P)</p> <ul style="list-style-type: none"> • Students will understand the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups. (1.3) (P) • Students will be able to explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments. (1.4) (P) • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P) • Students will be able to organize the study of world cultures and civilizations by establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history. (2.2) (P) • Students will be able to analyze significant roles and contributions of individuals and groups in order to better understand the 	<ul style="list-style-type: none"> • analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies • compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. • understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). • consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations • understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras • investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes. • analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities • explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world • understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world • analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface 	<p>Powerpoint Project: Create an explanation of the history of tensions in the middle east and an update of the current situation.</p>
--	---	---	--

Attachment 10(b) – Curriculum Framework

	<p>major social, political, cultural, and religious developments in world history. (2.3) (P)</p> <ul style="list-style-type: none"> • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P) • Students will be able to develop and apply of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (3.2) (P) • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P) • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P) • Students will be able to understand how the state and federal governments established their Constitutions to embody basic civic values (such as justice, honesty, self- 	<ul style="list-style-type: none"> • locate and gather geographic information from a variety of primary and secondary sources • select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information • analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs • compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture • trace the evolution of American values, beliefs, and institutions 	
--	--	---	--

Attachment 10(b) – Curriculum Framework

	discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (P)		
<p>G. Collapse of communism and the breakup of the Soviet Union</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Background events, 1970 to 1987 3. Poland’s Solidarity and Lech Walesa 4. Mikhail Gorbachev (perestroika and glasnost) 5. Fall of the Berlin Wall and the reunification of Germany—causes and impacts 6. Ethnic conflict in former satellite states, e.g., Kosovo, Bosnia 7. Changing political boundaries 8. Challenges faced by post-communist Russia—the world of Boris Yeltsin 	<ul style="list-style-type: none"> • Students will be able to illustrate the connections and interactions of people and events in New York State and United States history across time and from a variety of perspectives. (1.2) (P) • Students will understand the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups. (1.3) (P) • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P) • Students will be able to organize the study of world cultures and civilizations by establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history. (2.2) (P) • Students will be able to analyze significant roles and contributions of individuals and groups in order to better understand the 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies • compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. • understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). • understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras • distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place • explain the importance of analyzing narratives drawn from different times and places to understand historical events • analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective • explain the dynamics of cultural change and how interactions between and among cultures has affected 	<p>Regents-style multiple choice quiz.</p>

Attachment 10(b) – Curriculum Framework

	<p>major social, political, cultural, and religious developments in world history. (2.3) (P)</p> <ul style="list-style-type: none"> • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P) • Students will be able to develop and apply of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (3.2) (P) • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P) • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P) • Students will be able to understand how the state and federal governments established their Constitutions to embody basic civic values (such as justice, honesty, self- 	<p>various cultural groups throughout the world</p> <ul style="list-style-type: none"> • understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world • analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface • locate and gather geographic information from a variety of primary and secondary sources • analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • identify and analyze advantages and disadvantages of various governmental systems. • compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture • trace the evolution of American values, beliefs, and institutions 	
--	--	--	--

Attachment 10(b) – Curriculum Framework

	discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (P)		
<p>H. Political and economic change in Latin America</p> <ol style="list-style-type: none"> 1. Latin America: physical setting 2. Argentina <ol style="list-style-type: none"> a. Peron b. The Mothers of the Plaza De Maya 3. Fidel Castro's Cuban Revolution—causes and impact 4. Nicaragua and the Sandinistas 5. Guatemala and the indigenous peoples 6. Changing role of the Roman Catholic Church in Latin America 7. Latin American immigration to the United States 8. Return of the Panama Canal 	<ul style="list-style-type: none"> • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs • identify and analyze advantages and disadvantages of various governmental systems. • compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture 	
<p>Unit 9: Global Connections and Interactions (1-2 weeks)</p> <p>A . Social and political patterns and change</p> <ol style="list-style-type: none"> 1. Human and physical geography 2. Population pressures and poverty (China, India, Africa, and Latin America) <ol style="list-style-type: none"> a. One-child policy—China b. Family planning—India c. Mother Theresa d. Cycles of poverty and disease 3. Migration <ol style="list-style-type: none"> a. Urbanization 	<ul style="list-style-type: none"> • Students will be able to analyze the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions. (1.1) (P) • Students will be able to illustrate the connections and interactions of people and events in New York State and United States history across time and from a variety of perspectives. (1.2) (P) • Students will understand the major social, political, economic, cultural, and religious developments in New York State and United 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans • analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies • compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the 	<p>PROJECT: Global History Themes Illustrated</p> <p>Locate twenty illustrations that best reflect twenty of the global history and geography themes and/or concepts from the unit. Pictures may be found in magazines, newspapers, the Internet, or other sources except the textbook.</p> <p>Themes: Change</p>

Attachment 10(b) – Curriculum Framework

<p>b. Global migration Suggested case studies: Turkish, Italian, and Russian immigration to Germany, North African immigration to France, Latin American and Asian immigration to the United States, and Hutu and Tutsis immigration</p> <p>4. Modernization/tradition—finding a balance</p> <p>a. Japan b. Middle East (Saudi Arabia, Egypt, Afghanistan, and Algeria) c. African d. Latin America</p> <p>5. Scientific and technological advances</p> <p>a. Treatment of infectious diseases b. Improved standard of living</p> <p>6. Urbanization—use and distribution of scarce resources (Africa, India, Latin America)</p> <p>7. Status of women and children</p> <p>a. Economic issues, e.g., child labor b. Social issues, e.g., abuse and access to education c. Political issues, e.g., participation in the political process</p> <p>8. Ethnic and religious tensions: an analysis of multiple perspectives</p> <p>a. Northern Ireland b. Balkans: Serbs, Croats, and Muslims c. Sikhs and Tamils d. Indonesian Christians e. China—Tibet</p>	<p>States history involves learning about the important roles and contributions of individuals and groups. (1.3) (P)</p> <ul style="list-style-type: none"> • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (P) • Students will be able to analyze significant roles and contributions of individuals and groups in order to better understand the major social, political, cultural, and religious developments in world history. (2.3) (P) • Students will be able to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time. (2.4) (P) • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P) 	<p>United Nations Charter and international law.</p> <ul style="list-style-type: none"> • understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). • understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras • analyze historic events from around the world by examining accounts written from different perspectives • evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen • analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective • analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities • explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world • examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures. • interpret and analyze documents and artifacts related to significant developments and events in world history • analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, 	<p>Citizenship and Civic Values Urbanization Globalization Power Imperialism (Source: NYSED)</p> <p>Or</p> <p>PROJECT: Current Events Journal Students will locate, read, summarize, and comment on two articles for each of five different global regions or topics. Articles should be current and substantive, using articles that lead the reader to understand and think about important global issues and concerns.</p> <p>Possible regions/topics: Bangladesh China European Union Mexico Nigeria The Middle East The Taliban in Afghanistan War on Terrorism</p>
--	---	---	--

Attachment 10(b) – Curriculum Framework

<p>f. Indonesia—East Timor</p>	<ul style="list-style-type: none"> • Students will be able to develop and apply of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (3.2) (P) • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P) • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P) • Students will be able to understand how the state and federal governments established their Constitutions to embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (P) 	<p>suppression, or invention of facts.</p> <ul style="list-style-type: none"> • describe the physical characteristics of the Earth's surface and investigate the continual reshaping of the surface by physical processes and human activities • explain how technological change affects people, places, and regions. • analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface • locate and gather geographic information from a variety of primary and secondary sources • analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations • select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information • analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • explain how economic decision making has become global as a result of an interdependent world economy • analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs • compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture • analyze the disparities between civic values expressed in the United States Constitution and the United Nation Universal Declaration of Human Rights 	<p>(Source: NYSED)</p>
--------------------------------	---	---	------------------------

Attachment 10(b) – Curriculum Framework

		and the realities as evidenced in the political, social, and economic life in the United States and throughout the world	
<p>B. Economic issues</p> <p>1. North/South dichotomy: issues of development (post-colonialism)</p> <p>a. Africa</p> <p>b. Latin America</p> <p>2. Korea's economic miracle</p> <p>3. Economic interdependence</p> <p>4. World hunger</p>	<ul style="list-style-type: none"> • Students will be able to illustrate the connections and interactions of people and events in New York State and United States history across time and from a variety of perspectives. (1.2) (P) • Students will understand the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups. (1.3) (P) • Students will be able to analyze important ideas, social and cultural values, beliefs, and traditions. Students will also be able to examine the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives. (2.1) (A) • Students will be able to analyze significant roles and contributions of individuals and groups in order to better understand the major social, political, cultural, and religious developments in world history. (2.3) (P) • Students will be able to develop and apply of the skills of asking and answering geographic questions; analyzing theories of 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies • compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. • understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). • understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras • explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world • examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures. • locate and gather geographic information from a variety of primary and secondary sources • analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations • analyze the effectiveness of varying ways societies, 	<p>Standard 2.1 Assessment: sample / previous Global Regents multiple-choice and essay question</p>

Attachment 10(b) – Curriculum Framework

	<p>geography; and acquiring, organizing, and analyzing geographic information. (3.2) (P)</p> <ul style="list-style-type: none"> • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P) • Students will be able to develop and apply of the skills needed to make informed and well-reasoned economic decisions in daily and national life. (4.2) (P) • Students will be able to understand how the state and federal governments established their Constitutions to embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (P) 	<p>nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources</p> <ul style="list-style-type: none"> • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • compare and contrast the United States economic system with other national economic systems, focusing on the three fundamental economic questions • explain how economic decision making has become global as a result of an interdependent world economy • understand the roles in the economic system of consumers, producers, workers, investors, and voters. • identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources • use economic information by identifying similarities and differences in trends; inferring relationships between various elements of an economy; organizing and arranging information in charts, tables, and graphs; extrapolating and making conclusions about economic questions, issues, and problems • present economic information and conclusions in different formats, including graphic representations, computer models, research reports, and oral presentations. • trace the evolution of American values, beliefs, and institutions • analyze the disparities between civic values expressed in the United States Constitution and the United Nation Universal Declaration of Human Rights and the realities as evidenced in the political, social, and economic life in the United States and throughout the world 	
--	--	--	--

Attachment 10(b) – Curriculum Framework

<p>C. The environment and sustainability</p> <ol style="list-style-type: none"> 1. Pollution—air, water, toxic waste (Europe) 2. Deforestation (Amazon Basin) 3. Desertification (Sahel) 4. Nuclear safety (Chernobyl) 5. Endangered species (Africa) 	<ul style="list-style-type: none"> • Students will be able to analyze the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions. (1.1) (P) • Students will be able to illustrate the connections and interactions of people and events in New York State and United States history across time and from a variety of perspectives. (1.2) (P) • Students will understand the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups. (1.3) (P) • Students will be able to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time. (2.4) (P) • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (P) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans • analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies • compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. • understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). • interpret and analyze documents and artifacts related to significant developments and events in world history • plan and organize historical research projects related to regional or global interdependence • analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts. • describe the physical characteristics of the Earth’s surface and investigate the continual reshaping of the surface by physical processes and human activities 	<p>Research project and essay evaluated with cross-subject rubric aligned to expectations of Regents essays</p>
--	--	---	---

Attachment 10(b) – Curriculum Framework

	<ul style="list-style-type: none"> • Students will be able to develop and apply of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (3.2) (P) • Students will be able to analyze major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P) • Students will be able to develop and apply of the skills needed to make informed and well-reasoned economic decisions in daily and national life. (4.2) (P) • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (P) • Students will be able to understand how the state and federal governments established their Constitutions to embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (P) • Students will be able to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward 	<ul style="list-style-type: none"> • explain how technological change affects people, places, and regions. • analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface • select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information • develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry. • plan, organize, and present geographic research projects • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • explain how economic decision making has become global as a result of an interdependent world economy • use economic information by identifying similarities and differences in trends; inferring relationships between various elements of an economy: organizing and arranging information in charts, tables, and graphs; extrapolating and making conclusions about economic questions, issues, and problems • apply a problem-solving model to identify economic problems or issues, generate hypotheses, test hypotheses, investigate and analyze selected data, consider alternative solutions or positions, and make decisions about the best solution or position • compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture • trace the evolution of American values, beliefs, and institutions • prepare a plan of action that defines an issue or problem, suggests alternative solutions or courses of 	
--	---	---	--

Attachment 10(b) – Curriculum Framework

	questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills. (5.4) (P)	action, evaluates the consequences for each alternative solution or course of action, prioritizes the solutions based on established criteria, and proposes an action plan to address the issue or to resolve the problem <ul style="list-style-type: none"> • explain how democratic principles have been used in resolving an issue or problem. 	
<p>D. Science and technology</p> <ol style="list-style-type: none"> 1. Information age/Computer Revolution /Internet 2. Impact of satellites 3. Green Revolution 4. Space exploration 5. Literacy and education 6. Medical breakthroughs—disease control/life expectancy/genetics 7. Epidemics—AIDS 8. Nuclear proliferation 	<ul style="list-style-type: none"> • Students will be able to analyze the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions. (1.1) (P) • Students will be able to illustrate the connections and interactions of people and events in New York State and United States history across time and from a variety of perspectives. (1.2) (P) • Students will understand the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups. (1.3) (P) • Students will be able to explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments. (1.4) (P) • Students will be able to organize the study of world cultures and civilizations by 	<p>Students will produce writing, take quizzes and exams, produce an individual project and a group presentation that will demonstrate their abilities to:</p> <ul style="list-style-type: none"> • analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans • analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies • compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. • understand the interrelationships between world events and developments in New York State and the United States (e.g., causes for immigration, economic opportunities, human rights abuses, and tyranny versus freedom). • consider different historians’ analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations • analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective • investigate key events and developments and major 	<p>Research project and essay evaluated with cross-subject rubric aligned to expectations of Regents essays — Assessment of • Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (3.2)</p> <p>Final Exam—Assessment of • Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations. (2.2)., • Study of the major social,</p>

Attachment 10(b) – Curriculum Framework

	<p>establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history. (2.2) (A)</p> <ul style="list-style-type: none"> • Students will be able to analyze significant roles and contributions of individuals and groups in order to better understand the major social, political, cultural, and religious developments in world history. (2.3) (A) • Students will be able to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time. (2.4) (A) • Students will be able to divide “Geography” into six essential elements and use them to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (3.1) (A) • Students will be able to develop and apply of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (3.2) (A) • Students will be able to analyze major economic concepts and systems, the 	<p>turning points in world history to identify the factors that brought about change and the long-term effects of these changes.</p> <ul style="list-style-type: none"> • analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities • explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world • examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures. • interpret and analyze documents and artifacts related to significant developments and events in world history • plan and organize historical research projects related to regional or global interdependence • analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts. • explain how technological change affects people, places, and regions. • locate and gather geographic information from a variety of primary and secondary sources • analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations • select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information • develop and test generalizations and conclusions 	<p>political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups. (2.3), 2.4, 3.1,</p> <ul style="list-style-type: none"> • Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (3.2), • The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time & place regarding power, authority, governance and law. (5.1) (with sample / previous Global Regents multiple-choice and essay questions)
--	---	---	--

Attachment 10(b) – Curriculum Framework

	<p>principles of economic decision making, and the interdependence of economies and economic systems throughout the world. (4.1) (P)</p> <ul style="list-style-type: none"> • Students will be able to develop and apply of the skills needed to make informed and well-reasoned economic decisions in daily and national life. (4.2) (P) • Students will be able to demonstrate understanding of political systems, the purposes of government and civic life, and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (5.1) (A) • Students will be able to understand how the state and federal governments established their Constitutions to embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (P) • Students will be able to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills. (5.4) (P) 	<p>and pose analytical questions based on the results of geographic inquiry.</p> <ul style="list-style-type: none"> • plan, organize, and present geographic research projects • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits • identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources • use economic information by identifying similarities and differences in trends; inferring relationships between various elements of an economy: organizing and arranging information in charts, tables, and graphs; extrapolating and making conclusions about economic questions, issues, and problems • apply a problem-solving model to identify economic problems or issues, generate hypotheses, test hypotheses, investigate and analyze selected data, consider alternative solutions or positions, and make decisions about the best solution or position • present economic information and conclusions in different formats, including graphic representations, computer models, research reports, and oral presentations. • analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs • compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture • trace the evolution of American values, beliefs, and institutions • analyze the disparities between civic values 	
--	---	---	--

Attachment 10(b) – Curriculum Framework

		<p>expressed in the United States Constitution and the United Nation Universal Declaration of Human Rights and the realities as evidenced in the political, social, and economic life in the United States and throughout the world</p> <ul style="list-style-type: none">• prepare a plan of action that defines an issue or problem, suggests alternative solutions or courses of action, evaluates the consequences for each alternative solution or course of action, prioritizes the solutions based on established criteria, and proposes an action plan to address the issue or to resolve the problem• explain how democratic principles have been used in resolving an issue or problem.	
--	--	--	--

Attachment 10(b) – Curriculum Framework

Integrated Algebra Curriculum Framework ROADS Charter School

Subject Area: Mathematics: Integrated Algebra

Development Phase: Approaching Competency

The following curriculum outlines the four trimester-long mathematics sequence that covers the math standards tested on the NYS Integrated Algebra Regents Examination. All Integrated Algebra topics are broken into thematic courses that allow students to focus on a particular aspect of the Integrated Algebra. By the end of the four trimesters, students will be well prepared for the Integrated Algebra Regents Exam. This curriculum framework was designed using the Learning Standards for Mathematics (revised edition), 1996 from the New York State Department of Education. All standards referenced in this framework refer to this document.

Required	Required	Required	Required
<u>New York State Content Standard</u> What should students know? (Can also include essential questions. Indicate which content is a benchmark standard that will be assessed at this grade level)	<u>New York State Skills Standard</u> What should students be able to do? (Indicate which skill is a benchmark standard that will be assessed at this grade level (A), which skills are introduced (I) and/or practiced (P) at this grade level)	<u>New York State Performance Indicators (if any)</u> Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable?	<u>Assessments (Formal and Informal)</u> What tools will be used to assess which content, skills or dispositions at this grade level?

Attachment 10(b) – Curriculum Framework

<p>Integrated Algebra: Data Analysis and Probability</p>			
<p><u>Course Description:</u> Data Analysis and Probability is a one trimester-long course covering the topics within the Integrated Algebra curriculum that deal with statistics, patterns, and probability. This course will help to prepare students for the Integrated Algebra Regents Exam while also developing their critical thinking and data analysis skills. Students will work through math labs dealing with probability, and will collect and analyze real world data to concretely apply their mathematics skills.</p> <p><u>Requirements:</u> Midterm and final exams modeled after NYS Integrated Algebra Regents, presentation of mathematics topics, projects that require students to understand</p>			

Attachment 10(b) – Curriculum Framework

<p>and evaluate real life application using mathematical applications of algebra, tests, and written analyses.</p> <p>Materials: A TI-84+ calculator is recommended and will be referenced often during this course.</p> <p>Prerequisites: Students must be in the <i>Approaching Competency</i> Development Phase to enroll.</p>			
<p>Unit 1: Displaying and Analyzing Data</p> <p>Students will collect, organize, display, and analyze data.</p>	<p>A.S.1 Categorize data as qualitative or quantitative</p> <p>A.S.2 Determine whether the data to be analyzed is univariate or bivariate</p> <p>A.S.4 Compare and contrast the appropriateness of different measures of central tendency for a given data set</p> <p>A.S.5 Construct a histogram, cumulative frequency histogram, and a box-and-whisker plot, given a set of data</p> <p>A.S.6 Understand how the five statistical summary (minimum, maximum, and the three quartiles) is used to construct a box-and-whisker plot</p> <p>A.S.16 Recognize how linear transformations of one-variable data affect the data's mean, median, mode, and range</p> <p>A.S.9 Analyze and interpret a frequency distribution table or histogram, a cumulative frequency distribution table or histogram, or a box-and-whisker plot</p>	<ul style="list-style-type: none"> • use statistical methods including measures of central tendency to describe and compare data. (3.5) • judge the reasonableness of results obtained from applications in algebra, geometry, trigonometry, probability, and statistics. (3.6) • choose appropriate representations to facilitate the solving of a problem. (3.4) • construct simple logical arguments. (3.1) • follow and judge the validity of logical arguments. (3.1) • construct proofs based on deductive reasoning. (3.1) • use symbolic logic in the construction of valid arguments. (3.1) • manipulate symbolic representations to explore concepts at an abstract level. (3.4) • judge the reasonableness of a graph produced by a calculator or computer. (3.6) 	<p>PROJECT: Gentrification Data Analysis</p> <p>Students will be given two sets of data regarding housing costs to demonstrate the effects of gentrification in Brooklyn. They will describe the data using measures of center, create various graphs to display the data, and discuss how gentrification has spread in Brooklyn.</p> <p>QUIZ/TEST: A combination of multiple choice and short answer questions from</p>

Attachment 10(b) – Curriculum Framework

	<p>A.S.10 Evaluate published reports and graphs that are based on data by considering: experimental design, appropriateness of the data analysis, and the soundness of the conclusions</p> <p>A.S.11 Find the percentile rank of an item in a data set and identify the point values for first, second, and third quartiles</p>		previous IA Regents.
<p>Unit 2: Predicting using Data</p> <p>Students will make predictions that are based upon data analysis.</p>	<p>A.S.3 Determine when collected data or display of data may be biased</p> <p>A.S.7 Create a scatter plot of bivariate data</p> <p>A.S.8 Construct manually a reasonable line of best fit for a scatter plot and determine the equation of that line</p> <p>A.S.12 Identify the relationship between the independent and dependent variables from a scatter plot (positive, negative, or none)</p> <p>A.S.13 Understand the difference between correlation and causation</p> <p>A.S.14 Identify variables that might have a correlation but not a causal relationship</p> <p>A.S.15 Identify and describe sources of bias and its effect, drawing conclusions from data</p> <p>A.S.17 Use a reasonable line of best fit to make a prediction involving interpolation or extrapolation</p>	<ul style="list-style-type: none"> • judge the reasonableness of a graph produced by a calculator or computer. (3.6) • choose appropriate representations to facilitate the solving of a problem. (3.4) • construct simple logical arguments. (3.1) • follow and judge the validity of logical arguments. (3.1) • construct proofs based on deductive reasoning. (3.1) • use symbolic logic in the construction of valid arguments. (3.1) • manipulate symbolic representations to explore concepts at an abstract level. (3.4) 	<p>PROJECT: Survey Analysis</p> <p>Students will collect bivariate quantitative data from their classmates by creating a survey. They will then analyze the data using a scatter plot, describe the relationship, and write a formal report that discusses possible biases as well as causal relationships that may exist.</p> <p>QUIZ/TEST: A combination of multiple choice and short answer questions from previous IA Regents.</p>
<p>Unit 3: Probability</p> <p>Students will understand and apply concepts of probability.</p>	<p>A.N.7 Determine the number of possible events, using counting techniques or the Fundamental Principle of Counting</p> <p>A.N.8 Determine the number of possible arrangements (permutations) of a list of items</p> <p>A.S.18 Know the definition of conditional probability and use it to solve for probabilities in finite sample spaces</p> <p>A.S.19 Determine the number of elements in a sample space and the number of favorable events</p> <p>A.S.20 Calculate the probability of an event and its complement</p>	<ul style="list-style-type: none"> • use experimental or theoretical probability to represent and solve problems involving uncertainty. (3.6) • use the concept of random variable in computing probabilities. (3.6) • determine probabilities using permutations and combinations. (3.6) • represent problem situations symbolically by using algebraic expressions, sequences, tree diagrams, geometric figures, and graphs. (3.4) 	<p>PROJECT: Comparing Odds</p> <p>Students will compare 3 commonly played games, research the background of the game, and answer a variety of questions to determine the “fairness” of the game. They will then write a recommendation to a friend of which game they</p>

Attachment 10(b) – Curriculum Framework

	<p>A.S.21 Determine empirical probabilities based on specific sample data</p> <p>A.S.22 Determine, based on calculated probability of a set of events, likelihood and certainty</p> <p>A.S.23 Calculate the probability of a series of independent events, a series of dependent events and two mutually exclusive events</p>		<p>should play and which strategies to use when playing.</p> <p>QUIZ/TEST: A combination of multiple choice and short answer questions from previous IA Regents.</p>
<p>Unit 4: Sets</p> <p>Students will list sets using roster, set, and set-builder notation.</p> <p>Students will be able to find the union, intersection, and complement of a set.</p>	<p>A.A.29 Use set-builder notation and/or interval notation to illustrate the elements of a set, given the elements in roster form</p> <p>A.A.30 Find the complement of a subset of a given set, within a given universe</p> <p>A.A.31 Find the intersection of sets (no more than three sets) and/or union of sets (no more than three sets)</p>	<ul style="list-style-type: none"> • use function vocabulary and notation. (3.7) • represent and analyze functions using verbal descriptions, tables, equations, and graphs. (3.7) • recognize the order of the real numbers. (3.2) • apply the properties of the real numbers to various subsets of numbers. (3.2) • represent problem situations symbolically by using algebraic expressions, sequences, tree diagrams, geometric figures, and graphs. (3.4) • manipulate symbolic representations to explore concepts at an abstract level. (3.4) • choose appropriate representations to facilitate the solving of a problem. (3.4) 	<p>QUIZ/TEST: A combination of multiple choice and short answer questions from previous IA Regents.</p>

Attachment 10(b) – Curriculum Framework

<p>Integrated Algebra: Geometry and Measurement</p>			
<p><u>Course Description:</u> Geometry and Measurement is a one-semester course covering the topics within the Integrated Algebra curriculum that deal with measurement of shapes, ratios, relative error, graphing functions, and trigonometry. This course will help to prepare students for the Integrated Algebra regents while also developing their critical thinking and geometry skills. Students will work through geometry projects as well as collecting and analyzing real world data to concretely apply their mathematics skills.</p> <p><u>Requirements:</u> Midterm and final exams modeled after NYS Integrated Algebra regents, presentation of mathematics topics, projects that require students to understand and evaluate real life</p>			

Attachment 10(b) – Curriculum Framework

<p>application using mathematical applications of algebra, tests, and written analyses.</p> <p>Materials: A TI-84+ calculator is recommended and will be referenced often during this course.</p> <p>Prerequisites: None</p>			
<p>Unit 1: Measurement</p> <p>Students will understand how to use ratios and rates.</p> <p>Students will be able to calculate relative error in measurements.</p>	<p>A.M.1 Calculate rates using appropriate units (e.g., rate of a space ship versus the rate of a snail)</p> <p>A.M.2 Solve problems involving conversions within measurement systems, given the relationship between the units</p> <p>A.M.3 Calculate the relative error in measuring square and cubic units, when there is an error in the linear measure</p> <p>A.G.1 Find the area and/or perimeter of figures composed of polygons and circles or sectors of a circle</p> <p>A.G.2 Use formulas to calculate volume and surface area of rectangular solids and cylinders</p>	<ul style="list-style-type: none"> • use learning technologies to make and verify geometric conjectures. (3.4) • justify the procedures for basic geometric constructions. (3.4) • apply proportions to scale drawings, computer-assisted design blueprints, and direct variation in order to compute indirect measurements. (3.5) • understand error in measurement and its consequence on subsequent calculations. (3.5) • use geometric relationships in relevant measurement problems involving geometric concepts. (3.5) • judge the reasonableness of results obtained from applications in algebra, geometry, trigonometry, probability, and statistics. (3.6) • derive and apply formulas to find measures such as length, area, volume, weight, time, and angle in real world contexts. (3.5) • choose the appropriate tools for measurement. (3.5) • use dimensional analysis techniques. (3.5) 	<p>PROJECT: Blueprint Design</p> <p>Students will create a blueprint of a room in their house. They will calculate key data such as area and perimeter and convert inches to centimeters and feet to meters. They will also calculate the relative error in their blueprint design.</p> <p>QUIZ/TEST: A combination of multiple choice and short answer questions from previous IA Regents.</p>
<p>Unit 2: Trigonometry</p> <p>Students will understand</p>	<p>A.A.42 Find the sine, cosine, and tangent ratios of an angle of a right triangle, given the lengths of the sides</p> <p>A.A.43 Determine the measure of an angle of a right triangle,</p>	<ul style="list-style-type: none"> • judge the reasonableness of results obtained from applications in algebra, geometry, trigonometry, probability, and statistics. (3.6) 	<p>PROJECT: Into the Heights</p> <p>Students will go on a small</p>

Attachment 10(b) – Curriculum Framework

<p>when and how to utilize the Pythagorean Theorem.</p> <p>Students will use trigonometric ratios to calculate missing sides and angles in a right triangle.</p>	<p>given the length of any two sides of the triangle A.A.44 Find the measure of a side of a right triangle, given an acute angle and the length of another side A.A.45 Determine the measure of a third side of a right triangle using the Pythagorean theorem, given the lengths of any two sides</p>	<ul style="list-style-type: none"> • use trigonometry as a method to measure indirectly. (3.5) • apply proportions to scale drawings, computer-assisted design blueprints, and direct variation in order to compute indirect measurements. (3.5) • use geometric relationships in relevant measurement problems involving geometric concepts. (3.5) • derive and apply formulas to find measures such as length, area, volume, weight, time, and angle in realworld contexts. (3.5) 	<p>field trip either around the school building or in the neighborhood to collect data. They will find 5 large objects (or even buildings) that they want to calculate the height of. They must find two sides for 3 of the objects and find a side and an angle for the other two objects. They will then use their knowledge of trigonometry to find the height of each object.</p> <p>QUIZ/TEST: A combination of multiple choice and short answer questions from previous IA Regents.</p>
<p>Unit 3: Linear Equations</p> <p>Students will understand what slope is and how to calculate slope as a rate of change.</p> <p>Students will be able to write equations in slope-intercept form.</p> <p>Students will determine how changing coefficients changes a graph.</p> <p>Students will be able to construct and identify</p>	<p>A.A.32 Explain slope as a rate of change between dependent and independent variables A.A.33 Determine the slope of a line, given the coordinates of two points on the line A.A.34 Write the equation of a line, given its slope and the coordinates of a point on the line A.A.35 Write the equation of a line, given the coordinates of two points on the line A.A.36 Write the equation of a line parallel to the x- or y-axis A.A.37 Determine the slope of a line, given its equation in any form A.A.38 Determine if two lines are parallel, given their equations in any form A.A.39 Determine whether a given point is on a line, given the equation of the line</p>	<ul style="list-style-type: none"> • represent problem situations symbolically by using algebraic expressions, sequences, tree diagrams, geometric figures, and graphs. (3.4) • judge the reasonableness of results obtained from applications in algebra, geometry, trigonometry, probability, and statistics. (3.6) • judge the reasonableness of a graph produced by a calculator or computer. (3.6) • apply axiomatic structure to algebra and geometry. (3.7) • use computers and graphing calculators to analyze mathematical phenomena. (3.7) • investigate transformations in the coordinate plane. (3.4) • relate absolute value, distance between two points, and the slope of a line to the coordinate plane. (3.5) • represent and analyze functions using verbal descriptions, tables, equations, and graphs. (3.7) 	<p>PROJECT: Design your own Record Label</p> <p>Students will represent information about potential earnings for each record label artist using an equation, table and graph. Students will analyze and compare the equations' slope and y-intercept to make informed decisions about profits.</p> <p>QUIZ/TEST: A combination of multiple choice and short answer questions from previous IA Regents.</p>

Attachment 10(b) – Curriculum Framework

parallel and perpendicular lines.			
<p>Unit 4: Graphing Nonlinear Functions</p> <p>Students will be able to distinguish between equations and expressions.</p> <p>Students will identify and construct graphs of any function.</p> <p>Students will construct and analyze function rules.</p>	<p>A.G.3 Determine when a relation is a function, by examining ordered pairs and inspecting graphs of relations</p> <p>A.G.4 Identify and graph linear, quadratic (parabolic), absolute value, and exponential function</p> <p>A.G.5 Investigate and generalize how changing the coefficients of a function affects its graph</p> <p>A.G.8 Find the roots of a parabolic function graphically</p> <p>A.G.10 Determine the vertex and axis of symmetry of a parabola, given its graph</p> <p>A.A.41 Determine the vertex and axis of symmetry of a parabola, given its equation</p>	<ul style="list-style-type: none"> • represent problem situations symbolically by using algebraic expressions, sequences, tree diagrams, geometric figures, and graphs. (3.4) • judge the reasonableness of results obtained from applications in algebra, geometry, trigonometry, probability, and statistics. (3.6) • judge the reasonableness of a graph produced by a calculator or computer. (3.6) • apply axiomatic structure to algebra and geometry. (3.7) • use computers and graphing calculators to analyze mathematical phenomena. (3.7) • represent and analyze functions using verbal descriptions, tables, equations, and graphs. (3.7) • analyze the effect of parametric changes on the graphs of functions. (3.7) • apply linear, exponential, and quadratic functions in the solution of problems. (3.7) • apply and interpret transformations to functions. (3.7) • model real-world situations with the appropriate function. (3.7) 	<p>PROJECT: Name that Function!</p> <p>Students will complete a series of math labs that generate data, such as stacking cups, counting M&Ms, and blowing up a balloon. After gathering the data students will determine which type of function best represents the data and will create equations to predict additional data.</p> <p>QUIZ/TEST: A combination of multiple choice and short answer questions from previous IA Regents.</p>

Attachment 10(b) – Curriculum Framework

<p>Integrated Algebra: Algebraic Reasoning 1</p>			
<p><u>Course Description:</u> Algebraic Reasoning 1 is a one-trimester course covering the topics within the Integrated Algebra curriculum that deal with the beginning topics in basic variables and algebra. This course will help to prepare students for the Integrated Algebra regents while also developing their critical thinking and algebraic skills. Students will work through algebra projects as well as collecting and analyzing real world data to concretely apply their mathematics skills.</p> <p><u>Requirements:</u> Midterm and final exams modeled after NYS Integrated Algebra regents, presentation of mathematics topics, projects that require students to understand and evaluate real life application using mathematical applications of algebra, tests, and</p>			

Attachment 10(b) – Curriculum Framework

<p>written analyses.</p> <p>Materials: A TI-84+ calculator is recommended and will be referenced often during this course.</p> <p>Prerequisites: None</p>			
<p>Unit 1: Algebraic Expressions and Equations</p> <p>Students will use variables to translate verbal phrases into algebraic expressions, equations or inequalities.</p> <p>Students will simplify and evaluate algebraic expressions.</p>	<p>A.N.1 Identify and apply the properties of real numbers (closure, commutative, associative, distributive, identity, inverse)</p> <p>A.A.1 Translate a quantitative verbal phrase into an algebraic expression</p> <p>A.A.2 Write a verbal expression that matches a given mathematical expression</p> <p>A.A.3 Distinguish the difference between an algebraic expression and an algebraic equation</p> <p>A.A.4 Translate verbal sentences into mathematical equations or inequalities</p> <p>A.A.5 Write algebraic equations or inequalities that represent a situation</p> <p>A.A.6 Analyze and solve verbal problems whose solution requires solving a linear equation in one variable or linear inequality in one variable</p>	<ul style="list-style-type: none"> • understand and use rational and irrational numbers. (3.2) • recognize the order of the real numbers. (3.2) • apply the properties of the real numbers to various subsets of numbers. (3.2) • use addition, subtraction, multiplication, division, and exponentiation with real numbers and algebraic expressions. (3.3) • develop an understanding of and use the composition of functions and transformations. (3.3) • explore and use negative exponents on integers and algebraic expressions. (3.3) • translate among the verbal descriptions, tables, equations and graphic forms of functions. (3.7) 	<p>PROJECT: Expressing our World in Mathematics</p> <p>Students will come up with various scenarios where they would be able to express situations using algebraic equations and expressions. They will define their variables and describe the equations and expressions.</p> <p>QUIZ/TEST: A combination of multiple choice and short answer questions from previous IA Regents.</p>
<p>Unit 2: Solving Equations</p> <p>Students will solve one-step, two-step, and multi-step equations.</p> <p>Students will understand how to solve inequalities and literal equations.</p>	<p>A.A.21 Determine whether a given value is a solution to a linear equation in one variable or linear inequality in one variable</p> <p>A.A.22 Solve all types of linear equations in one variable</p> <p>A.A.23 Solve literal equations for a given variable</p> <p>A.A.24 Solve linear inequalities in one variable</p> <p>A.A.25 Solve equations involving fractional expressions</p> <p>A.N.5 Solve algebraic problems arising from situations that involve fractions, decimals, percents (decrease/increase and discount), and proportionality/direct variation</p>	<ul style="list-style-type: none"> • represent problem situations symbolically by using algebraic expressions, sequences, tree diagrams, geometric figures, and graphs. (3.4) • manipulate symbolic representations to explore concepts at an abstract level. (3.4) • choose appropriate representations to facilitate the solving of a problem. (3.4) 	<p>QUIZ/TEST: A combination of multiple choice and short answer questions from previous IA Regents.</p>
<p>Unit 3: Inequalities and</p>	<p>A.G.6 Graph linear inequalities</p>	<ul style="list-style-type: none"> • represent problem situations symbolically by using 	<p>PROJECT: Cell Phone Plans</p>

Attachment 10(b) – Curriculum Framework

<p>Systems of Equations</p> <p>Students will translate, graph, and solve linear inequalities.</p> <p>Students will understand how to construct, graph, and solve systems of equations.</p>	<p>A.G.7 Graph and solve systems of linear equations and inequalities with rational coefficients in two variables</p> <p>A.G.9 Solve systems of linear and quadratic equations graphically</p> <p>A.A.7 Analyze and solve verbal problems whose solution requires solving systems of linear equations in two variables</p> <p>A.A.10 Solve systems of two linear equations in two variables algebraically</p> <p>A.A.11 Solve a system of one linear and one quadratic equation in two variables, where only factoring is required Note: The quadratic equation should represent a parabola and the solution(s) should be integers.</p> <p>A.A.40 Determine whether a given point is in the solution set of a system of linear inequalities</p>	<p>algebraic expressions, sequences, tree diagrams, geometric figures, and graphs. (3.4)</p> <ul style="list-style-type: none"> • judge the reasonableness of results obtained from applications in algebra, geometry, trigonometry, probability, and statistics. (3.6) • judge the reasonableness of a graph produced by a calculator or computer. (3.6) • apply axiomatic structure to algebra and geometry. (3.7) • use computers and graphing calculators to analyze mathematical phenomena. (3.7) 	<p>Students will research and collect data about various cell phone plans. They will then compare the cell phone plans using systems of equations. They will be able to make recommendations to family and friends about the plans.</p> <p>QUIZ/TEST: A combination of multiple choice and short answer questions from previous IA Regents.</p>
---	---	--	---

Attachment 10(b) – Curriculum Framework

<p>Integrated Algebra: Algebraic Reasoning 2</p>			
<p><u>Course Description:</u> Algebraic Reasoning 2 is a one-trimester course covering the topics within the Integrated Algebra curriculum that deal with the more advanced algebra topics such as exponential functions, radical expressions, factoring, and polynomials. This course will help to prepare students for the Integrated Algebra regents while also developing their critical thinking and algebraic skills. Students will work through algebra projects as well as collecting and analyzing real world data to concretely apply their mathematics skills.</p> <p><u>Requirements:</u> Midterm and final exams modeled after NYS Integrated Algebra regents, presentation of mathematics topics, projects that require students to understand and evaluate real life</p>			

Attachment 10(b) – Curriculum Framework

<p>application using mathematical applications of algebra, tests, and written analyses.</p> <p>Materials: A TI-84+ calculator is recommended and will be referenced often during this course.</p> <p>Prerequisites: Algebraic Reasoning 1</p>			
<p>Unit 1: Exponents and Radicals</p> <p>Students will be able to evaluate and simplify exponential expressions.</p> <p>Students will be able to we evaluate and simplify radical expressions.</p> <p>Students will understand how to set up and solve verbal problems involving exponential growth and decay.</p> <p>Students will be able to write numbers in scientific notation.</p>	<p>A.N.2 Simplify radical terms (no variable in the radicand)</p> <p>A.N.3 Perform the four arithmetic operations using like and unlike radical terms and express the result in simplest form</p> <p>A.N.4 Understand and use scientific notation to compute products and quotients of numbers</p> <p>A.N.6 Evaluate expressions involving factorial(s), absolute value(s), and exponential expression(s)</p> <p>A.A.12 Multiply and divide monomial expressions with a common base, using the properties of exponents</p> <p>A.A.9 Analyze and solve verbal problems that involve exponential growth and decay</p>	<ul style="list-style-type: none"> • use addition, subtraction, multiplication, division, and exponentiation with real numbers and algebraic expressions. (3.3) • apply the properties of the real numbers to various subsets of numbers. (3.2) 	<p>PROJECT: Study Guide</p> <p>Students will create a study guide to help remember the properties of radicals and exponents. The study guide can include fun ways to remember the properties or any other method to help classmates to study.</p> <p>QUIZ/TEST: A combination of multiple choice and short answer questions from previous IA Regents.</p>

Attachment 10(b) – Curriculum Framework

<p>Unit 2: Polynomials and Rational Expressions</p> <p>Students will be able to add, subtract, and divide polynomials.</p> <p>Students will understand the properties needed to simplify polynomials.</p> <p>Students will be able to simplify rational expressions.</p>	<p>A.A.13 Add, subtract, and multiply monomials and polynomials</p> <p>A.A.14 Divide a polynomial by a monomial or binomial, where the quotient has no remainder</p> <p>A.A.15 Find values of a variable for which an algebraic fraction is undefined</p> <p>A.A.16 Simplify fractions with polynomials in the numerator and denominator by factoring both and renaming them to lowest terms</p> <p>A.A.17 Add or subtract fractional expressions with monomial or like binomial denominators</p> <p>A.A.18 Multiply and divide algebraic fractions and express the product or quotient in simplest form</p>	<ul style="list-style-type: none"> • apply the properties of the real numbers to various subsets of numbers. (3.2) • use addition, subtraction, multiplication, division, and exponentiation with real numbers and algebraic expressions. (3.3) 	<p>QUIZ/TEST: A combination of multiple choice and short answer questions from previous IA Regents.</p>
<p>Unit 3: Quadratic Expressions and Functions</p> <p>Students will be able to multiply polynomials.</p> <p>Students will be able to factor polynomials.</p> <p>Students will be able to solve quadratic equations.</p>	<p>A.A.8 Analyze and solve verbal problems that involve quadratic equations</p> <p>A.A.19 Identify and factor the difference of two perfect squares</p> <p>A.A.20 Factor algebraic expressions completely, including trinomials with a lead coefficient of one (after factoring a GCF)</p> <p>A.A.26 Solve algebraic proportions in one variable which result in linear or quadratic equations</p> <p>A.A.27 Understand and apply the multiplication property of zero to solve quadratic equations with integral coefficients and integral roots</p> <p>A.A.28 Understand the difference and connection between roots of a quadratic equation and factors of a quadratic expression</p>	<ul style="list-style-type: none"> • analyze the effect of parametric changes on the graphs of functions. (3.7) • apply linear, exponential, and quadratic functions in the solution of problems. (3.7) • apply and interpret transformations to functions. (3.7) • model real-world situations with the appropriate function. (3.7) • apply axiomatic structure to algebra and geometry. (3.7) • use computers and graphing calculators to analyze mathematical phenomena. (3.7) 	<p>PROJECT: Parabola Sports</p> <p>Students will determine equations to represent various types of sports balls being thrown in the air by determining roots and vertexes of quadratic equations. They will then use factoring to verify their conclusions.</p> <p>QUIZ/TEST: A combination of multiple choice and short answer questions from previous IA Regents.</p>

Attachment 10(b) – Curriculum Framework

Living Environment Curriculum Framework ROADS Charter School

Subject Area: Science: Living Environment

Development Phase: Approaching Competency

The Living Environment sequence is a comprehensive Regents-level course designed to provide students with foundational science knowledge. During this two-trimester long sequence, students will develop the inquiry and analytical skills necessary to pass the Living Environment Regents Examination and succeed in future science courses. Topics explored include Scientific Inquiry, Cell Biology, Homeostasis and Body Systems, Evolution, Genetics and Biotechnology, Ecology, and Human Impact. Students will participate in a series of laboratory experiments aimed at building students' observational, analytical, and written skills in the sciences.

The Living Environment curriculum and course overview were designed from The *Living Environment Core Curriculum (1999)* and the *Mathematics Core Curriculum MST Standard 3 (Pre-Kindergarten-Grade 12)* revised May 2005 from the New York State Department of Education.

Due to ROADS charters philosophy of "teaching ELA across the curriculum", Living Environment teachers will be responsible for ensuring that students master the following ELA standards over the course of the two-trimester long Living Environment sequence:

- Grade Level 9 ELA Standards: 1.2, 1.3, 1.5-1.8, 2.3-2.4, 2.7-2.9, 3.1-3.5, 3.12-3.14, 4.1-4.3
- Grade Level 10 ELA Standards: 1.1-1.5, 1.7, 3.1-3.2, 3.4-3.5

In addition, the ELA Curriculum Framework provides suggested trimester and unit pacing for integrating these standards into Living Environment courses. "ELA Standards" refers to the standards included in the *English Language Arts Core Curriculum (Pre-Kindergarten-Grade 12)* –May 2005 from the New York State Department of Education.

<u>Required</u>	<u>Required</u>	<u>Required</u>	<u>Required</u>
<u>New York State Skills Standard</u> What should students be able to do? (Indicate which skill is a benchmark standard that will be assessed at this grade level (A), which skills are introduced (I) and/or practiced (P) at this grade level)	<u>New York State Performance Indicators (if any)</u> Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable?	<u>New York State Content Standard</u> What should students know? (Can also include essential questions. Indicate which content is a benchmark standard that will be assessed at this grade level)	<u>Assessments (Formal and Informal)</u> What tools will be used to assess which content, skills or dispositions at this grade level?

Attachment 10(b) – Curriculum Framework

<p>Living Environment 1: Inquiry, Cell Biology, and Homeostasis</p>			
<p>Course Description: This is the first trimester of a two-trimester long Living Environment sequence. Students will master the topics of Scientific Inquiry, Experimental Design, Cell Biochemistry, Homeostasis, Human Body Systems, Modern Genetics, and Biotechnology.</p> <p>Requirements: Midterm and final exams modeled after NYS Living Environment Regents, completion of all required lab minutes and required Regents labs, formal experiment design with full lab report, and completion of projects.</p> <p>Materials: Full lab course required.</p>			
<p>Unit 1: Scientific Inquiry (Early September – Late-September)</p> <p>1. Scientific Inquiry. Students will understand how to apply science knowledge, make ethical decisions about its application, and understand that theories are supported by many different kinds of investigations.</p> <p>1. Experimental Design. Students will develop a research plan that includes</p>	<p>Elaborate on basic scientific and personal explanations of natural phenomena, and develop extended visual models and mathematical formulations to represent one's thinking. 1.1 (I,A,P)</p>	<p>1.1a Scientific explanations are built by combining evidence that can be observed with what people already know about the world.</p> <p>1.1b Learning about the historical development of scientific concepts or about individuals who have contributed to scientific knowledge provides a better understanding of scientific inquiry and the relationship</p>	<p>QUIZ/TEST: Formal, Regents-based Assessments: Quiz on Experimental Elements</p>

Attachment 10(b) – Curriculum Framework

<p>background information, hypotheses, data collection, and the avoidance of bias.</p> <p>2. Graphing and data interpretation. Students will be able to read data and draw conclusions from graphical representations. Students will be able to organize data in a table and use it to produce a line graph.</p> <p>3. Reliability of data. Students will be able to identify factual claims and make decisions based on evidence, bias, sample size, repeated trials, and objective data collection.</p> <p><i>Relevant Standards:</i> Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.</p> <ul style="list-style-type: none"> • <i>Key Idea 1:</i> The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing and creative process • <i>Key Idea 2:</i> Beyond the use of reasoning and consensus, scientific inquiry involves the testing of proposed explanations involving the use of conventional techniques and procedures and usually requiring considerable ingenuity. • <i>Key Idea 3:</i> The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into natural phenomena. 	<p>Hone ideas through reasoning, library research, and discussion with others, including experts. 1.2 (I,A,P)</p> <p>Work toward reconciling competing explanations; clarify points of agreement and disagreement. 1.3(I,A,P)</p> <p>Devise ways of making observations to test proposed explanations. 2.1 (I,A,P)</p> <p>Refine research ideas through library investigations, including electronic information retrieval and reviews of the literature, and through peer feedback obtained from review and discussion. (2.2)(I,A,P)</p> <p>Develop and present proposals including formal hypotheses to test explanations; i.e., predict what should be observed under specific conditions if the explanation is true. (2.3)(I,A,P)</p> <p>Carry out a research plan for</p>	<p>between science and society.</p> <p>1.1c Science provides knowledge, but values are also essential to making effective and ethical decisions about the application of scientific knowledge.</p> <p>1.2a Inquiry involves asking questions and locating, interpreting, and processing information from a variety of sources.</p> <p>1.2b Inquiry involves making judgments about the reliability of the source and relevance of information.</p> <p>1.3a Scientific explanations are accepted when they are consistent with experimental and observational evidence and when they lead to accurate predictions.</p> <p>1.3b All scientific explanations are tentative and subject to change or improvement. Each new bit of evidence can create more questions than it answers. This leads to increasingly better understanding of how things work in the living world.</p> <p>2.2a Development of a research plan involves researching background information and understanding the major concepts in the area being investigated. Recommendations for methodologies, use of technologies, proper equipment, and safety precautions should also be included.</p> <p>2.3a Hypotheses are predictions based upon both research and observation.</p> <p>2.3b Hypotheses are widely used in science for determining what data to collect and as a guide for interpreting the data.</p> <p>2.3c Development of a research plan for testing a hypothesis requires planning to avoid bias (e.g., repeated trials, large sample size, and objective data-collection techniques).</p> <p>3.1a Interpretation of data leads to development of</p>	<p>Quiz on Graphing and Graph Analysis</p> <p>Regents Unit Exam: Scientific Inquiry</p> <p>PROJECT: Students will develop and perform experiments in class to test the effect of a chosen variable on bean growth or germination. Students may choose from a range of variables, including water acidity, air access, temperature, light exposure, etc. Students will design formal lab reports for experiments, including Abstract, Background Research, Identification of Experimental Elements</p>
---	--	--	---

Attachment 10(b) – Curriculum Framework

	<p>testing explanations, including selecting and developing techniques, acquiring and building apparatus, and recording observations as necessary. (2.4)(I,A,P)</p> <p>Use various methods of representing and organizing observations (e.g., diagrams, tables, charts, graphs, equations, matrices) and insightfully interpret the organized data. (3.1)(I,A,P)</p> <p>Apply statistical analysis techniques when appropriate to test if chance alone explains the results. (3.2)(I,A,P)</p> <p>Assess correspondence between the predicted result contained in the hypothesis and actual result, and reach a conclusion as to whether the explanation on which the prediction was based is supported. (3.3)(I,A,P)</p> <p>Based on the results of the test and through public discussion, revise the explanation and contemplate additional research. (3.4)(I,A,P)</p>	<p>additional hypotheses, the formulation of generalizations, or explanations of natural phenomena.</p> <p>3.4a Hypotheses are valuable, even if they turn out not to be true, because they may lead to further investigation.</p> <p>3.4b Claims should be questioned if the data are based on samples that are very small, biased, or inadequately controlled or if the conclusions are based on the faulty, incomplete, or misleading use of numbers.</p> <p>3.4c Claims should be questioned if fact and opinion are intermingled, if adequate evidence is not cited, or if the conclusions do not follow logically from the evidence given.</p> <p>3.5a One assumption of science is that other individuals could arrive at the same explanation if they had access to similar evidence. Scientists make the results of their investigations public; they should describe the investigations in ways that enable others to repeat the investigations.</p> <p>3.5b Scientists use peer review to evaluate the results of scientific investigations and the explanations proposed by other scientists. They analyze the experimental procedures, examine the evidence, identify faulty reasoning, point out statements that go beyond the evidence, and suggest alternative explanations for the same observations.</p>	<p>(Variables, Controls, Hypotheses, etc.), Data Table/Graph, Experimental Analysis, and Summary. Students will then perform a gallery walk of class experiments, and suggest areas of improvement for their classmates' products.</p>
--	--	--	--

Attachment 10(b) – Curriculum Framework

	<p>Develop a written report for public scrutiny that describes the proposed explanation, including a literature review, the research carried out, its result, and suggestions for further research. (3.5)(I,A,P)</p>		
--	--	--	--

Attachment 10(b) – Curriculum Framework

<p>Unit 2: The Cell & Biochemistry (Late-September – Mid-October)</p> <ol style="list-style-type: none"> 1. Organelles – Students will know the various organelles found within a cell and their specific functions that allows life processes to be carried out. 2. Cellular Membrane – Students will identify the importance of the cellular membrane and the role it plays in transporting materials in and out of the cell through passive and active transports. Students will also identify the role receptor molecules play in cellular communication. 3. Cellular Homeostasis – Students can draw comparisons between organs and organelles in the roles they play to maintain homeostasis and how the enables single-cellular organisms to exist. 4. Enzymes – Students will understand that enzymes control metabolic reactions in the body through the concept of specific shape; however their ability maybe influenced by factors including pH, temperature and concentration. 5. Nutrient Subunits – Students will be able to identify the various subunits of starches and proteins. They will explain how they are digested and synthesized as well as the role these organic compounds play in metabolic processes. 6. Photosynthesis – Students will understand the process by which energy from sunlight is obtained and converted into organic compounds for autotrophic nutrition. 7. Respiration – Students will understand the process by which energy is obtained from organic compounds and converted into ATP for use in cellular processes. 	<p>Describe and explain the structures and functions of the human body at different organizational levels (e.g., systems, tissues, cells, organelles). (1.2)(I,P,A)</p> <p>Explain how a one-celled organism is able to function despite lacking the levels of organization present in more complex organisms. (1.3)(I,P,A)</p> <p>Explain the basic biochemical processes in living organisms and their importance in maintaining dynamic equilibrium. (5.1)(I,P,A)</p>	<p>1.2a Important levels of organization for structure and function include organelles, cells, tissues, organs, organ systems, and whole organisms.</p> <p>1.2b Humans are complex organisms. They require multiple systems for digestion, respiration, reproduction, circulation, excretion, movement, coordination, and immunity. The systems interact to perform the life functions.</p> <p>1.2c The components of the human body, from organ systems to cell organelles, interact to maintain a balanced internal environment. To successfully accomplish this, organisms possess a diversity of control mechanisms that detect deviations and make corrective actions.</p> <p>1.2d If there is a disruption in any human system, there may be a corresponding imbalance in homeostasis.</p> <p>1.2e The organs and systems of the body help to provide all the cells with their basic needs. The cells of the body are of different kinds and are grouped in ways that enhance how they function together.</p> <p>1.2f Cells have particular structures that perform specific jobs. These structures perform the actual work of the cell. Just as systems are coordinated and work together, cell parts must also be coordinated and work together.</p> <p>1.2g Each cell is covered by a membrane that performs a number of important functions for the cell. These include: separation from its outside environment, controlling which molecules enter and leave the cell, and recognition of chemical signals. The processes of diffusion and active transport are important in the movement of materials in and out of cells.</p> <p>1.2h Many organic and inorganic substances dissolved in cells allow necessary chemical reactions to take place in order to maintain life. Large organic food molecules such as proteins and starches must initially be broken down</p>	<p>QUIZ/TEST: Formal, Regents-based Assessments: Quiz on Cell Organelles</p> <p>Quiz on Photosynthesis & Respiration</p> <p>Regents Unit Exam: Cell & Biochemistry</p> <p>LAB Assessment: Regents Diffusion Through a Membrane Lab using standard Rubric</p> <p>Microscope Skills Practical Assessment</p> <p>PROJECT: Student groups will choose one specialized cell from an organism of their choice (red blood cell, nerve cell, muscle cell,</p>

Attachment 10(b) – Curriculum Framework

<p><i>Relevant Standards:</i> <u>Standard 4:</u> Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.</p> <ul style="list-style-type: none"> • <i>Key Idea 1:</i> Living things are both similar to and different from each other and from nonliving things. • <i>Key Idea 5:</i> Organisms maintain a dynamic equilibrium that sustains life. 		<p>(digested to amino acids and simple sugars respectively), in order to enter cells. Once nutrients enter a cell, the cell will use them as building blocks in the synthesis of compounds necessary for life.</p> <p>1.2i Inside the cell a variety of specialized structures, formed from many different molecules, carry out the transport of materials (cytoplasm), extraction of energy from nutrients (mitochondria), protein building (ribosomes), waste disposal (cell membrane), storage (vacuole), and information storage (nucleus).</p> <p>1.2j Receptor molecules play an important role in the interactions between cells. Two primary agents of cellular communication are hormones and chemicals produced by nerve cells. If nerve or hormone signals are blocked, cellular communication is disrupted and the organism's stability is affected.</p>	<p>xylem cell, etc.) and follow the cell through the unit. Acting as biologists, students will create their own model of the cell, highlighting the particular organelles and their functions, the relationship between the structure and function of the specialized cell, the role of the cell in the larger organism, the source of nutrition for the cell, and written/illustrated descriptions of actual cell observations.</p>
<p>Unit 3: Human Body Systems: Homeostasis & Immunity (Mid-October – Mid November)</p>	<p>Coordinate explanations at</p>	<p>1.4a Well-accepted theories are ones that are supported</p>	<p>QUIZ/TEST Formal, Regents-</p>

Attachment 10(b) – Curriculum Framework

<ol style="list-style-type: none"> 1. Organization: Students will identify the level of organizations of living things from most to least complex. 2. Body Systems: Students will know the various systems in the body and describe how the function. They will be able to explain how these systems interact to perform life functions. 3. Cellular Communication: Students will identify the primary role of the endocrine and nervous systems as a means for communication between cells and body systems for the promotion of homeostasis. The recognition of impulses and hormones is based on the specific shape of these molecules. 4. Homeostasis: Students will know that homeostasis or dynamic equilibrium is the process by which a balanced internal environment is maintained. This requires the interdependence of all levels of organization within an organism and the implementation of feedback mechanisms to make corrections to any disruption of this balance. If this balance fails to be maintained, disease will occur. 5. Immune System Response: Students will describe the mechanism by which the body responds to invasion of pathogens. They will also describe situations when the immune system does not work correctly such as with the use of immunosuppressant drugs, allergies, autoimmune diseases and AIDS. 6. Medical Response/ Immunity: Students will describe the use of vaccines as a method for preventing and controlling a disease. Students will also be able to identify various stages in the medical process including diagnosis and treatment. 	<p>different levels of scale, points of focus, and degrees of complexity and specificity, and recognize the need for such alternative representations of the natural world. (1.4)(I,A,P)</p> <p>Describe and explain the structures and functions of the human body at different organizational levels (e.g., systems, tissues, cells, organelles). (1.2)(I,A,P)</p> <p>Explain the basic biochemical processes in living organisms and their importance in maintaining dynamic equilibrium. (5.1)(I,A,P)</p> <p>Explain disease as a failure of homeostasis. (5.2)(I,A,P)</p> <p>Relate processes at the system level to the cellular level in order to explain dynamic equilibrium in multicellular organisms. (5.3)(I,A,P)</p>	<p>by different kinds of scientific investigations often involving the contributions of individuals from different disciplines.</p> <p>3.1a Interpretation of data leads to development of additional hypotheses, the formulation of generalizations, or explanations of natural phenomena.</p> <p>1.2a Important levels of organization for structure and function include organelles, cells, tissues, organs, organ systems, and whole organisms.</p> <p>1.2b Humans are complex organisms. They require multiple systems for digestion, respiration, reproduction, circulation, excretion, movement, coordination, and immunity. The systems interact to perform the life functions.</p> <p>1.2c The components of the human body, from organ systems to cell organelles, interact to maintain a balanced internal environment. To successfully accomplish this, organisms possess a diversity of control mechanisms that detect deviations and make corrective actions.</p> <p>1.2d If there is a disruption in any human system, there may be a corresponding imbalance in homeostasis.</p> <p>1.2e The organs and systems of the body help to provide all the cells with their basic needs. The cells of the body are of different kinds and are grouped in ways that enhance how they function together.</p> <p>1.2f Cells have particular structures that perform specific jobs. These structures perform the actual work of the cell. Just as systems are coordinated and work together, cell parts must also be coordinated and work together.</p> <p>1.2g Each cell is covered by a membrane that performs a number of important functions for the cell. These include: separation from its outside environment, controlling which molecules enter and leave the cell, and recognition of chemical signals. The processes of diffusion and active</p>	<p>based Assessments:</p> <p>Quiz on Body Systems</p> <p>Quiz on Homeostasis / Feedback Loops</p> <p>Unit Test: Homeostasis & Immunity</p> <p>LAB Assessment: Regents Making Connections Lab</p> <p>PROJECT: Students as Public Health Specialists</p> <p>Students will develop a Public Health guidebook aimed to educate other students on how healthy behaviors can prevent specific diseases. Each student group will create a chapter of the book based on a different body system. Chapters will include a</p>
---	---	--	--

Attachment 10(b) – Curriculum Framework

<p><i>Relevant Standards:</i></p> <p><u>Standard 4:</u> Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.</p> <ul style="list-style-type: none"> • <i>Key Idea 1:</i> Living things are both similar to and different from each other and from nonliving things. • <i>Key Idea 5:</i> Organisms maintain a dynamic equilibrium that sustains life. 		<p>transport are important in the movement of materials in and out of cells.</p> <p>1.2h Many organic and inorganic substances dissolved in cells allow necessary chemical reactions to take place in order to maintain life. Large organic food molecules such as proteins and starches must initially be broken down (digested to amino acids and simple sugars respectively), in order to enter cells. Once nutrients enter a cell, the cell will use them as building blocks in the synthesis of compounds necessary for life.</p> <p>1.2i Inside the cell a variety of specialized structures, formed from many different molecules, carry out the transport of materials (cytoplasm), extraction of energy from nutrients (mitochondria), protein building (ribosomes), waste disposal (cell membrane), storage (vacuole), and information storage (nucleus).</p> <p>1.2j Receptor molecules play an important role in the interactions between cells. Two primary agents of cellular communication are hormones and chemicals produced by nerve cells. If nerve or hormone signals are blocked, cellular communication is disrupted and the organism's stability is affected.</p> <p>5.1a The energy for life comes primarily from the Sun. Photosynthesis provides a vital connection between the Sun and the energy needs of living systems.</p> <p>5.1b Plant cells and some one-celled organisms contain chloroplasts, the site of photosynthesis. The process of photosynthesis uses solar energy to combine the inorganic molecules carbon dioxide and water into energy-rich organic compounds (e.g., glucose) and release oxygen to the environment.</p> <p>5.1c In all organisms, organic compounds can be used to assemble other molecules such as proteins, DNA, starch,</p>	<p>description of how the system maintains homeostasis, the major organs and functions of the system, the structure of specialized cells within the system, a description of how that body system coordinates with other body systems, an example of a disease that can affect the system, and specific healthy actions that can prevent the onset of the chosen disease.</p> <p>Note: Can be accompanied by a trip to the Bodies Exhibit, where each group must lead a guided tour of their body system during the visit</p>
---	--	--	---

Attachment 10(b) – Curriculum Framework

		<p>and fats. The chemical energy stored in bonds can be used as a source of energy for life processes.</p> <p>5.1d In all organisms, the energy stored in organic molecules may be released during cellular respiration. This energy is temporarily stored in ATP molecules. In many organisms, the process of cellular respiration is concluded in mitochondria, in which ATP is produced more efficiently, oxygen is used, and carbon dioxide and water are released as wastes.</p> <p>5.1e The energy from ATP is used by the organism to obtain, transform, and transport materials, and to eliminate wastes.</p> <p>5.1f Biochemical processes, both breakdown and synthesis, are made possible by a large set of biological catalysts called enzymes. Enzymes can affect the rates of chemical change. The rate at which enzymes work can be influenced by internal environmental factors such as pH and temperature.</p> <p>5.1g Enzymes and other molecules, such as hormones, receptor molecules, and antibodies, have specific shapes that influence both how they function and how they interact with other molecules.</p> <p>5.2a Homeostasis in an organism is constantly threatened. Failure to respond effectively can result in disease or death.</p> <p>5.2b Viruses, bacteria, fungi, and other parasites may infect plants and animals and interfere with normal life functions.</p> <p>5.2c The immune system protects against antigens associated with pathogenic organisms or foreign substances and some cancer cells.</p> <p>5.2d Some white blood cells engulf invaders. Others produce antibodies that attack them or mark them for killing. Some specialized white blood cells will remain, able to fight off subsequent invaders of the same kind.</p> <p>5.2e Vaccinations use weakened microbes (or parts of</p>	
--	--	--	--

Attachment 10(b) – Curriculum Framework

		<p>them) to stimulate the immune system to react. This reaction prepares the body to fight subsequent invasions by the same microbes.</p> <p>5.2f Some viral diseases, such as AIDS, damage the immune system, leaving the body unable to deal with multiple infectious agents and cancerous cells.</p> <p>5.2g Some allergic reactions are caused by the body's immune responses to usually harmless environmental substances. Sometimes the immune system may attack some of the body's own cells or transplanted organs.</p> <p>5.2h Disease may also be caused by inheritance, toxic substances, poor nutrition, organ malfunction, and some personal behavior. Some effects show up right away; others may not show up for many years.</p> <p>5.2i Gene mutations in a cell can result in uncontrolled cell division, called cancer.</p> <p>Exposure of cells to certain chemicals and radiation increases mutations and thus increases the chance of cancer.</p> <p>5.2j Biological research generates knowledge used to design ways of diagnosing, preventing, treating, controlling, or curing diseases of plants and animals.</p> <p>5.3a Dynamic equilibrium results from detection of and response to stimuli. Organisms detect and respond to change in a variety of ways both at the cellular level and at the organismal level.</p> <p>5.3b Feedback mechanisms have evolved that maintain homeostasis. Examples include the changes in heart rate or respiratory rate in response to increased activity in muscle cells, the maintenance of blood sugar levels by insulin from the pancreas, and the changes in openings in the leaves of plants by guard cells to regulate water loss and gas exchange.</p>	
<p>Unit 4: Genetics and Biotechnology (Mid-November – Mid-December)</p> <p>1. Expression: Students know that the visible</p>	<p>Explain how the structure and replication of genetic material</p>	<p>2.1a Genes are inherited, but their expression can be modified by interactions with the environment.</p> <p>2.1b Every organism requires a set of coded instructions</p>	<p>QUIZ/TEST: Formal, Regents-based</p>

Attachment 10(b) – Curriculum Framework

<p>expression of certain traits and genes maybe influenced by changes the environment.</p> <ol style="list-style-type: none"> 2. Heredity: Students must be able to identify the structure of and relationship between DNA, genes and chromosomes; describe their role in passing coded instructions for various traits from one generation to the next. Students must be aware that changes in these codes known as mutations may lead to new traits. 3. Protein Synthesis: Students will understand that DNA codes for the production of proteins, which are essential for the structure, and function of the organism. 4. Cloning: Students will describe the process of cloning as asexual reproduction that can occur naturally in some organisms, or be induced in others. Students can make arguments for the advantage and disadvantage of the creation of clones. 5. Selective Breeding: Students will be able to identify that specific organism possess desirable traits and describe the process by with these organisms can breed to create offspring with a combination of these traits. Students need to identify the limitations of this process. 6. Bioengineering: Students will be able to identify the process by which genes from one organism can be cut and inserted into another organism, which results in the expression of this new trait. This process is primarily used in bacteria for the production of missing human chemicals including hormones and enzymes. <p><i>Relevant Standards:</i> <u>Standard 4:</u> Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical</p>	<p>result in offspring that resemble their parents. (2.1)(I,A,P)</p> <p>Explain how the technology of genetic engineering allows humans to alter genetic makeup of organisms. (2.2)(I,A,P)</p>	<p>for specifying its traits. For offspring to resemble their parents, there must be a reliable way to transfer information from one generation to the next. Heredity is the passage of these instructions from one generation to another.</p> <p>2.1c Hereditary information is contained in genes, located in the chromosomes of each cell. An inherited trait of an individual can be determined by one or by many genes, and a single gene can influence more than one trait. A human cell contains many thousands of different genes in its nucleus.</p> <p>2.1d In asexually reproducing organisms, all the genes come from a single parent. Asexually produced offspring are normally genetically identical to the parent.</p> <p>2.1e In sexually reproducing organisms, the new individual receives half of the genetic information from its mother (via the egg) and half from its father (via the sperm). Sexually produced offspring often resemble, but are not identical to, either of their parents.</p> <p>2.1f In all organisms, the coded instructions for specifying the characteristics of the organism are carried in DNA, a large molecule formed from subunits arranged in a sequence with bases of four kinds (represented by A, G, C, and T). The chemical and structural properties of DNA are the basis for how the genetic information that underlies heredity is both encoded in genes (as a string of molecular bases) and replicated by means of a template.</p> <p>2.1g Cells store and use coded information. The genetic information stored in DNA is used to direct the synthesis of the thousands of proteins that each cell requires.</p> <p>2.1h Genes are segments of DNA molecules. Any alteration of the DNA sequence is a mutation. Usually, an altered gene will be passed on to every cell that develops from it.</p> <p>2.1i The work of the cell is carried out by the many different types of molecules it assembles, mostly proteins.</p>	<p>Assessments:</p> <p>Quiz on DNA Structure</p> <p>Quiz on Biotechnology</p> <p>Unit Test: Genetics & Biotechnology</p> <p>PROJECT: Students will be researching genetic conditions that can be predicted before birth. Based on fictional parent data, students will act as geneticists to determine the probability that offspring will be born with the disease. Students design a report to describe the specific effects of the genetic condition on the individuals' life, and research advances in biotechnology that advances the treatment of the given condition.</p>
---	--	---	---

Attachment 10(b) – Curriculum Framework

<p>development of ideas in science.</p> <ul style="list-style-type: none">• <i>Key Idea 2:</i> Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.		<p>Protein molecules are long, usually folded chains made from 20 different kinds of amino acids in a specific sequence. This sequence influences the shape of the protein. The shape of the protein, in turn, determines its function.</p> <p>2.1j Offspring resemble their parents because they inherit similar genes that code for the production of proteins that form similar structures and perform similar functions.</p> <p>2.1k The many body cells in an individual can be very different from one another, even though they are all descended from a single cell and thus have essentially identical genetic instructions. This is because different parts of these instructions are used in different types of cells, and are influenced by the cell's environment and past history.</p> <p>2.2a For thousands of years new varieties of cultivated plants and domestic animals have resulted from selective breeding for particular traits.</p> <p>2.2b In recent years new varieties of farm plants and animals have been engineered by manipulating their genetic instructions to produce new characteristics.</p> <p>2.2c Different enzymes can be used to cut, copy, and move segments of DNA.</p> <p>Characteristics produced by the segments of DNA may be expressed when these segments are inserted into new organisms, such as bacteria.</p> <p>2.2d Inserting, deleting, or substituting DNA segments can alter genes. An altered gene may be passed on to every cell that develops from it.</p> <p>2.2e Knowledge of genetics is making possible new fields of health care; for example, finding genes which may have mutations that can cause disease will aid in the development of preventive measures to fight disease. Substances, such as hormones and enzymes, from genetically engineered organisms may reduce the cost and side effects of replacing missing body chemicals.</p>	
--	--	---	--

Attachment 10(b) – Curriculum Framework

<p>Living Environment 2: Reproduction, Evolution, and Ecology</p>			
<p><u>Course Description:</u> This is the second trimester of a two-trimester course of Living Environment. Students will master the topics of Reproduction & Development, Evolution, Ecology, and Human Impact on the Environment.</p> <p><u>Requirements:</u> Midterm and final exams modeled after NYS Living Environment Regents, completion of all required lab minutes and required Regents labs, completion of “Students as Cell Reproductive Health Specialists” project, completion of “Students as Paleontologists” project, completion of “Students as Entrepreneurs” project, completion of “Students as Environmental Advocates” project, mastery of objectives through ongoing, Regents based quizzes and tests.</p> <p><u>Prerequisites:</u> Living Environment 1</p>			
<p>Unit 5: Reproduction & Development (Early January – Late January) 1. Reproduction Strategies: Students must know that</p>	<p>Hone ideas through reasoning, library research, and discussion with others,</p>	<p>1.2a Inquiry involves asking questions and locating, interpreting, and processing information from a variety of sources.</p>	<p>QUIZ/TEST Formal, Regents-based</p>

Attachment 10(b) – Curriculum Framework

<p>reproduction is necessary for the sustainability of life and that each species has developed adaptations to make them successful.</p> <p>2. Asexual Reproduction/ Mitosis: Students will identify asexual reproduction as process, which occurs with one parent and results in identical DNA and low variability among the population. Students will understand that mitosis a form of asexual reproduction in single celled organisms or in individual cells needed for growth and repair.</p> <p>3. Meiosis: Students will understand that meiosis is the method by which genetic information can be combined from both parents to increase the variability of offspring.</p> <p>4. Reproductive Systems: Students will identify the structure and function of the male reproductive system with emphasis on the production and delivery of gametes. Students will identify the structure and function of the female reproductive system with emphasis on internal fertilization and development from an embryo to a fetus (including the placenta).</p> <p>5. Hormones: Reproductive systems are regulated by hormones including estrogen, progesterone, and testosterone.</p> <p>6. Development/Differentiation: Students will learn that mitosis is essential for the growth the embryo. Differentiation is the process which forms specialized tissues and organs through the expression of only certain genes as determined by the cell's environment, and past history. Both of these processes are important for the development of an offspring.</p> <p>7. Development/ Health: Students will be able to state reasons why pregnant mothers should not drink, smoke, and use drugs during their pregnancy and how the diffusion of these</p>	<p>including experts. 1.2 (I,A,P)</p> <p>Work toward reconciling competing explanations; clarify points of agreement and disagreement. 1.3(I,A,P)</p> <p>Explain how the structure and replication of genetic material result in offspring that resemble their parents. (2.1)(I,A,P)</p> <p>Explain the mechanisms and patterns of evolution. (3.1)(I,A,P)</p> <p>Explain how organisms, including humans, reproduce their own kind. (4.1)(I,A,P)</p>	<p>1.2b Inquiry involves making judgments about the reliability of the source and relevance of information.</p> <p>1.3a Scientific explanations are accepted when they are consistent with experimental and observational evidence and when they lead to accurate predictions.</p> <p>1.3b All scientific explanations are tentative and subject to change or improvement. Each new bit of evidence can create more questions than it answers. This leads to increasingly better understanding of how things work in the living world.</p> <p>2.1a Genes are inherited, but their expression can be modified by interactions with the environment.</p> <p>2.1b Every organism requires a set of coded instructions for specifying its traits. For offspring to resemble their parents, there must be a reliable way to transfer information from one generation to the next. Heredity is the passage of these instructions from one generation to another.</p> <p>2.1c Hereditary information is contained in genes, located in the chromosomes of each cell. An inherited trait of an individual can be determined by one or by many genes, and a single gene can influence more than one trait. A human cell contains many thousands of different genes in its nucleus.</p> <p>2.1d In asexually reproducing organisms, all the genes come from a single parent. Asexually produced offspring are normally genetically identical to the parent.</p> <p>2.1e In sexually reproducing organisms, the new individual receives half of the genetic information from its mother (via the egg) and half from its father (via the sperm). Sexually produced offspring often resemble, but are not identical to, either of their parents.</p> <p>2.1f In all organisms, the coded instructions for specifying the characteristics of the organism are carried in DNA, a large molecule formed from subunits arranged in a sequence with bases of four kinds (represented by A, G,</p>	<p>Assessments:</p> <p>Quiz on Mitosis & Meiosis</p> <p>Quiz on Reproductive Systems</p> <p>Unit Test: Reproduction and Development</p> <p>Teacher developed PROJECT: Students as Health Specialists</p>
---	---	---	--

Attachment 10(b) – Curriculum Framework

<p>substances through the placenta occurs. They will describe how the general health of the mother influences the development of the fetus.</p> <p><i>Relevant Standards:</i> <u>Standard 4:</u> Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.</p> <ul style="list-style-type: none"> • <i>Key Idea 2:</i> Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring. • <i>Key Idea 3:</i> Individual organisms and species change over time. • <i>Key Idea 4:</i> The continuity of life is sustained through reproduction and development. 		<p>C, and T). The chemical and structural properties of DNA are the basis for how the genetic information that underlies heredity is both encoded in genes (as a string of molecular bases) and replicated by means of a template.</p> <p>2.1g Cells store and use coded information. The genetic information stored in DNA is used to direct the synthesis of the thousands of proteins that each cell requires.</p> <p>2.1h Genes are segments of DNA molecules. Any alteration of the DNA sequence is a mutation. Usually, an altered gene will be passed on to every cell that develops from it.</p> <p>2.1i The work of the cell is carried out by the many different types of molecules it assembles, mostly proteins. Protein molecules are long, usually folded chains made from 20 different kinds of amino acids in a specific sequence. This sequence influences the shape of the protein. The shape of the protein, in turn, determines its function.</p> <p>2.1j Offspring resemble their parents because they inherit similar genes that code for the production of proteins that form similar structures and perform similar functions.</p> <p>2.1k The many body cells in an individual can be very different from one another, even though they are all descended from a single cell and thus have essentially identical genetic instructions. This is because different parts of these instructions are used in different types of cells, and are influenced by the cell's environment and past history.</p> <p>4.1a Reproduction and development are necessary for the continuation of any species.</p> <p>4.1b Some organisms reproduce asexually with all the genetic information coming from one parent. Other organisms reproduce sexually with half the genetic information typically contributed by each parent. Cloning is the production of identical genetic copies.</p>	
--	--	--	--

Attachment 10(b) – Curriculum Framework

		<p>4.1c The processes of meiosis and fertilization are key to sexual reproduction in a wide variety of organisms. The process of meiosis results in the production of eggs and sperm which each contain half of the genetic information. During fertilization, gametes unite to form a zygote, which contains the complete genetic information for the offspring.</p> <p>4.1d The zygote may divide by mitosis and differentiate to form the specialized cells, tissues, and organs of multicellular organisms.</p> <p>4.1e Human reproduction and development are influenced by factors such as gene expression, hormones, and the environment. The reproductive cycle in both males and females is regulated by hormones such as testosterone, estrogen, and progesterone.</p> <p>4.1f The structures and functions of the human female reproductive system, as in almost all other mammals, are designed to produce gametes in ovaries, allow for internal fertilization, support the internal development of the embryo and fetus in the uterus, and provide essential materials through the placenta, and nutrition through milk for the newborn.</p> <p>4.1g The structures and functions of the human male reproductive system, as in other mammals, are designed to produce gametes in testes and make possible the delivery of these gametes for fertilization.</p> <p>4.1h In humans, the embryonic development of essential organs occurs in early stages of pregnancy. The embryo may encounter risks from faults in its genes and from its mother's exposure to environmental factors such as inadequate diet, use of alcohol/drugs/tobacco, other toxins, or infections throughout her pregnancy.</p>	
--	--	---	--

Attachment 10(b) – Curriculum Framework

<p>Unit 6: Evolution (Late-January – Early-February)</p> <ol style="list-style-type: none"> 1. Mutations/ Variability: Students will know that mutations cause new characteristics to appear which can have both negative and positive consequences. These mutations increase the variability of a population and can be passed down to the next generation only if the trait occurs in a gamete. 2. Natural Selection: Students will understand that an increase in variability also increases the chances that a specific organism within a population will have traits that enable them to adapt to environmental changes. The organism who adapts will be able to reproduce and continue the species with modifications through inheritance of this new trait. This accounts for observed similarities and differences among organisms. 3. Evolution/Evidence: Students will describe that the evolutionary processes began from a simple single celled organism and developed into a diversity of more complex organisms. Many organisms became extinct because they could no longer survive the environmental changes as seen in fossil evidence, yet descents from the same common ancestors still live today. Students will be able to read and interpret the relationships on a phylogenic (evolutionary) tree. <p><i>Relevant Standards:</i> <u>Standard 4:</u> Students will understand and apply scientific concepts, principles, and theories pertaining to the physical</p>	<p>Hone ideas through reasoning, library research, and discussion with others, including experts. 1.2 (I,A,P)</p> <p>Work toward reconciling competing explanations; clarify points of agreement and disagreement. 1.3 (I,A,P)</p> <p>Explain how the structure and replication of genetic material result in offspring that resemble their parents. (2.1) (I,A,P)</p> <p>Explain the mechanisms and patterns of evolution. (3.1) (I,A,P)</p>	<p>1.2b Inquiry involves making judgments about the reliability of the source and relevance of information. 1.3a Scientific explanations are accepted when they are consistent with experimental and observational evidence and when they lead to accurate predictions. 1.3b All scientific explanations are tentative and subject to change or improvement. Each new bit of evidence can create more questions than it answers. This leads to increasingly better understanding of how things work in the living world.</p> <p>2.1a Genes are inherited, but their expression can be modified by interactions with the environment. 2.1b Every organism requires a set of coded instructions for specifying its traits. For offspring to resemble their parents, there must be a reliable way to transfer information from one generation to the next. Heredity is the passage of these instructions from one generation to another. 2.1c Hereditary information is contained in genes, located in the chromosomes of each cell. An inherited trait of an individual can be determined by one or by many genes, and a single gene can influence more than one trait. A human cell contains many thousands of different genes in its nucleus. 3.1a The basic theory of biological evolution states that the Earth's present-day species developed from earlier, distinctly different species. 3.1b New inheritable characteristics can result from new combinations of existing genes or from mutations of genes in reproductive cells.</p>	<p>QUIZ/TEST Formal, Regents-based Assessments:</p> <p>Quiz on Natural Selection</p> <p>Unit Test: Reproduction and Development</p> <p>Regents Lab: Beaks of Finches</p> <p>PROJECT: Acting as paleontologists, students will study the evolutionary relationships between two families in an evolutionary tree. Students will present a comparison of the organisms based on fossil evidence identifying homologous</p>

Attachment 10(b) – Curriculum Framework

<p>setting and living environment and recognize the historical development of ideas in science..</p> <ul style="list-style-type: none"> • Key Idea 3: Individual organisms and species change over time. 		<p>3.1c Mutation and the sorting and recombining of genes during meiosis and fertilization result in a great variety of possible gene combinations.</p> <p>3.1d Mutations occur as random chance events. Gene mutations can also be caused by such agents as radiation and chemicals. When they occur in sex cells, the mutations can be passed on to offspring; if they occur in other cells, they can be passed on to other body cells only.</p> <p>3.1e Natural selection and its evolutionary consequences provide a scientific explanation for the fossil record of ancient life-forms, as well as for the molecular and structural similarities observed among the diverse species of living organisms.</p> <p>3.1f Species evolve over time. Evolution is the consequence of the interactions of (1) the potential for a species to increase its numbers, (2) the genetic variability of offspring due to mutation and recombination of genes, (3) a finite supply of the resources required for life, and (4) the ensuing selection by the environment of those offspring better able to survive and leave offspring.</p> <p>3.1g Some characteristics give individuals an advantage over others in surviving and reproducing, and the advantaged offspring, in turn, are more likely than others to survive and reproduce. The proportion of individuals that have advantageous characteristics will increase.</p> <p>3.1h The variation of organisms within a species increases the likelihood that at least some members of the species will survive under changed environmental conditions.</p> <p>3.1i Behaviors have evolved through natural selection. The broad patterns of behavior exhibited by organisms are those that have resulted in greater reproductive success.</p> <p>3.1j Billions of years ago, life on Earth is thought by many scientists to have begun as simple, single-celled organisms. About a billion years ago, increasingly</p>	<p>structures, DNA and protein comparison, and comparison of early development. Students will also identify beneficial adaptations within their family, as well as an informed hypothesis for why these adaptations developed over time.</p>
---	--	--	--

Attachment 10(b) – Curriculum Framework

		<p>complex multicellular organisms began to evolve.</p> <p>3.1k Evolution does not necessitate long-term progress in some set direction.</p> <p>Evolutionary changes appear to be like the growth of a bush: Some branches survive from the beginning with little or no change, many die out altogether, and others branch repeatedly, sometimes giving rise to more complex organisms.</p> <p>3.1l Extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient to allow its survival. Fossils indicate that many organisms that lived long ago are extinct. Extinction of species is common; most of the species that have lived on Earth no longer exist.</p>	
<p>Unit 7: Ecology (Early February – Late February)</p> <ol style="list-style-type: none"> 1. Abiotic interactions: Students will be able to understand that an ecosystem is shaped by nonliving things that stimulate interactions between living species. Some of these abiotic factors, including water, carbon, and nutrients, cycle through the environment. 2. Population control: Students will be able to recognize abiotic and biotic factors in a particular environment that regulate the growth and survival of a species. These factors, known as limiting factors, cause competition within species, thereby limiting the number of organisms an environment 	<p>Elaborate on basic scientific and personal explanations of natural phenomena, and develop extended visual models and mathematical formulations to represent one's thinking. 1.1 (I,A,P)</p> <p>Refine research ideas through library investigations, including electronic information retrieval and reviews of the literature, and</p>	<p>1.1a Scientific explanations are built by combining evidence that can be observed with what people already know about the world.</p> <p>1.1b Learning about the historical development of scientific concepts or about individuals who have contributed to scientific knowledge provides a better understanding of scientific inquiry and the relationship between science and society.</p> <p>1.1c Science provides knowledge, but values are also essential to making effective and ethical decisions about the application of scientific knowledge.</p> <p>2.2a Development of a research plan involves researching background information and understanding</p>	<p>QUIZ/TEST Formal, Regents-based Assessments:</p> <p>Quiz on Food Chains and Food Webs</p> <p>Quiz on Ecological Roles</p> <p>Regents Unit Test:</p>

Attachment 10(b) – Curriculum Framework

<p>can support. This maximum population size for a given area is known as its carrying capacity.</p> <p>3. Energy/Food Relationships: Students will be able to identify relationships between organisms by the functions they serve. These relationships may be negative, neutral, or positive. These relationships cause the flow of energy through an ecosystem, thereby increasing its stability.</p> <p>4. Biodiversity and stability: Students will be able to understand that the diversity and roles/niches of organisms increases chances that some will survive. Populations within an ecosystem are interdependent. Fluctuations in the population of one species may influence the survival of the population of another species. Despite short-term disruptions, the ecosystems will gradually reach a state of equilibrium.</p> <p>5. Succession: Students will understand that all ecosystems can be altered naturally, climatically, or by humans. These ecosystems recover through gradual change until the ecosystem reaches a point of long-term stability.</p> <p><i>Relevant Standards:</i> <u>Standard 4:</u> Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.</p> <ul style="list-style-type: none"> ● <i>Key Idea 1:</i> Living things are both similar to and different from each other and from nonliving things. ● <i>Key Idea 6:</i> Plants and animals depend on each other and their physical environment. 	<p>through peer feedback obtained from review and discussion.(2.2) (I,A,P)</p> <p>Develop and present proposals including formal hypotheses to test explanations; i.e., predict what should be observed under specific conditions if the explanation is true. (2.3)(I,A,P)</p> <p>Carry out a research plan for testing explanations, including selecting and developing techniques, acquiring and building apparatus, and recording observations as necessary. (2.4)(I,A,P)</p> <p>Use various methods of representing and organizing observations (e.g., diagrams, tables, charts, graphs, equations, matrices) and insightfully interpret the organized data. (3.1) (I,A,P)</p> <p>Based on the results of the test and through public discussion, revise the explanation and contemplate additional research. (3.4)(I,A,P)</p>	<p>the major concepts in the area being investigated. Recommendations for methodologies, use of technologies, proper equipment, and safety precautions should also be included.</p> <p>2.3a Hypotheses are predictions based upon both research and observation.</p> <p>2.3b Hypotheses are widely used in science for determining what data to collect and as a guide for interpreting the data.</p> <p>2.3c Development of a research plan for testing a hypothesis requires planning to avoid bias (e.g., repeated trials, large sample size, and objective data-collection techniques).</p> <p>3.1a Interpretation of data leads to development of additional hypotheses, the formulation of generalizations, or explanations of natural phenomena.</p> <p>3.4a Hypotheses are valuable, even if they turn out not to be true, because they may lead to further investigation.</p> <p>3.4b Claims should be questioned if the data are based on samples that are very small, biased, or inadequately controlled or if the conclusions are based on the faulty, incomplete, or misleading use of numbers.</p> <p>3.4c Claims should be questioned if fact and opinion are intermingled, if adequate evidence is not cited, or if the conclusions do not follow logically from the evidence given.</p> <p>3.5a One assumption of science is that other individuals could arrive at the same explanation if they had access to similar evidence. Scientists make the results of their investigations public; they should describe the investigations in ways that enable others to repeat the investigations.</p> <p>3.5b Scientists use peer review to evaluate the results of scientific investigations and the explanations proposed by other scientists. They analyze the experimental procedures, examine the evidence, identify faulty reasoning, point out statements that go beyond the</p>	<p>Ecology</p> <p>Regents LAB: Relationships and Biodiversity</p> <p>ENTREPRENEURSHIP PROJECT: Students will form groups and focus on one biome during the course of the unit. Students will “pitch” a non-profit start-up that aims to protect an endangered example of their biome somewhere in the world. Students will develop a presentation outlining the major elements of their biome (abiotic and biotic factors, example of a food web, description of a specific organism’s niche, etc.) and a proposal for a non-profit (including a statement of purpose, budget proposals,</p>
--	--	--	--

Attachment 10(b) – Curriculum Framework

	<p>Develop a written report for public scrutiny that describes the proposed explanation, including a literature review, the research carried out, its result, and suggestions for further research.(3.5)(I,A,P)</p> <p>Explain how diversity of populations within ecosystems relates to the stability of ecosystems. (1.1)(I,A,P)</p> <p>Explain factors that limit growth of individuals and populations. (6.1)(I,A,P)</p> <p>Explain the importance of preserving diversity of species and habitats. (6.2)(I,A,P)</p> <p>Explain how the living and nonliving environments change over time and respond to disturbances. (6.3)(I,A,P)</p>	<p>evidence, and suggest alternative explanations for the same observations.</p> <p>1.1a Populations can be categorized by the function they serve. Food webs identify the relationships among producers, consumers, and decomposers carrying out either autotrophic or heterotrophic nutrition.</p> <p>1.1b An ecosystem is shaped by the nonliving environment as well as its interacting species. The world contains a wide diversity of physical conditions, which creates a variety of environments.</p> <p>1.1c In all environments, organisms compete for vital resources. The linked and changing interactions of populations and the environment compose the total ecosystem.</p> <p>1.1d The interdependence of organisms in an established ecosystem often results in approximate stability over hundreds and thousands of years. For example, as one population increases, it is held in check by one or more environmental factors or another species.</p> <p>1.1e Ecosystems, like many other complex systems, tend to show cyclic changes around a state of approximate equilibrium.</p> <p>1.1f Every population is linked, directly or indirectly, with many others in an ecosystem. Disruptions in the numbers and types of species and environmental changes can upset ecosystem stability.</p> <p>6.1a Energy flows through ecosystems in one direction, typically from the Sun, through photosynthetic organisms including green plants and algae, to herbivores to carnivores and decomposers.</p> <p>6.1b The atoms and molecules on the Earth cycle among the living and nonliving components of the biosphere. For example, carbon dioxide and water molecules used in photosynthesis to form energy-rich organic compounds are returned to the environment when the energy in these compounds is eventually released by cells. Continual</p>	<p>benchmark goals, etc.) that would target an actual ecological concern related to their biome. Students will present their non-profit concepts to a board of environmental “venture capitalists” in an attempt to obtain funding for this non-profit.</p>
--	--	--	---

Attachment 10(b) – Curriculum Framework

		<p>input of energy from sunlight keeps the process going. This concept may be illustrated with an energy pyramid.</p> <p>6.1c The chemical elements, such as carbon, hydrogen, nitrogen, and oxygen, that make up the molecules of living things pass through food webs and are combined and recombined in different ways. At each link in a food web, some energy is stored in newly made structures but much is dissipated into the environment as heat.</p> <p>6.1d The number of organisms any habitat can support (carrying capacity) is limited by the available energy, water, oxygen, and minerals, and by the ability of ecosystems to recycle the residue of dead organisms through the activities of bacteria and fungi.</p> <p>6.1e In any particular environment, the growth and survival of organisms depend on the physical conditions including light intensity, temperature range, mineral availability, soil/rock type, and relative acidity (pH).</p> <p>6.1f Living organisms have the capacity to produce populations of unlimited size, but environments and resources are finite. This has profound effects on the interactions among organisms.</p> <p>6.1g Relationships between organisms may be negative, neutral, or positive. Some organisms may interact with one another in several ways. They may be in a producer/consumer, predator/prey, or parasite/host relationship; or one organism may cause disease in, scavenge, or decompose another.</p> <p>6.2a As a result of evolutionary processes, there is a diversity of organisms and roles in ecosystems. This diversity of species increases the chance that at least some will survive in the face of large environmental changes. Biodiversity increases the stability of the ecosystem.</p> <p>6.2b Biodiversity also ensures the availability of a rich variety of genetic material that may lead to future agricultural or medical discoveries with significant value to humankind. As diversity is lost, potential sources of these</p>	
--	--	---	--

Attachment 10(b) – Curriculum Framework

		<p>materials may be lost with it.</p> <p>6.3a The interrelationships and interdependencies of organisms affect the development of stable ecosystems.</p> <p>6.3b Through ecological succession, all ecosystems progress through a sequence of changes during which one ecological community modifies the environment, making it more suitable for another community. These long-term gradual changes result in the community reaching a point of stability that can last for hundreds or thousands of years.</p> <p>6.3c A stable ecosystem can be altered, either rapidly or slowly, through the activities of organisms (including humans), or through climatic changes or natural disasters. The altered ecosystem can usually recover through gradual changes back to a point of long-term stability.</p>	
<p>Human Impact (Late-February – Mid-March)</p> <ol style="list-style-type: none"> 1. Human Causes: Students will be able to identify the growth of the human population as exponential, and explain that this exponential growth is a significant cause of environmental destruction. Such destruction can include: direct harvesting, pollution, atmospheric changes, degrading of ecosystems and loss of diversity and current global stability. If measures are not taken to prevent this destruction, ecosystems may be irreversibly damaged and/or destroyed. 2. Alternative Fuel and Energy: Students will be able to describe how industrialization brings an increased demand for energy. Students will evaluate the positives and negatives of various fuel sources. 3. Ethical Decision Making: Students will be able to analyze a scenario and make an ethical decision, which will increase the environmental benefits for the next generation. <p><i>Relevant Standards:</i></p>	<p>Elaborate on basic scientific and personal explanations of natural phenomena, and develop extended visual models and mathematical formulations to represent one's thinking. 1.1 (I,A,P)</p> <p>Hone ideas through reasoning, library research, and discussion with others, including experts. 1.2 (I)(I,A,P)</p> <p>Work toward reconciling competing explanations; clarify points of agreement and disagreement. 1.3(I)(I,A,P)</p> <p>Describe the range of interrelationships of humans</p>	<p>1.1a Scientific explanations are built by combining evidence that can be observed with what people already know about the world.</p> <p>1.1b Learning about the historical development of scientific concepts or about individuals who have contributed to scientific knowledge provides a better understanding of scientific inquiry and the relationship between science and society.</p> <p>1.1c Science provides knowledge, but values are also essential to making effective and ethical decisions about the application of scientific knowledge.</p> <p>1.2a Inquiry involves asking questions and locating, interpreting, and processing information from a variety of sources.</p> <p>1.2b Inquiry involves making judgments about the reliability of the source and relevance of information.</p> <p>1.3a Scientific explanations are accepted when they are consistent with experimental and observational evidence and when they lead to accurate predictions.</p> <p>1.3b All scientific explanations are tentative and subject to change or improvement. Each new bit of evidence can create more questions than it answers. This leads to</p>	<p>QUIZ/TEST Formal, Regents-based Assessments:</p> <p>Regents Unit Test: Human Impact</p> <p>Environmental Advocates PROJECT:</p> <p>Students will choose one environmental concern discussed during the unit, and develop a written and oral persuasive argument to encourage environmental</p>

Attachment 10(b) – Curriculum Framework

<p><u>Standard 4:</u> Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.</p> <ul style="list-style-type: none"> • <i>Key Idea 7:</i> Human decisions and activities have had a profound impact on the physical and living environment. 	<p>with the living and nonliving Environment. (7.1)(I,A,P)</p> <p>Explain the impact of technological development and growth in the human population on the living and nonliving environment. (7.2)(I,A,P)</p> <p>Explain how individual choices and societal actions can contribute to improving the environment. (7.3)(I,A,P)</p>	<p>increasingly better understanding of how things work in the living world.</p> <p>7.1a The Earth has finite resources; increasing human consumption of resources places stress on the natural processes that renew some resources and deplete those resources that cannot be renewed.</p> <p>7.1b Natural ecosystems provide an array of basic processes that affect humans. Those processes include but are not limited to: maintenance of the quality of the atmosphere, generation of soils, control of the water cycle, removal of wastes, energy flow, and recycling of nutrients. Humans are changing many of these basic processes and the changes may be detrimental.</p> <p>7.1c Human beings are part of the Earth's ecosystems. Human activities can, deliberately or inadvertently, alter the equilibrium in ecosystems. Humans modify ecosystems as a result of population growth, consumption, and technology. Human destruction of habitats through direct harvesting, pollution, atmospheric changes, and other factors is threatening current global stability, and if not addressed, ecosystems may be irreversibly affected.</p> <p>7.2a Human activities that degrade ecosystems result in a loss of diversity of the living and nonliving environment. For example, the influence of humans on other organisms occurs through land use and pollution. Land use decreases the space and resources available to other species, and pollution changes the chemical composition of air, soil, and water.</p> <p>7.2b When humans alter ecosystems either by adding or removing specific organisms, serious consequences may result. For example, planting large expanses of one crop reduces the biodiversity of the area.</p> <p>7.2c Industrialization brings an increased demand for and use of energy and other resources including fossil and nuclear fuels. This usage can have positive and negative</p>	<p>action. Students will address their local representatives in a letter, and present their oral argument to classmates at the end of the unit.</p>
---	---	--	---

Attachment 10(b) – Curriculum Framework

		<p>effects on humans and ecosystems.</p> <p>7.3a Societies must decide on proposals which involve the introduction of new technologies. Individuals need to make decisions, which will assess risks, costs, benefits, and trade-offs.</p> <p>7.3b The decisions of one generation both provide and limit the range of possibilities open to the next generation.</p>	
--	--	--	--

Attachment 10(b) – Curriculum Framework

U.S. History Curriculum Framework ROADS Charter School

Subject Area: Social Studies: U.S. History

Development Phase: Ready for College

U.S. History is a two trimester-long course sequence for students in the *Ready for College* Phase, designed to prepare student to pass the U.S. History Regents Exam. NYS standards related to U.S. History will be reviewed and reinforced through a variety of activities and assessments, including written work, projects, multiple-choice quizzes/tests, and essay questions similar to those on the U.S. History Regents Exam. A midterm interim assessment based on sample Regents questions will measure student mastery of standards.

The first trimester will begin with Native American societies before European colonization and end with the Pre-Industrial America prior to the American Civil War (1860) (Units 1-5). The second trimester will begin with the American Civil War and end with a study of the US's role in today's world (Units 6-11). The U.S. History curriculum and course overview were designed from the *Learning Standards for Social Studies (revised edition)* 1996, from the New York State Department of Education. All standards referred to in this framework refer to this document.

In addition, due to ROADS charters philosophy of "teaching ELA across the curriculum", US History teachers will ensure to integrate the following ELA standards:

- Grade Level 9 ELA Standards: 1.1, 1.3-1.5, 2.1-2.7, 3.1-3.8, 4.1-4.3
- Grade Level 10 ELA Standards: 2.1, 2.8, 2.9, 2.10, 3.2, 3.5

The ELA Curriculum Framework provides suggested trimester and unit pacing for integrating these standards into US History courses. "ELA Standards" refers to the standards included in the *English Language Arts Core Curriculum (Pre-Kindergarten-Grade 12) –May 2005* from the New York State Department of Education.

U.S. History 1

<u>Required</u>	<u>Required</u>		<u>Required</u>
<u>New York State Content Standard</u> What should students know? (Can also include essential questions. Indicate which content is a benchmark standard that will be assessed at this grade level)	<u>New York State Skills Standard</u> What should students be able to do? (Indicate which skill is a benchmark standard that will be assessed at this grade level (A), which skills are introduced (I) and/or practiced (P) at this grade	<u>New York State Performance Indicators (if any)</u> Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of	<u>Assessments (Formal and Informal)</u> What tools will be used to assess which content, skills or dispositions at this grade

Attachment 10(b) – Curriculum Framework

	level)	the performance that will be deemed acceptable?	level?
<p>Unit One: The Global Heritage of the American People</p>			
<p>I. History of the Social Sciences: The Study of People</p> <p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>(S2) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p>(S3) Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p> <p>(S4) Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through</p>	<p><input type="checkbox"/> Students will be able to:</p> <p>-analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the authors’ perspectives (P)</p> <p>-consider different historians’ analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations (I)</p> <p>-evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. (I)</p>	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To understand the social scientific method and techniques used by social scientists to study human cultures 2. To understand how the social scientific method and techniques can be applied to a variety of situations and problems 3. To formulate social science questions and define social science issues and problems 	<p>QUIZ/TEST Regents style multiple choice test.</p>

Attachment 10(b) – Curriculum Framework

<p>market and nonmarket mechanisms.</p> <p>(S5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>			
<p>II. Geographic Factors Influence Culture</p> <p>(S2) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p>(S3) Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p> <p>(S4) Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -plan, organize, and present geographic research projects (P) -locate and gather geographic information from a variety of primary and secondary sources (P) -select and design maps, graphs, tables, charts, diagrams, and other -graphic representations to present geographic information (P) -analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations (P) -develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry (P) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To describe the relationships between people and environments and the connections between people and places 2. To describe the reasons for periodizing history in different ways 3. To map information about people, places, and environments 4. To identify and compare the physical, human, and cultural characteristics of different regions and people 5. To understand the geography of settlement patterns and the development of cultural patterns 	<p>Map quizzes and test over various historical maps in line with Regents requirements.</p>
<p>III. Iroquoian and Algonquian Cultures on the Atlantic Coast of North America</p>	<p>Students will be able to:</p>	<p>Students will produce writing, take quizzes and exams, produce an individual</p>	<p>PROJECT: Students will select a Native American</p>

Attachment 10(b) – Curriculum Framework

<p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>(S3) Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p> <p>(S4) Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p> <p>(S5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>	<p>-analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans (I)</p> <p>-compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture (I)</p> <p>-define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices (I)</p> <p>-analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities (I)</p>	<p>project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To know the social and economic characteristics such as customs, traditions, child-rearing practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations 2. To map information about people, places, and environments 3. To understand the worldview held by native peoples of the Americas and how that worldview developed 4. To understand the ways different people view the same event or issues from a variety of perspectives 	<p>group to study in-depth. Cultural, religious, political, and economic characteristics will be identified and compared to US characteristics. Students will construct a visual (PowerPoint presentation, poster, video, etc.) displaying their research. Students will also write a 2-3 page paper (graded to a rubric) on the group chosen.</p>
<p>IV. European Concepts of the New World in 1500</p> <p>(S2) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of</p>	<p><input type="checkbox"/> Students will be able to:</p> <p>-analyze historic events from around the world by examining accounts written from different perspectives (I)</p> <p>-understand the broad patterns, relationships, and interactions of cultures and civilizations</p>	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To understand the worldview held by Europeans prior to 1500 2. To understand the ways different 	<p>PAPER: 3-5 page paper (graded against rubric) over European worldview in 1500.</p> <p>UNIT EXAM: Regents sample</p>

Attachment 10(b) – Curriculum Framework

perspectives.	during particular eras and across eras (I) -analyze changing and competing interpretations of issues, events, and developments throughout world history (I)	people view the same event or issues from a variety of perspectives	questions
Unit Two: European Exploration and Colonization of the Americas			
I. European Exploration & Settlement (S2) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. (S3) Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface. (S4) Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms. (S5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of	Students will be able to: -analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans (I) -explain the importance of analyzing narratives drawn from different times and places to understand historical events (I) -develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry (I)	Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities: 1. To understand major turning points, such as the European exploration of and settlement in the Americas, by investigating the causes and other factors that brought about change and the results of these changes 2. To understand the impacts of European settlement on Native American Indians and Europeans 3. To investigate why people and places are located where they are located and what patterns can be perceived in these locations 4. To understand the ways different people view the same event or issues from a variety of perspectives	PROJECT: Students will participate in an “Explore & Conquer” exercise. Students will be broken up into groups and each group will represent a colonial power (or particular expedition) that settled in the US. Negotiations with their sponsoring crowns, encountered natives, and each other will take place between groups. Groups will give an in-class presentation on their particular group. Negotiations will be carried out in written form (graded against a rubric). Presentations will also be graded against a rubric.

Attachment 10(b) – Curriculum Framework

<p>citizenship, including avenues of participation.</p>			
<p>II. Colonial Settlement: Geographic, Political, and Economic Factors (S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York. (S2) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives. (S3) Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface. (S4) Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms. (S5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations (P) -analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources (I) -compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture (I) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the colonial period 2. To investigate why people and places are located where they are located and what patterns can be perceived in these locations 3. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital and natural and human resources 4. To analyze how the values of colonial powers affected the guarantee of civil rights and made provisions for human needs 	<p>Map quizzes in line with Regents requirements.</p> <p>QUIZ/TEST Regents style multiple choice test.</p>

Attachment 10(b) – Curriculum Framework

<p>citizenship, including avenues of participation.</p>			
<p>III. Life in Colonial Communities</p> <p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>(S2) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p>(S3) Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p> <p>(S4) Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans (I) -investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes (P) -analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface (I) -define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems (I) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To understand how European and other settlers adapted to life in the American colonies 2. To classify major developments in categories such as social, political, geographic, technological, scientific, cultural, or religious 3. To investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout the American colonies 4. To present geographical information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models 5. To investigate how people in colonial communities answered the three fundamental economic questions (What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?) and solved their economic problems 6. To analyze how values of a people affect the guarantee of civil rights and make provision for human needs 	<p>QUIZ Regents style quizzes throughout lessons.</p> <p>UNIT TEST: Regents sample questions</p>
<p>Unit Three: A Nation is Created</p>			

Attachment 10(b) – Curriculum Framework

<p>I. Background Causes of the American Revolution</p> <p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>(S3) Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p> <p>(S5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. (I) -understand the interrelationships between world events and developments in New York State and the United States -trace the evolution of American values, beliefs, and institutions (P) -analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources (I) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To understand the economic, political, and social causes of the American Revolution 2. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts 3. To investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems 4. To consider the nature and evolution of a constitutional democracy 	<p>3-5 Page paper (graded against rubric).</p> <p>QUIZ Regents style quizzes</p>
<p>II. The Shift from Protest to Separation</p> <p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>(S2) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed (I) -investigate key events and developments and major turning points in world history to identify the factors that brought about change and the 	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To understand how colonists’ concerns regarding political and economic issues resulted in the movement for independence 2. To compare and contrast different interpretations of key events and issues in New York State and United States history 	<p>QUIZ/TEST: Regents style quizzes.</p> <p>ORAL ARGUMENT: In class debate over issues of separation.</p>

Attachment 10(b) – Curriculum Framework

<p>the broad sweep of history from a variety of perspectives.</p> <p>(S4) Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p> <p>(S5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>	<p>long-term effects of these changes (P)</p> <p>-consider the nature and evolution of constitutional democracies throughout the world (I)</p>	<p>and explain reasons for these different accounts</p> <p>3. To consider the nature and evolution of constitutional democracies</p>	<p>TEST: Regents style multiple choice Test</p>
<p>III. Early Attempts to Govern the Newly Independent States</p> <p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>(S4) Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and</p>	<p>Students will be able to:</p> <p>-compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture (I)</p> <p>-trace the evolution of American values, beliefs, and institutions (P)</p> <p>-consider different historians' analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference</p>	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To understand how the colonists attempted to establish new forms of self-government 2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant 3. To compare and contrast different interpretations of key events and issues in New York State and United States history 	<p>TEST Regents style multiple choice test.</p>

Attachment 10(b) – Curriculum Framework

<p>other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p> <p>(S5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>	<p>influence historical interpretations (I)</p>	<p>and explain reasons for these different accounts</p> <p>4. To describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States constitutions, the Bill of Rights, and other important historic documents</p>	
<p>IV. Military and Political Aspects of the Revolution</p> <p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>(S3) Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p> <p>(S4) Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -understand the interrelationships between world events and developments in New York State and the United States (I) -evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. (I) -analyze how the forces of cooperation and conflict among people influence the division and control of the Earth’s surface (I) -explain how technological change affects people, places, and regions (P) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To understand how the colonists were able to unite against British power to win a major military and political victory 2. To understand how events on the national level influenced and affected New Yorkers 3. To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups 4. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources 	<p>PAPER: 2-3 page paper (graded against rubric)</p> <p>QUIZ: Map quiz over early battles in conflict.</p> <p>QUIZ: Map quiz over later battles in conflict</p>

Attachment 10(b) – Curriculum Framework

<p>economy solves the scarcity problem through market and nonmarket mechanisms.</p> <p>(S5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>			
<p>V. Economic, Political, and Social Changes Brought About by the American Revolution</p> <p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>(S2) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources (I) -compare various political systems with that of the United States in terms of ideology, structure, function, institutions, decision-making processes, citizenship roles, and political culture (I) -describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents (I) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To understand how a revolution can have a profound effect on the economic, political, and social fabric of a nation 2. To analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs 3. To present information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions 4. To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives 5. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing capital, natural, and human resources 	<p>PROJECT: Students will write a 4-6 page paper on what the US looked like before and after the Revolutionary War. Students will cover political, economic, social, religious, etc. aspects of the nation. Students will then be broken up into two groups for an in class debate: the debate will be over whether or not the US has changed for the better or worse since Independence.</p> <p>Unit TEST: Regents sample questions</p>

Attachment 10(b) – Curriculum Framework

<p>Unit Four: Experiments in Government</p>			
<p>I. The Articles of Confederation and the Critical Period</p> <p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States.</p> <p>(S3) Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p> <p>(S4) Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p> <p>(S5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -describe the evolution of American democratic values and beliefs as expressed in the Declaration of Independence, the New York State Constitution, the United States Constitution, the Bill of Rights, and other important historical documents (I) -analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs (I) -consider the nature and evolution of constitutional democracies throughout the world (I) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To understand the earliest formal structure of the United States government as expressed in the Articles of Confederation 2. To consider the nature and evolution of constitutional democracies 	<p>PAPER 2-3 page paper over Articles of Confederation (graded against rubric)</p>
<p>II. The New York State Constitution of 1877</p>	<p>Students will be able to:</p>	<p>Students will produce writing, take quizzes</p>	<p>Quiz, multiple choice regents</p>

Attachment 10(b) – Curriculum Framework

<p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>(S5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>	<p>-describe the evolution of American democratic values and beliefs as expressed in the New York State Constitution (I)</p>	<p>and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To understand the earliest formal structure of the New York State government, as expressed in the first New York State Constitution 2. To compare and contrast the development and evolution of the United States and New York State constitutions 3. To understand how the United States and New York State constitutions support majority rule but also protect the rights of the minority 	<p>questions.</p>
<p>III. The Writing, Structure, and Adoption of the United States Constitution</p> <p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>(S5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans (I) -identify and analyze advantages and disadvantages of various governmental systems (I) -describe how citizenship is defined by the Constitution and important laws (I) -compare and contrast the Constitutions of the United States and New York State (I) -understand the dynamic relationship between federalism and state's rights (I) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To understand the importance of the events that took place during the writing and adoption of the United States Constitution and to recognize their significance beyond their time and place 2. To explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and New York State over time 3. To understand that the New York State Constitution, along with other documents, served as a model for the development of the United States Constitution 	<p>2-3 page paper over constitution (topics to be determined).</p>

Attachment 10(b) – Curriculum Framework

		<p>4. To compare and contrast the development and evolution of the constitutions of the United States and New York State</p> <p>5. To define federalism and describe the powers granted to the national and state governments by the United States Constitution</p>	<p>Unit Test: regents example questions</p>
--	--	---	---

<p>Unit Five: Life in the New Nation</p>			
<p>I. New Government in Operation</p> <p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>(S2) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p>(S3) Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p> <p>(S5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -identify, respect, and model those core civic values inherent in our founding documents that have been forces for unity in American society (I) -understand how citizenship includes the exercise of certain personal responsibilities, including voting, considering the rights and interests of others, behaving in a civil manner, and accepting responsibility for the consequences of one’s actions (I) -analyze issues at the local, state, and national levels and prescribe responses that promote the public interest or general welfare, such as planning and carrying out a voter registration campaign (I) -analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the authors’ perspectives (I) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To understand how the new nation established itself and began to operate 2. To understand how political parties emerged in response to concerns at the local, State, and national levels 3. To understand how civic values reflected in the United States and New York State constitutions have been implemented through law and practice 4. To understand the relationship between and the relative importance of United States domestic and foreign policies over time 5. To analyze the role played by the United States in international politics, past and present 6. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources 	<p>Quizzes with Regents style questions.</p>

Attachment 10(b) – Curriculum Framework

<p>governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>	<p>-prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history (I)</p>	<p>7. To investigate how people in the United States solve the three fundamental economic questions and solve basic economic problems 8. To complete well-documented and historically correct case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians in New York State and the United States</p>	
<p>II. Age of Jackson</p> <p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>(S3) Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p> <p>(S4) Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p>	<p>Students will be able to:</p> <p>-discuss several schemes for periodizing the history of New York State and the United States (I)</p> <p>-compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture (I)</p>	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <p>1. To understand how an American consciousness began to develop during Jackson’s administration 2. To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations 3. To describe how ordinary people and famous historic figures in the local community, the State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States constitutions, the Bill of Rights, and other important historic</p>	<p>Map quizzes and test.</p>

Attachment 10(b) – Curriculum Framework

<p>(S5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>		<p>documents</p> <p>4. To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States</p> <p>5. To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions</p>	
<p>III. Pre-Industrial Age: 1790 - 1860s</p> <p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>(S3) Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p> <p>(S4) Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits (I) -describe the ideals, principles, structure, practices, accomplishments, and problems related to the United States economic system (I) -define and apply basic economic concepts such as scarcity, supply/demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems (I) -locate and gather geographic information from a variety of primary and secondary sources (P) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To understand the way of life of an agrarian society 2. To understand the nature and effect of changes on society and individuals as the United States began to move from an agrarian to an industrial economy 3. To describe historic events through the eyes and experiences of those who were there 4. To explore the meaning of American culture by identifying the key ideas, beliefs, patterns of behavior, and traditions that help define it and unite all Americans 5. To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic systems 6. To understand how scarcity requires people and nations to make choices that involve costs and future considerations 	<p>PROJECT: Students will pick an industry to do a research project on. They will create a "Day in the Life of an..." portrait of whatever industry chosen. Students will create a visual aid (to be determined) and write a 3-5 page paper on their industry. Students will also compare their chosen industry to its counterpart in today's economy.</p>

Attachment 10(b) – Curriculum Framework

<p>(S5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>		<p>7. To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions 8. To describe the relationships between people and environments and the connections between people and places 9. To use a number of research skills (e.g., computer databases, periodicals, census reports, maps, standard reference works, interviews, surveys) to locate and gather geographical information about issues and problems</p>	<p>Unit Test: Regents example questions</p>
---	--	--	---

<p>Unit Six: Division and Reunion</p>			
<p>I. Underlying Causes of the Civil War</p> <p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>(S2) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p>(S5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy;</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -discuss several schemes for periodizing the history of New York State and the United States (I) -develop and test hypotheses about important events, eras, or issues in New York State and United States history, setting clear and valid criteria for judging the importance and significance of these events, eras, or issues (I) -understand the interrelationships between world events and developments in New York State and the United States (I) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To understand the series of events and resulting conditions that led to the American Civil War 2. To understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives 3. To participate in a negotiating and compromising role-playing activity that mirrors the attempts at political compromise in the 1850s 	<p>2-3 page paper on causes of the civil War (graded against rubric).</p>

Attachment 10(b) – Curriculum Framework

<p>and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>			
<p>II. The Civil War Breaks Out</p> <p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>(S2) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p>(S3) Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p> <p>(S4) Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p> <p>(S5) Use a variety of intellectual skills to demonstrate their understanding of the</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -understand the broad patterns, relationships, and interactions amongst cultures during particular eras (I) -investigate the continual reshaping of the surface by physical processes and human activities (I) -select and design maps, graphs, tables, charts, diagrams, and other graphic (P) -analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations (I) -identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources (I) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To understand the development and progress of the Civil War 2. To investigate key turning points in the Civil War in New York State and United States history and explain why these events or developments are significant 3. To map information about people, places, and environments 4. To describe the relationships between people and environments and the connections between people and places 5. To identify and collect economic information related to the Civil War from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources 	<p>PROJECT: (This will be a 9 week project) Students will create soldier profiles from the Revolutionary War, Civil War, WW I, and WWII. Students will compare/contrast the life of soldiers from these 4 major conflicts. Each era’s soldier will get a 2-3 page paper (graded against rubric). Students will also create a visual aid to display the profiles they have created.</p> <p>Map quizzes.</p> <p>Regents style multiple choice test.</p>

Attachment 10(b) – Curriculum Framework

<p>necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>			
<p>III. Results of the Civil War</p> <p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>(S5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -consider different historians’ analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations (I) -identify, respect, and model those core civic values inherent in our founding documents that have been forces for unity in American society (I) -complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations (I) -compare and contrast the experiences of different groups in the United States (P) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To understand how the Civil War affected the development of the postwar United States and influenced other countries 2. To describe how ordinary people and famous historic figures in the local community, the State, and the United States have advanced fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States constitutions, the Bill of Rights, and other important historic documents 3. To consider the sources of historic documents, narratives, or artifacts and evaluate their reliability 4. To value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality 5. To analyze the role played by the United States in international politics, past and present 	<p>Map quizzes</p> <p>Regents style question quizzes</p> <p>Unit Test: Regents example questions</p>

Attachment 10(b) – Curriculum Framework

Unit Seven: An Industrial Society			
<p>I. The Maturing of an Industrial Society in the Second Half of the 19th Century</p> <p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States.</p> <p>(S3) Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p> <p>(S4) Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p> <p>(S5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits (I) -describe the ideals, principles, structure, practices, accomplishments, and problems related to the United States economic system (I) -compare and contrast the United States economic system with other national economic systems, focusing on the three fundamental economic questions (I) -explain how economic decision making has become global as a result of an interdependent world economy (I) -understand the roles in the economic system of consumers, producers, workers, investors, and voters (I) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To understand how industrialization led to significant changes in the economic patterns for producing, distributing, and consuming goods and services 2. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources 3. To define basic economic concepts such as scarcity, supply and demand, markets, resources, and economic growth 4. To understand how scarcity requires people and nations to make choices that involve costs and future considerations 5. To understand how people in the United States and throughout the world are both producers and consumers of goods and services 	<p>2-3 page paper, students choose from a list of topics (graded against a rubric).</p>

Attachment 10(b) – Curriculum Framework

<p>II. Changes in the Social Structure Altered the American Scene</p> <p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>(S2) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p>(S3) Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p> <p>(S4) Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p> <p>(S5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the</p>	<p><input type="checkbox"/> Students will be able to:</p> <p>-compare and contrast the experiences of different ethnic, national, and religious groups, including Native American Indians, in the United States, explaining their contributions to American society and culture (I)</p> <p>-research and analyze the major themes and developments in New York State and United States history (I)</p> <p>-analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the authors’ perspectives (P)</p> <p>-consider different historians’ analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations (I)</p>	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To understand how industrialization altered the traditional social pattern of American society and created a need for reform 2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant 3. To complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations 4. To consider the sources of historic documents, narratives, or artifacts and evaluate their reliability 5. To describe historic events through the eyes and experiences of those who were there 6. To understand how scarcity requires people and nations to make choices that involve costs and future considerations 	<p>Students will make charts comparing old social structures vs. new social structures. (graded against rubric)</p> <p>Multiple choice quizzes (regents questions)</p>
---	--	--	--

Attachment 10(b) – Curriculum Framework

<p>governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>			
<p>III. The Progressive Movement, 1900-1920: Efforts to Reform the New Society</p> <p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>(S4) Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p> <p>(S5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -describe the ideals, principles, structure, practices, accomplishments, and problems related to the United States economic system (I) -understand the roles in the economic system of consumers, producers, workers, investors, and voters (I) -prepare essays and oral reports about the important social, political, economic, scientific, technological, and cultural developments, issues, and events from New York State and United States history (I) -complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native American Indians, in New York State and the United States at different times and in different locations (I) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To understand how industrialization led to a need for reevaluating and changing the traditional role of government in relation to the economy and social conditions 2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant 3. To gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States 4. To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious 5. To describe historic events through the eyes and experiences of those who were there 	<p>PROJECT: Students will choose a reform movement from this period. Students will then be assigned either a "for" or "against" the cause and must take up the position assigned to them. Students will research their side and have an in-class 15 minute debate with their opponent. Students will also write a 3-5 page paper (graded against a rubric) on their position.</p> <p>Unit Test: Regents example questions</p>
<p>Unit Eight: The United States as an Increasingly Interdependent World</p>			

Attachment 10(b) – Curriculum Framework

<p>I. The United States Expands its Territories and Builds an Overseas Empire</p> <p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>(S2) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p>(S3) Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p> <p>(S4) Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p> <p>(S5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -discuss several schemes for periodizing the history of New York State and the United States (I) -analyze the United States involvement in foreign affairs and a willingness to engage in international politics, examining the ideas and traditions leading to these foreign policies (I) -evaluate the validity and credibility of historical interpretations of important events or issues in New York State or United States history, revising these interpretations as new information is learned and other interpretations are developed. (I) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To understand how and why the United States grew during the 19th century 2. To recognize that American territorial and economic growth had widespread economic, political, and social impacts both at home and abroad 3. To describe the reasons for periodizing history in different ways 4. To understand the relative importance of United States domestic and foreign policies over time 5. To analyze the role played by the United States in international politics, past and present 6. To compare and contrast different interpretations of key events and issues in New York State and United States history and offer reasons for these different accounts 	<p>Map quizzes</p> <p>Multiple choice quizzes (Regents questions)</p>
---	--	--	---

Attachment 10(b) – Curriculum Framework

<p>governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>			
<p>II. The United States Begins to Take a Roll in Global Politics</p> <p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>(S2) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p>(S3) Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p> <p>(S4) Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -understand the interrelationships between world events and developments in New York State and the United States (I) -describe the physical characteristics of the Earth’s surface and investigate the continual reshaping of the surface by physical processes and human activities (P) -investigate the characteristics, distribution, and migration of human populations on the Earth’s surface (P) -discuss several schemes for periodizing the history of New York State and the United States (I) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To understand how American relations with other nations developed between the end of the Civil War and the end of World War I 2. To describe the reasons for periodizing history in different ways 3. To understand the relative importance of United States domestic and foreign policies over time 4. To analyze the role played by the United States in international politics, past and present 5. To describe the relationships between people and environments and the connections between people and places 	<p>Map Quizzes</p> <p>Regents questions quizzes</p> <p>Unit Test: Regents example questions</p>

Attachment 10(b) – Curriculum Framework

<p>market and nonmarket mechanisms.</p> <p>(S5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>			
---	--	--	--

<p>Unit Nine: The United States Between the Wars</p>			
<p>I. The Roaring Twenties Reflect the Spirit of the Postwar Period</p> <p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>(S2) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p>(S3) Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits (I) -describe the ideals, principles, structure, practices, accomplishments, and problems related to the United States economic system (I) -understand the roles in the economic system of consumers, producers, workers, investors, and voters (I) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To understand the economic, social, and political development of America in the period between World War I and World War II 2. To understand the relative importance of United States domestic and foreign policies over time 3. To analyze the role played by the United States in international politics, past and present 4. To classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious 5. To understand how people in the United States and throughout the world are both producers and consumers of goods and services 	<p>2-3 page paper on one aspect of the Roaring 20s (graded against rubric).</p> <p>Regents style quizzes</p>

Attachment 10(b) – Curriculum Framework

<p>(S4) Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p> <p>(S5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>			
<p>II. The Great Depression</p> <p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>(S2) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p>(S3) Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits (l) -describe the ideals, principles, structure, practices, accomplishments, and problems related to the United States economic system (l) -understand the interrelationships between world events and developments in New York State and the United States (l) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To understand the economic, political, and social impacts of the Great Depression on the United States 2. To understand the economic, political, and social changes that took place in the world during the 1930s 3. To explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources 4. To understand how scarcity requires people and nations to make choices that involve costs and future considerations 	<p>PROJECT: Students will be broken into groups of 2 or 3 (to be determined). Each group will be assigned one or more (depending on importance/influence) aspect or reform of the Great Depression. Students will present their topics to the class with the help of a visual aid. Students will then be tested on the information presented in their colleagues presentations (multiple choice test in line with Regents requirements).</p>

Attachment 10(b) – Curriculum Framework

<p>which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p> <p>(S4) Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p> <p>(S5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>		<p>5. To evaluate economic data by differentiating fact from opinion and identifying frames of reference</p> <p>6. To develop conclusions about economic issues and problems by creating broad statements that summarize findings and solutions</p>	<p>Unit Test: Regents example questions</p>
--	--	---	---

<p>Unit Ten: The United States Assumes Worldwide Responsibilities</p>			
<p>I. World War II</p> <p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>(S2) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -understand the interrelationships between world events and developments in New York State and the United States (I) -analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for 	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To understand why World War II began and how it changed the lives of millions of people 2. To be aware of the much different world left as a legacy of World War II 3. To investigate key turning points in New 	<p>2-3 page paper on US entrance into WWII (graded against rubric).</p>

Attachment 10(b) – Curriculum Framework

<p>(S2) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p>(S3) Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p> <p>(S4) Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p> <p>(S5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>	<p>and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law (I)</p> <p>-understand the interrelationships between world events and developments in New York State and the United States (I)</p>	<p>2. To appreciate the historical background for the formation of United States foreign policy of this era</p> <p>3. To understand the relative importance of United States domestic and foreign policies over time</p> <p>4. To analyze the role played by the United States in international politics, past and present</p>	<p>the US’s roll in the Cold War. Debates and discussions carried out by students will be graded against a rubric. Students will research who/what they will be portraying and will write a 4-6 page paper (graded against a rubric) on the impact their Cold War player had during the Cold War and in its aftermath.</p>
<p>III. The United States in the Post-Cold War World</p>	<p>Students will be able to:</p>	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will</p>	<p>Regents style quizzes</p>

Attachment 10(b) – Curriculum Framework

citizenship, including avenues of participation.			
<p>Unit Eleven: The Changing Nature of the American People from World War II to Present</p>			
<p>I. Postwar Society Characterized by Prosperity and Optimism</p> <p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>(S2) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p>(S3) Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p> <p>(S4) Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -research and analyze the major themes and developments in New York State and United States history (I) -consider different historians’ analyses of the same event or development in United States history to understand how different viewpoints and/or frames of reference influence historical interpretations (I) 	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To understand that the period immediately following World War II was a prolonged period of prosperity with a high level of public confidence in the United States 2. To investigate key turning points in New York State and United States history and explain why these events or developments are significant 3. To compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts 	<p>2-3 page paper (topics chosen by students) (graded against rubric).</p> <p>Regents style quizzes</p> <p>Map quizzes</p>

Attachment 10(b) – Curriculum Framework

<p>market and nonmarket mechanisms. I</p> <p>(S5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>			
<p>II. The United States Begins a New Century</p> <p>(S1) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.</p> <p>(S2) Use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.</p> <p>(S3) Use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.</p> <p>(S4) Use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> -identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources (I) -describe the ideals, principles, structure, practices, accomplishments, and problems related to the United States economic system (I) -compare and contrast the United States economic system with other national economic systems, focusing on the three fundamental economic questions (I) -explain how economic decision making has become global as a result of an interdependent world economy (I) -analyze the United States involvement in foreign affairs and a willingness to engage in 	<p>Students will produce writing, take quizzes and exams, produce an individual project and/or a group presentation that will demonstrate their abilities:</p> <ol style="list-style-type: none"> 1. To understand the economic, social, and political trends that shaped the end of the 20th century and point to the 21st century 2. To investigate problems and opportunities the United States faces in its immediate future 	<p>2 page paper on the future of the US (graded against rubric)</p> <p>Unit Test: Regents example questions</p>

Attachment 10(b) – Curriculum Framework

<p>to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.</p> <p>(S5) Use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.</p>	<p>international politics, examining the ideas and traditions leading to these foreign policies (I)</p> <p>-compare and contrast the values exhibited and foreign policies implemented by the United States and other nations over time with those expressed in the United Nations Charter and international law. (I)</p>		
---	---	--	--

Attachment 10(c): Curriculum Implementation Work Plan

(c) Curriculum Implementation Work Plan

Provide a detailed work plan to demonstrate how the applicant team would use the curriculum framework included as Attachment 10(b) to develop the tools that teachers would use to implement the curriculum. At a minimum, your response to this request should include a specific timeline for implementation, identify all key tasks, the personnel that would either lead or participate in the process, and explain the outcome (for example, curriculum maps, scopes and sequence, instructional handbooks, etc.) of the implementation work plan from potential charter approval to start-up.

The following six phase plan summarizes the ROADS approach to curriculum implementation:

Phase One – Overarching Goals: Hire Key Staff and Get Materials (January – March)

- Actions:
 - Hire Executive Director for ROADS and curriculum consultant
 - Summarize curriculum materials
 - Interview publishers, founding team, and other users
- Outputs:
 - Several samples of all curriculum and assessment materials articulated in this application
 - Summary chart of each resource including detailed description, why it was selected, where they are being used with analogous populations, pros/cons (if known), and proposed use at ROADS
 - List of possible point people for training – on each and across the board

Phase Two -- Overarching Goals: Principals Refine Choices and Order Materials (March -- April)

- Actions:
 - Principals review materials and summary
 - Principals propose refinements/additions to choices
 - Principals/consultant order materials
- Outputs:
 - Revised summary chart that is “teacher friendly”
 - Resource delivery and distribution timeline

Phase Three – Overarching Goals: Hire teachers, Design Summer Institute, Annual PD Calendar, and Resources Distribution (April – June)

- Actions:
 - Principals hire Director of Curriculum and Instruction and teacher (focusing on lead teachers)
 - Principals, DCI, and select training partners
- Outputs:
 - Scope, sequence, goals, and approach for summer institute and annual PD calendar – including but not limited to ensuring all teachers are familiar with curriculum resources
 - All teachers have key curriculum resources

Phase Four -- Overarching Goals: Summer Institute and Teaching Assignments (July)

- Actions:
 - Professional development delivered – including unit exemplars

Attachment 10(c): Curriculum Implementation Work Plan

- Teacher schedules finalized
- Principals articulate what they expect to be completed in terms of curriculum planning by Day 1
- Outputs:
 - Summary of teacher feedback on PD – what worked and what more they need
 - Teacher schedules
 - Principal expectations for planning – including model units and assessments

Phase Five – Overarching Goals: Paid Teacher Planning and Support (July and August)

- Actions:
 - Teachers refine scope and sequence for first three semesters
 - Teachers create at least their first two 6-week units
 - Administrators support development – hire consultant support as necessary
- Action Steps:
 - Scope and sequence for each course
 - First three units for each course

Phase Six – Overarching Goal: Continued R/D in Year One

- Actions:
 - Bi-weekly meeting of instructional leadership team
 - Formal curriculum materials review mid-year and end-year
 - Implementation of PD
- Outputs:
 - Summary of teacher feedback on PD
 - Summary of teacher comments on curriculum resources
 - DCI summary of actions to be completed over the summer to refine for Year 2

Attachment 10(d) – Sample Unit Plans

(d) *Sample Unit Plans*

Provide at least one sample unit plan for mathematics and one sample unit plan for English language arts for one of the grades that you intend to offer in the first year of operation. These unit plans should minimally include relevant Common Core and other applicable standards, suggested pacing, instructional strategies, methods of assessment, instructional materials identified in other parts of the proposal, and should be consistent with any unique aspects of the proposed educational model or design.

Sample Unit Plan for ELA – see below



Short Story Unit Overview

ELA 9th Grade Short Story Unit

Summative Assessment

Students will take a multiple-choice assessment and write a unified essay comparing and contrasting themes in two short stories.

Essential Questions

- Why do writers choose the short story genre?
- How do short story writers hook and hold their readers?
- Why is understanding the theme(s) of a story so important?
- How do I read between the lines?
- How do I actively listen for key points in a story?
- How do I write to clearly express my thoughts?
- How do I revise and assess my own writing?

Enduring Understandings

- Character analysis is essential to understanding a short story
- Characters often change as a result of conflict and that change is one way to figure out the short story's theme
- Writers make deliberate and thoughtful decisions about style, tone, structure, and word choice in order to convey the theme
- Writers give us insight into the human experience through their work
- Short stories have a unique plot structure

Focus Questions

Week 1: Plot Structure & Character Analysis

- ❖ What do all stories have in common?
- ❖ What makes a short story unique?
- ❖ How can I make inferences about characters?

Week 2: Plot Structure & Character Analysis, Part II

- ❖ How do a character's actions define him/her?
- ❖ What are the different types of conflicts?
- ❖ How do I connect with the character or conflict?
- ❖ How does summarizing a story help me get to the essence of it?

Week 3 : Theme and Literary Devices

- ❖ What is symbolism and how does it influence the story?
- ❖ What is the importance of imagery?
- ❖ What is the role of setting?

Week 4: Literary Devices, Part II

- ❖ What literary tools does the writer use to develop the story?
- ❖ How does the author's perspective influence the meaning?

Week 5: Comparison and Contrast

- ❖ How do we analyze stories by comparing and contrasting them?
- ❖ How can we compare and contrast the use of language by two different authors?

Week 6: Analyzing Theme Through Writing

- ❖ How can I demonstrate my understanding of a short story through writing?
- ❖ How do I use the revision process to clarify my ideas?

Student Outcomes: What do you want students to know, understand and be able to do by the end of this unit?

- | | |
|---|---|
| <ul style="list-style-type: none"> ○ Read, discuss, present, and appreciate a variety of short fiction texts ○ Identify and summarize elements of short story plot ○ Identify, analyze and compare themes in various short stories ○ Analyze fiction texts, especially the characters: their traits, motivation, response to other characters and events and how this connects to the story's theme | <ul style="list-style-type: none"> ○ Utilize reading strategies: visualization, inferring, making connections to other texts and the world ○ Support their ideas with evidence from the text ○ Analyze and subsequently revise work to improve its clarity and effectiveness. ○ Produce an essay that compares and contrasts theme in two short stories |
|---|---|

Examples of Content-Specific Vocabulary

Attachment 10(d) – Sample Unit Plans

Unit Rationale: *Why Read Short Stories?*

For this unit, students will read a variety of **short stories**. Many short story anthologies for young adults are already in your classroom library and are listed in the section “Themes and Texts.” We recommend this focus for several reasons:

- ✓ A short story can be highly engaging and finished in a few days (or even a day, in some cases) and so is good for our transitional population. Meaning, if a student enters in the middle of a short story they will still be motivated to read, knowing they can catch up to the rest of the class much quicker than if the class was in the middle of a novel.
- ✓ Students will practice a wider variety of comprehension strategies in a shorter period of time because they will experience a beginning, middle and an end to a story more frequently than with a novel.
- ✓ If a student doesn’t like a particular short story, they will not have to be disinterested for a long period of time—another story will be starting soon.

Why is it important to examine theme in short stories?

Writers of short stories have “something to say” to their readers and do so in a limited amount of space. The **theme, or the message about life an author conveys in a story**, is often implicit and needs to be uncovered. This makes finding the theme an often challenging, but essential, task in order to fully comprehend a story. It is important for students to make inferences about various story elements and to understand the deliberate choices short story writers make and identify evidence in the text to support the theme.

Each week in this unit, students will acquire the skills and knowledge needed to compare and contrast theme in two short stories (Week 6). They will step into the mind of the writer and find out what he/she is really saying, based upon **evidence**, not the students’ opinions. They will do so by examining the various methods writers use to express the theme(s) of short stories:

- Character Development (Weeks 1 and 2)
- Plot structure (Weeks 1 and 2)
- Literary Devices (i.e., figurative language, point of view, setting) (Weeks 3 and 4)

Weeks 5 and 6 will focus on comparing and contrasting themes in multiple stories.

With what is this unit aligned?

In this unit, students should not only gain an appreciation for literature, but they should also acquire the skills to engage at a high level with texts. Towards this end, the unit is aligned with:

- ✓ **ELA Common Core Standards** (abbreviated in each weekly map and included in whole in the Appendix)

Example of the abbreviated form in the weekly map:

Addresses the following **Common Core Grades 9-10 ELA Standards**: RSL 1, RSL 3, WS 1: a, WS 4

Attachment 10(d) – Sample Unit Plans

✓ **Regents Exam** (included in **bold**)

Instructional tips, activities, assessments and vocabulary aligned with the Regents Exam are included. The language that is particularly prevalent on this exam is in **bold** in order to encourage frequent use and to equip students with the tools necessary for success.

Example:

Students will apply the reading strategies they have learned to produce writing that develops a **controlling idea** about a character in a story and will support that claim with **evidence** from the **text**.

What additional resources are provided?

✓ **Instructional Materials**

This unit makes use of instructional materials which you currently have available to you. **Teach! (T)**, **Principles and Practices (PP)** from Kaplan’s *Text Connections* and **When Kids Can’t Read (WKCR)** have been referenced throughout as additional guides for instructional support. *Example:*

Students will infer traits about the protagonist using textual evidence to support claim by pausing during reading and asking, “what kind of person is s/he?” and “what makes me think this?” (WKCR, 61; T, 478) (WKCR, 73; PP, 119, 324)

✓ **“Teaching Tips”**

In addition to the weekly rationale, you will find “teaching tip” boxes that are meant to offer further guidance and/or enhance the unit. *Example:*



For this unit the use of film can be particularly helpful. Using short, poignant movie clips, you can demonstrate the use of a comprehension skill or strategy without the student having to struggle through the words of a text. This can allow them to learn and practice these strategies and use them when they need to get through a text that is difficult.

✓ **Social Emotional Connections**



The weekly maps include suggestions for connecting the objectives to students’ social emotional development.

Example from Week 1:



Reading can be a source of support...and it can call upon (students) to assess their own behaviors and value systems.

✓ **Extensions**

Additional objectives and activities are included that are designed to offer greater challenge to students and provide for differentiated instruction. Depending upon the available space, they are located in either the “Possible Activities & Support” or “Possible Assessment” columns.

✓ **Formative and Summative Assessments**

Weekly sample formative assessments are provided and should be used to inform teaching the following week. A culminating summative assessment is included at the end of the unit (see Appendix for further information).

Attachment 10(d) – Sample Unit Plans

✓ **Vocabulary**

Key literary terms that align with the week’s objectives are included at the bottom of the weekly map. A complete list of the  content-specific literary terms and  writing terms and definitions can be found in the appendix. Vocabulary that is specific to the Regents exam is in **bold**.

✓ **Appendix**

The appendix contains information about activities and assessments, a complete list of the unit’s suggested short stories, sample lesson plans, graphic organizers and templates, unit-related vocabulary lists, strategies for conferring with students, strategies for guided reading groups, and the ELA Common Core Standards.

What else should I keep in mind as I teach this unit?

✓ **Reading Strategies**

Throughout this unit, consider referring to the many strategies described in ***When Kids Can’t Read, What Teachers Can Do***. When students acquire the strategies necessary to engage with the text **before, during** and **after** reading, their independence and motivation to read will increase. Every strategy need not be used every week, or for every story. However, used appropriately, these methods can serve to guide the dependent, struggling readers in your class toward independence and success, as well as challenge the independent, proficient readers to achieve further mastery. Suggestions for strategies to use each have been provided for you in the Weekly Rationale.

Consider also referring to the many strategies described in ***Teach!*** to support students in **independent and paired reading** (pages 77-159). **Literature Circles** are also a great instructional strategy for having students comprehend and interpret short stories together (pages 262-263).



Suggested Texts

The short stories in this unit have been selected on the basis of your students’ interests, as well as in order to align with Common Core and New York State standards. The stories take into account:

- Text Complexity (See Common Core Standards method for assessing text)
- Diversity of Interest (Topic, Culture, Gender, etc.)



Hook: Each week begins with a “hook” suggestion. This story is generally a low-complexity, engaging text that you can use to illustrate one or more of the skills for the week. The less complex texts are meant to build motivation for reading and capacity for understanding in your students. Use these stories as tools for introducing the higher level text suggestions and more advanced concepts each week, and refer back to them as needed.



Required Read: The next suggestion is the “required read” for the week. These (often classic) stories are also engaging, but have greater text complexity, so students will require greater instructional support in an effort to dissect the text.



Story Bank: The third category includes a bank of stories to choose from, ranging from low to high in complexity.

Attachment 10(d) – Sample Unit Plans



You should also begin each week by discussing and referring to stories from the previous week’s assessment. The stories, as well as the skills and information, are designed to build upon each other throughout the unit.



Formative Assessments

The weekly formative assessments are meant to be used as tools for identifying where your students are on “their path to understanding” (*Teach!*, p. 443). They are not meant to engender the type of stress typically associated with a summative assessment. Let students know in word and deed that they will be supported in learning the information, even if it means returning to it the following week(s).

Analyzing the results of the assessments will allow you to determine which concepts must be re-taught the following week. The stories from the previous week’s assessment should also be used as a way to re-teach former objectives, as well as to model the next week’s skills.



Engage students in the process of assessment by showing them the weekly rubrics in advance, so that they know exactly what is expected of them. Have them frequently analyze student work (their own and other’s) in order to show there is a purpose and audience for their writing.

Additionally, you can use RAFT (Role, Audience, Format, Topic) (*Teach!*, p. 414) to develop engaging and creative assignments and assessments of your own. Using this method, you can give students a variety of options for responding to a given story. For example,

Role	Audience	Format	Topic
One of the three little pigs	Another little pig	Dialogue	How to build a better house
Wolf	Brick-laying company	Petition	Reasons to shut down operations

Attachment 10(d) – Sample Unit Plans

Week 1 Rationale: Plot Structure and Character Analysis I

Introduction

As you launch this unit, it is critical to “hook” your students on short stories. The first day or two should be used to:

- ✓ Introduce the unit in a motivating way (see Pre-Reading Activities)
- ✓ Outline the unit and its goals
- ✓ Set high expectations for students

Pre Reading Activities:

1) Writer’s Mind: Introduce the concept of reading the mind of the artist by using other media (i.e., music, movies). “Deconstruct” a well-known song or movie to find out what that singer/director is really saying. Explain that this is what we will be doing with short stories in this unit, “uncovering” the meaning behind the words.

2) Anticipation Guides (refer to *WKCR*, 74-80 and *T*, 85-86)

Plot Structure

You may want to use a simplified story plot map (and familiar story) to introduce the concept of plot structure. For example:

Story Plot Maps	Example				
SWBS (Somebody Wanted But So) (<i>WKCR</i> , 144-152)	S (omebody): The three little pigs W (anted): To build a strong house where they could live and be safe B (ut): Their houses were weak and the wolf continued to blow them down S (o): The pigs built a house of brick, too strong to blow down, and lived happily ever after.				
Problem + Solution = Story Plot	Problem: The first two little pigs built houses that were too weak and did not protect them from the wolf.		Solution: The third pig built a house of brick that protected them from the wolf.		
Sequence Chart (<i>T</i> , 184)	First...	Then...	Next...	After that...	Finally...

Beginning this way will allow students to acquire the concepts of the arc of a story before introducing the more sophisticated language (e.g., exposition). However, you may determine that your students are ready this week for the language (see Week 2).

Character

This first week includes a focus on character study because:

- ✓ If students can “get” the protagonist, they are more likely to “get” the story.
- ✓ If students care about the main character, they are more likely to be invested in the story. Like watching a movie, if we do not empathize with the protagonist, we will not pay much attention to what happens to him and the significance of what he does.

Attachment 10(d) – Sample Unit Plans



Formative Assessment

The Week 1 Formative Assessment reflects all of the concepts and skills that have been taught throughout the week. Although students will not see the story or the *content* of the formative assessment until the end of the week, they should have multiple opportunities to “practice” the *form* of the assessment. Use the same types of questions, graphic organizers and writing samples with other stories throughout the week, so that students are prepared to succeed.

After administering the assessment, use the provided scoring key and rubric to assess students’ performance. Analyze the results of Week 1 Formative Assessment in order to

- 1) Identify concepts that need to be re-taught during Week 2
- 2) Highlight Week 1 examples of exemplary analysis of character and plot structure
- 3) Introduce the concept of a rubric and demonstrate its use for self and peer assessment



Suggested Texts

As mentioned in the rationale, this first week of the unit is used to generate excitement about the short story genre. The texts are suggested because they are both motivating and accessible for students. For example, “Wings” is a hopeful and inspiring story to start the unit and “hook” students, while “Thank You, Ma’am” and “Charles” are rich in character development. All three stories have plot structures which are fairly clearly defined. As you help students acquire new and more challenging information and skills throughout the unit, it will be important and helpful for you to refer back to these stories in your teaching.

Strategies/Connections

Pre-Reading Use an **Anticipation Guide (WKCR, 74, Sample, 78)** that asks students to agree or disagree with some of the themes, ideas and concepts that will be present in the text. This guide can be used during and after reading, as well. It will promote active engagement and inquiry, as students discuss topics relevant to their lives that have no clear-cut answers.

During Reading Use **Character Bulletin Boards (WKCR, 134)** to visualize characters, as well as gather details about what they think, feel, say and do.

After Reading Use **Somebody Wanted But So (WKCR, 144-152), Sketch to Stretch (p. 171-172)**

Introduce Regents vocabulary:

- **controlling idea** and **evidence**



Social Emotional Connection

At this stage in their lives, students are looking for examples of characters who they can relate to and/or those who challenge their belief systems. Reading can be a window into another world as well as a source of support. If we put great stories in their hands early on, we call upon them to assess their own behaviors and values in order to connect with the characters.

Attachment 10(d) – Sample Unit Plans

Short Story Unit Week 1:

Plot Structure and Character Analysis, Part I

Formative Assessment

Multiple Choice, Story Map & Identity Chart: After reading “**Little Things Are Big**” by Jesus Colon, students will apply the reading strategies on plot structure and character analysis.

Focus Questions

- ❖ What do all stories have in common?
- ❖ What makes a short story unique?
- ❖ How can I make inferences about characters in the story?

Teaching Objectives

- Students will identify the plot structure of a story by thinking about how stories usually go (i.e., Somebody Wanted But So, Sequence Map, arc of the story). *(PP, 139; T, 471, 473)*
- Students will infer traits about the protagonist using textual evidence to support claim by pausing during reading and asking, “what kind of person is s/he?” or “what makes me think this?” *(WKCR, 61; T, 478)*
- Students will identify what the protagonist wants and what motivates him/her. *(T, 478)*
- Students will use what they know about their characters and story structure to make predictions. *(At end of lesson, consider discussing that sometimes we need to revise those predictions.) (PP, 68)*

Possible Activities & Support

- Create a list: Characteristics of YA short stories
 - Map the arc of a story for a movie they’ve seen
 - Reorganize shuffled story events, fill in missing events
 - Character Bulletin Boards *(WKCR, 134)*
 - Record details about what characters think, believe, say and do in order to make inferences
 - Draw an illustration of an important event and include a caption describing the scene.
 - Journal about emotional response to character
- Extension:* Some students may need the challenge of analyzing multiple characters, not just focusing on the protagonist.

Possible Assessments

- Arc of a story graphic organizer *(T, 474)*
 - Quiz on plot structure definition and identification
 - Group work: Literature Circle or Group Discussions
 - What I Learned Today *(T, 321-322)*
 - Draw a quick sketch of character that gives clues of the person’s traits
 - Create a cartoon strip showing a sequence of events from the story
-  Ask students to reflect on what they want in life and what motivates or pressures them

Vocabulary

 characterization, narrator, traits, plot structure, conflict, protagonist, motivation,
 **text evidence**

Suggested Texts

-  “**Wings,**” Christopher Myers
-  “**Thank You, Ma’am,**” Langston Hughes
-  “**Raymond’s Run,**” Toni Cade Bambara
- “**Charles,**” Shirley Jackson

Addresses the following **Common Core Grades 9-10 ELA Standards:** RSL 1, RSL 3, WS 1: a, WS 4

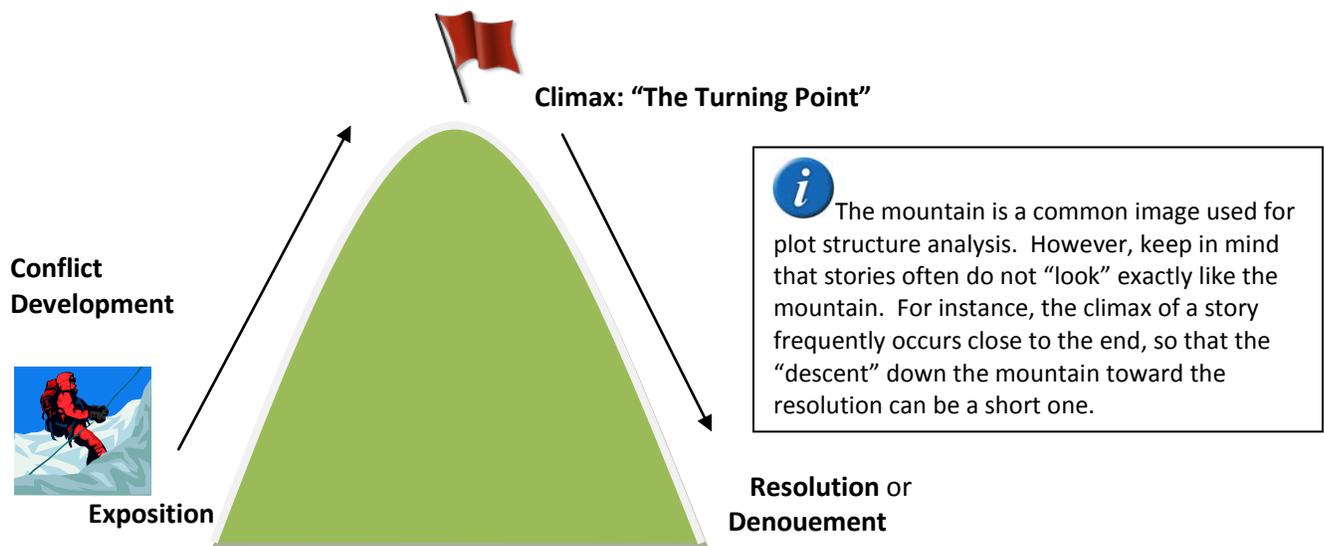
Attachment 10(d) – Sample Unit Plans

Week 2 Rationale: Plot Structure and Character Analysis II

Continue to refer to the concept of “uncovering stories,” digging deep to understand the message about life (**theme**) the author is conveying to us. This week, encourage students to go even deeper in their analysis of plot and character to uncover the meaning in the story.

Character Analysis and Plot Structure II

Last week, students gained the foundation for understanding story plot by applying a basic story map to comprehend stories with clearly defined plots. This week, refer to the Plot Diagram (*T*, 474) to illustrate how the plot moves and changes with the character and his/her experiences. Use the more challenging terms to define the arc of a story (i.e., exposition, conflict development, climax, resolution/ denouement).



Formative Assessment

The Week 2 Formative Assessment reflects all of the concepts and skills that have been taught throughout the week. Although students will not see the story or the *content* of the formative assessment until the end of the week, they should have multiple opportunities to “practice” the *form* of the assessment. Use the same types of questions, graphic organizers and writing samples with other stories throughout the week, so that students are prepared to succeed.

After administering the assessment, use the provided scoring key and rubric to assess your students’ performance. Analyze the results of Week 2 Formative Assessment in order to

- 1) Identify concepts that need to be re-taught during Week 3
- 2) Highlight Week 2 examples of exemplary analysis of character and plot structure
- 3) “Pull together” student character and plot analyses from Week 2 to identify theme as a class, then apply process to other stories (See first objective Week 3)
- 4) Introduce the concept of a rubric and demonstrate its use for self and peer assessment
- 5) Model revision and editing as part of the writing process
(Preparation for essay in Weeks 5 and 6)

Attachment 10(d) – Sample Unit Plans



Suggested Texts

Begin Week 2 by reviewing “Little Things are Big”(Week 1 Formative Assessment) as a class.

This week’s stories encourage more in-depth character and plot analysis. Refer back to stories from Week 1 in order to illustrate new concepts. For instance, in order to teach *round vs. flat* and *static vs. dynamic* characters, use the main character from “Raymond’s Run” (Week 1) as a good example of a *round* or *dynamic* character in order to introduce the more complex dynamic characters in “The Necklace” and “The Most Dangerous Game.”

Use stories with a variety of plot structures that are specific to short stories this week. For example, stories such as “The Sniper” and “The Most Dangerous Game” have plots with a twist at the end, while others end without a clear resolution, as in “Slipping Away.”



Social Emotional Connection

The objectives this week address a concept that impacts the lives of your students on a daily basis—dealing with conflicts. Have students read actively, questioning the characters and their actions. Ask them how they identify with the characters and whether they agree or disagree with how the character chose to deal with the conflict. If they find the resolution unsettling, ask them to reflect on how they would have responded in that situation.

Strategies/Connections

Pre-Reading

Use **Probable Passage (WKCR, 87, Sample, 88)** as a strategy that allows students to

- 1) Categorize key terms from the story by story element (i.e., character, setting, problems and outcomes)
- 2) Develop a summary statement about the story prior to reading
- 3) Activate prior knowledge about topic
- 4) See causal relationships, make inferences and form images about text (**WKCR, 87**)

During Reading

Use **ABCs of Comparing and Contrasting (WKCR, 132, Sample 133)** in order to gather details about characters in a story (i.e., Rainsford and Zaroff from “The Most Dangerous Game”).

Continue to utilize:

- Independent and Paired Reading (**T, 77-159**)
- Literature Circles (**T, 262-263**)

Introduce Regents vocabulary:

- **characterization, plot structure, evidence**



Reminder: The short story “The Porcelain Man” by Richard Kennedy should only be used for the formative assessment at the end of the week and not used earlier. Refer back to the story in Week 2 for use in re-teaching and teaching of new concepts.

Attachment 10(d) – Sample Unit Plans

Short Story Unit Week 2: Character Analysis and Plot Structure, Part II			
Formative Assessment			
<p>Multiple choice, Arc of a Story Diagram & Letter to a Friend: After reading “The Porcelain Man” by Richard Kennedy, students will complete the arc of a story diagram as well as identify and classify a character’s conflict and analyze how the conflict was resolved.</p>			
Focus Questions			
<ul style="list-style-type: none"> ❖ How do a character’s actions define him/her? ❖ What are the different types of conflicts? ❖ How do I connect with the character or the conflict? ❖ How does summarizing a story help me get to the essence of it? 			
Teaching Objectives			
<ul style="list-style-type: none"> • Students will analyze the arc of a story by identifying how the characters respond to the conflict they face and infer what that says about them. (T, 478) • Students will analyze the conflict(s) the characters face by asking, “What is getting in the way of the character getting what he wants? Is the conflict internal or external?” (T, 478) • Students will classify the characters’ conflicts as either man versus self (internal), man versus man (external), or man versus nature (external), man versus society (external). (T, 477) • Students will analyze how the characters’ actions affect other characters. (T, 478) 			
Possible Activities & Support	Possible Assessments		
<ul style="list-style-type: none"> ○ “Open Mind”: Brainstorm what might be going through the mind of the main character (T, 180) ○ Identify and classify the kind of conflict in a movie they’ve seen. ○ Dynamic vs. static (or flat vs. round) Characters (T, 478) ○ Character, Conflict, Change Chart (T, 481) ○ Generate Student Rubric (PP, 299) ○ Compare story plots to modern-day sitcoms <p><i>Extension:</i> Introduce students to other common forms of conflict: man versus technology/machine, man versus fate.</p>	<ul style="list-style-type: none"> ○ Retelling as Assessment (T, 313) ○ Writing: students place a sticky note where they identified a conflict, and/or a character’s response to a conflict, jotting their thoughts ○ What I Learned Today (T, 321-322) ○ Use student rubric to self and/or peer assess (PP, 299) <p> Ask students whether they agree or disagree with how the character dealt with the conflict. How would they have responded in that situation?</p>		
Vocabulary	Suggested Texts		
<p> exposition, conflict development, climax, , resolution, denouement, motivation, characterization, conflict, internal, external, man versus man, man versus nature, man versus society</p> <p> controlling idea, convey</p>	<p> “Shoes for Hector,” Nicholasa Mohr</p> <p> “The Sniper,” Liam O’Flaherty</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p> “The Most Dangerous Game,” Richard Connell</p> </td> <td style="width: 50%; vertical-align: top;"> <p> “The Lesson,” Toni Cade Bambara</p> </td> </tr> </table>	<p> “The Most Dangerous Game,” Richard Connell</p>	<p> “The Lesson,” Toni Cade Bambara</p>
<p> “The Most Dangerous Game,” Richard Connell</p>	<p> “The Lesson,” Toni Cade Bambara</p>		
<p>Addresses the following Common Core Grades 9-10 ELA Standards: RSL 1, RSL 2, RSL 3, WS 1: a, WS 4</p>			

Attachment 10(d) – Sample Unit Plans

Week 3 Rationale

At this point in the unit, students should be more skilled at identifying what the writer is really saying. They have learned to analyze plot structure and character in order to uncover the meaning behind the words. This week, students are asked to focus on theme by itself, as well as to examine a writer’s literary devices as they relate to the theme.

Theme

Theme can be understood by comparing it to the building of a house. Guide students through a discussion of working with an architect to build their “dream home” (See Discussion Activity in *T*, 472). A short story writer similarly must pull together all of the design and style elements to create a her “vision”-the story’s theme. Remind students that they already understand and know how to identify many of those elements.



Students should be given multiple opportunities to “practice” identifying the theme in stories (See Activities). Consider using previous stories at the beginning, so that students can focus on explaining their method for figuring out the theme.

For example:

Story	Theme(s)	How Did I Figure it Out? (Text Evidence)
“There Was an Old Woman Who Had So Many...”-Sandra Cisneros	Before you judge someone, take time to look at the whole situation	Character Analysis- The writer changed her thinking numerous times, first judging the “bad children” in the story and then the people who are “without respect for all things living...”



If students have difficulty understanding “theme,” try connecting it to the idea of a moral, which students will likely be familiar with from fairytales and other stories. It is also important to note that stories may often have more than one theme (i.e., Kate Chopin’s “The Story of an Hour”). This provides an excellent opportunity for class discussion and/or debate about theme, requiring students to defend their claims with text evidence (see Activities in the Appendix).

Literary Devices (Symbolism, Imagery and Setting)

Short story writers often make use of symbolism, imagery and setting in order to convey their message. This week’s stories specifically highlight these literary devices. Show students how analyzing the setting, certain symbols and images is one more way to uncover an author’s message. Consider pointing out to students that sometimes setting is extremely important to a story and other times it’s not.



The use of **art** can be a powerful tool for this week’s focus. You might want to display images that represent a setting or image in the story in order to give it context and meaning. Or, you may want to have students create their own artwork, based on the images they “see” as they are reading. **Poetry** can also be used to highlight this week’s literary devices.

Attachment 10(d) – Sample Unit Plans



Formative Assessment

The Week 3 Formative Assessment reflects all of the concepts and skills that have been taught throughout the week. Although students will not see the story or the *content* of the formative assessment until the end of the week, they should have multiple opportunities to “practice” the *form* of the assessment. Use the same types of questions, graphic organizers and writing samples with other stories throughout the week, so that students are prepared to succeed.

After administering the assessment, use the provided scoring key and rubric to assess your students’ performance. After analyzing Week 3 Formative Assessment, use the results in order to

- 1) Identify areas that need to be re-taught during Week 4
- 2) Highlight examples of exemplary analysis of theme and literary devices from Week 3
- 3) Model revision and editing as part of the writing process
(Preparation for essay in Weeks 5 and 6)



Suggested Texts

Begin Week 3 by reviewing “The Porcelain Man” (Week 2 Formative Assessment) as a class.

The text suggestions this week highlight one or more of the week’s objectives. For example, “The Bike” by Gary Soto is rich with figurative language, while the theme in “Fat Man Walking” is both easy to identify, as well as critical to the story. Stories with greater text complexity, such as “The Lady or the Tiger” have multiple themes that would provide for excellent classroom debate and discussion. “The Tell-Tale Heart” and “The Key” utilize symbolism and mood. Use the provided organizers to help students identify and analyze how and why these various literary have been used by the writer.

Strategies/Connections

Pre-Reading

Use **Tea Party (WKCR, 95)** as a means for getting students literally actively engaged prior to reading. Introduce the concept of theme and invite predictions and discussions about what the themes might be.

During Reading

Use **Double Entry Journals (WKCR, 127)** to encourage response to story details. You might also use the same concept in reverse (i.e., respond to the story on one side and list details to explain on the other).



Social/Emotional Connection

This week addresses the meta-cognitive development of our students. They are being asked to “think about their own thinking” when they describe how they found a theme in the story. This is an essential life skill. There are many ways to encourage and enhance meta-cognition in your students:

- ❖ Model your thought process as you are reading
- ❖ Verbalize what you are thinking as you figure out a problem
- ❖ Show how you are linking new information to old in your mind



Reminder: The short story “The Last Kiss” by Ralph Fletcher should only be used for the formative assessment. Refer back to the story in Week 4 for use in re-teaching and teaching of new concepts.

Attachment 10(d) – Sample Unit Plans

Short Story Unit Week 3: Theme and Literary Devices (Symbolism & Setting)			
Formative Assessment			
<p>Multiple Choice, Short Answer Theme Response and Literary Device Chart: After reading “The Last Kiss” by Ralph Fletcher, students will identify the story’s theme and analyze literary devices that support this theme. <i>T, 203, 218)</i></p>			
Focus Questions			
<ul style="list-style-type: none"> ❖ What is symbolism and how does it influence the story? ❖ What is the importance of imagery? ❖ What is the role of setting? 			
Teaching Objectives			
<ul style="list-style-type: none"> • Students determine the theme(s) (<i>the message about life an author conveys in a story</i>) of a story by analyzing the main conflict, how the character responded, and the result of that response. <i>(T, 478)</i> • Students will identify symbols in the short stories, understanding that writers often have something represent something else; authors don’t do anything by accident. <i>(T, 482)</i> • Students will identify imagery in their texts--one type of symbol, by asking, “Why did the author use this particular image? What/who might this image represent in the story?”/ analyzing how the imagery relates to the theme. <i>(T, 482, 502)</i> • Students will distinguish how the setting is important to their short story, considering: “Could this story have been set in a different place or a different time? Why or Why not?” <i>(T, 477-478)</i> 			
Possible Activities & Support	Possible Assessments		
<ul style="list-style-type: none"> ○ Introduce theme through class discussion about building a house <i>(T, 472)</i> ○ Create a list of “Big Topics” found in stories (What is the author saying about relationships, violence, alienation, obstacles...) ○ Prove/Disprove: Choose one of the listed themes and defend why it is/is not a theme in the story ○ Introduce symbols through art (e.g., Dali’s The Persistence of Memory) (see Valentine’s article “Thinking Like an Artist” in appendix) ○ “Reading Between the Lines”: locate and examine examples of symbolism, imagery and setting 	<ul style="list-style-type: none"> ○ Turn “Big Topics” into “Theme Statements” ○ Group work: Literature Circle or Group Discussions ○ Writing: student putting sticky note where and how they used a strategy ○ What I Learned Today <i>(T, 321-322)</i> 		
Vocabulary	Suggested Texts		
<p> theme, symbol/symbolism, imagery, setting, literary device</p> <p> controlling idea, specific and relevant evidence, “Big Topic,” “Theme Statement”</p>	<p> “The Bike,” Gary Soto</p> <p> “The Revolt of the Evil Fairies,” Ted Poston</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p> “The Lottery,” Shirley Jackson</p> </td> <td style="width: 50%; vertical-align: top;"> <p> “Freedom Summer,” Deborah Wiles</p> </td> </tr> </table>	<p> “The Lottery,” Shirley Jackson</p>	<p> “Freedom Summer,” Deborah Wiles</p>
<p> “The Lottery,” Shirley Jackson</p>	<p> “Freedom Summer,” Deborah Wiles</p>		
<p>Addresses the following Common Core Grades 9-10 ELA Standards: RSL 1, RSL 3, WS 1: a, WS 4</p>			

Attachment 10(d) – Sample Unit Plans

Week 4 Rationale

By this week, students should be able to engage with the text on a higher level. They should be able to “talk” to the writer by asking questions of the text, responding to interesting or unexpected information and predicting how the story might go. They now understand that writers have a motivation for writing and that their intentions are made clear through the characters, plot structure and other literary devices.

Literary Devices: Point of View, Figurative Language, Historical/Cultural Perspective

This week, the stories and other resources should highlight the various literary devices authors use to get their messages across. For example, the story “Mamacita,” by Sandra Cisneros can be used to explore cultural perspective. After students have done this, an additional assessment/extension might be to have students write from an alternative point of view.

Some other examples:

Story	Used to highlight	Additional Assessment/Extension
“Just Lather That’s All” by Hernando Tellez	Point of View	Diary entry from the Colonel’s Point of View
“The Bracelet” by Yoshiko Uchida	Historical Perspective	Write a script of a scene from the story in modern times



Extension Activity: “Guess the Author”—Students may be able to recognize an author’s work at this point. Offer excerpts of the author’s work and examine how students were able to determine the writer.



Formative Assessment

The Week 4 Formative Assessment reflects all of the concepts and skills that have been taught throughout the week. Although students will not see the story or the *content* of the formative assessment until the end of the week, they should have multiple opportunities to “practice” the *form* of the assessment. Use the same types of questions, graphic organizers and writing samples with other stories throughout the week, so that students are prepared to succeed.

After administering the assessment, use the provided scoring key and rubric to assess your students’ performance.

Analyze the results of Week 4 Formative Assessment in order to

- 1) Identify areas that need to be re-taught during Week 5
- 2) Highlight examples of exemplary analysis of literary devices from Week 4
- 3) Model revision and editing as part of the writing process
(Preparation for essay in Weeks 5 and 6)

Attachment 10(d) – Sample Unit Plans



Suggested Texts

Begin Week 4 by reviewing “The Last Kiss” (Week 3 Formative Assessment) as a class.

Similar to Week 3, this week’s texts feature one or more prominent literary devices. For example, students can examine historical and cultural perspective in “Mamacita” and “The Bracelet,” whereas point of view is critical to the study of “The Lesson.” We are able to understand the story through the narrator’s eyes, because it is told in first person.



Students can also consider how the cultural and/or historical context relates to the theme and how the story might have been groundbreaking at that time.

Example of Weekly Texts/Additional Resources:

Suggested Texts		Additional Resources
<p>“Mamacita,” Sandra Cisneros</p>	<p>“Lather and Nothing Else,” Hernando Tellez “The Dinner Party,” Mona Gardner</p>	<p>Poetry</p> <ul style="list-style-type: none"> ➤ <u>Aloud-Voices from Nuyorican Poets Café</u> ➤ “Theme for English B,” Langston Hughes <p>Film</p> <ul style="list-style-type: none"> ➤ Student-Produced Movies (“Lather and Nothing Else”)
<p>“The Bracelet,” Yoshiko Uchida “The Story of an Hour,” Kate Chopin “Everyday Use,” Alice Walker</p>	<p>“The Stolen Party,” Liliana Heker “Atomic Blue Pieces,” Angela Johnson</p>	

Reading Strategies

During Reading

Use the **Think-Aloud** strategy this week (*WKCR, 119*), first modeling how you, as a teacher and proficient reader, use certain strategies to get through difficult text. After practicing the strategy throughout the week, provide students the **Think-Aloud Self Assessment** (*WKCR, 126*) and have them measure their abilities and progress as independent readers.



Social/Emotional Connection

This week’s stories offer opportunities for students to make text-self, text-world connections as they engage with writing that comes from various perspectives (historical, cultural, etc.). Some students may clearly identify with the characters and events, while others may have to challenge their own belief systems in order to be open to new ideas. Encourage students to journal and reflect about what they learned about themselves, as well as others through the stories.



Reminder: The short story “Fish Cheeks” by Amy Tan should only be used for the formative assessment. Refer back to the story in Week 4 for use in re-teaching and teaching of new concepts.

Attachment 10(d) – Sample Unit Plans

Short Story Unit Week 4: Literary Devices: Point of View, Figurative Language, Historical/Cultural Perspective	
Formative Assessment	
<p>Multiple Choice, Cultural Perspective Graphic Organizer and Point of View Diary Entry: After reading “Fish Cheeks” by Amy Tan, students will produce writing that shows how an author’s use of a literary device (i.e., point of view, metaphors, similes, cultural and/or historical perspective) has an impact on the reader and uses evidence from the text for support. (<i>T, 203</i>)</p>	
Focus Questions	
<ul style="list-style-type: none"> ❖ What literary tools does the writer use to develop the story? ❖ How does the cultural/historical perspective influence the meaning? 	
Teaching Objectives	
<ul style="list-style-type: none"> • Students will identify whether a short story is written in first, second, or third person. Students will analyze the author’s purpose in choosing the point of view. • Students will identify metaphors and/or similes, analyzing why the author would compare a characteristic of one thing to the characteristic of another thing. • Students will reflect: “How might this metaphor or simile relate to the theme?” (<i>T, 482, 502</i>) • Students will identify any clues that a story was written in a different cultural and/or historical time, and they will analyze how that perspective might be important to understanding the story. 	
Possible Activities & Support	Possible Assessments
<ul style="list-style-type: none"> ○ “Interview with the Author”: Students get into the mind of the writer and ask questions to investigate his/her choices for writing ○ P.O.V.: Write a journal entry from a different point of view than the story was written (i.e., 1st if story is written in 3rd) ○ “Challenging Stereotypes”: Examine beliefs about a culture before & after reading ○ Perspective: Research how the writer’s cultural and/or historical perspective impacted the theme and how the story may have been ground-breaking at the time. 	<ul style="list-style-type: none"> ○ Story Selections – Identify point of view ○ Group work: Literature Circle or Group Discussions ○ Writing: student putting sticky note where and how they used a strategy ○ What I Learned Today (<i>T, 321-322</i>) ○ Subject-Vehicle Chart (<i>T, 504</i>) <p> An author may choose to tell the story through third person in order to show what everyone was thinking. Other times, an author may choose first person so build suspense as the reader only knows the story from the narrator’s point of view</p>
Vocabulary	Suggested Texts
<p> point of view, first, second and third person, figurative language, metaphor, simile, historical and cultural perspective, voice, suspense</p> <p> specific/relevant evidence, focus, organize</p>	<p> “Mamacita,” Sandra Cisneros</p> <p> “Lather and Nothing Else,” Hernando Tellez</p> <p>“The Dinner Party,” Mona Gardner</p> <p> “The Bracelet,” Yoshiko Uchida</p> <p> “The Stolen Party,” Lilian Heker</p>
Addresses the following Common Core Grades 9-10 ELA Standards: RSL 1, RSL 4, WS 1: a, WS 4	

Attachment 10(d) – Sample Unit Plans

Week 5 Rationale

Comparing and Contrasting

It is important for students to compare and contrast ideas in multiple stories to advance and develop their critical thinking skills. They will also learn to defend their arguments by identifying concrete examples of conflicting and consistent information, a skill that is essential for reading in any genre.

At this point, students have encountered a variety of short stories and should be able to “dig deep” in order to understand the writer’s craft. Week 5 should be considered a “Practice Round,” a chance for students to go through the process of analyzing and writing, so that they are prepared for Week 6.

Begin by comparing and contrasting stories students have already analyzed. Use the various graphic organizers provided in the appendix to do so.



Use this week as an opportunity to teach note-taking, showing students how to most effectively use the organizers to gather the most **specific** and **relevant** information from the text. Have students reflect after using each organizer.

Writing

It is also important that this week’s focus should be on writing in order to learn (*Teach*, p. 195).

- ✓ Show students the writing assessment rubric so that they will know exactly what is expected of them and how to perform at the highest level.
- ✓ Introduce the “Steps of the Writing Process” (and tell students they will be producing a draft of their compare and contrast essay this week).

Students can collect ideas via graphic organizers (*Teach!*, p. 229) and then do pre-writing activities to prepare their responses. By the end of the week, students should be able to compose a draft of a response that will prepare them for the summative assessment in Week 6 (comparing and contrasting theme in two stories). The guidance and support provided this week should allow students to respond independently the following week to two stories they have not previously viewed during the unit.



Formative Assessment

The Week 5 Formative Assessment and Week 6 Summative Assessment require similar preparation. Now that your students have compared and contrasted various elements in stories throughout the week, they should be able to compare the deeper messages (themes) between two stories, supporting their comparisons with text evidence.

Use prior stories and graphic organizers to assist students in organizing their ideas to prepare for the Week 5 Formative Assessment:

- 1) Chart similarities and differences
- 2) Brainstorm “Big Topics” in two stories and identify those in common
- 3) Develop theme statement(s) that explain the Big Topic(s)
- 4) Compare and contrast how these two themes are used in each text (use prior and new evidence for support).

Attachment 10(d) – Sample Unit Plans

After administering the assessment, use the provided scoring key and rubric to assess your students' performance. Analyze the results of Week 5 Formative Assessment in order to

- 1) Identify areas that need to be re-taught during Week 6
- 2) Highlight examples of exemplary compare contrast essays from Week 5
- 3) Using Week 5 Rubric and student sample Formative Assessments, have students self and peer-assess, checking to see that criteria have been met (See Appendix)

Use revising and editing checklists to have students produce a 2nd draft of their essay response



Suggested Texts

Begin Week 5 by reviewing “Fish Cheeks” (Week 4 Formative Assessment) as a class. Then, focus on comparing and contrasting prior stories. Choose stories that engaged students and that will elicit insightful analysis. Use the provided organizers to chart the similarities and differences. (See Appendix).



Although the focus during these two weeks is primarily on writing, students should also still be engaged in reading. For struggling and striving readers, recommend **new stories**. Consider high Interest, low complexity “reads” to foster greater independence this week.

Reading Strategies

During Reading Use **Rereading (WKCR, 110-119)** and **Post-it Notes (WKCR, p. 133)** this week to help students re-visit prior stories and collect the essential quotes and evidence from the text.



Social/Emotional Connection

The use of writing as a tool for understanding will allow students to make critical connections this week—to the stories, to themselves and to the world around them. When there is a purpose and an audience, students are more likely to produce writing that is effective and meaningful. It is important that we continually respond to student writing this week and allow them a forum for sharing their work.



The writing students generate this week (journals, brainstorm, drafts) should be used for modeling, revising, editing, and creating final drafts. Also, consider using movies, poems and art as tools for comparison this week.



Reminder: Prior to the Week 5 Formative Assessment, ensure that students have read, “**The Sniper**” (Week 2) and “**Lather and Nothing Else**” (Week 4) as a class. They will be comparing and contrasting these stories for the Week 5 Formative Assessment.

Attachment 10(d) – Sample Unit Plans

Short Story Unit Week 5: Comparison and Contrast*				
Formative Assessment				
<p>Multiple Choice, Graphic Organizer and Essay: After <i>re-reading and reviewing</i> “Just Lather, That’s All” by Hernando Tellez (Week 4) and “The Sniper” by Liam Flaherty (Week 2), students will produce writing that compares and contrasts two short stories.</p>				
Focus Questions				
<ul style="list-style-type: none"> ❖ How do we analyze stories by comparing and contrasting them? ❖ How can we compare and contrast the use of language by two different authors? 				
Teaching Objectives				
<ul style="list-style-type: none"> • Students will compare and contrast how characters in two stories react to a conflict. • Students will compare and contrast a theme between two stories. • Students will compare and contrast authors’ use of literary devices (i.e., metaphor, simile, point of view, imagery, symbol) in two stories. • Students will organize their ideas about theme and identify supporting information in the text in order to write a draft of an essay that compares and contrasts two stories. 				
Possible Activities & Support		Possible Assessments		
<ul style="list-style-type: none"> ○ Comparison and Contrast Chart (Venn Diagram, <i>T</i>, 194) ○ Compare List, Contrast List ○ Share a list of “Big Topics” used in themes (What is the author saying about relationships, violence, alienation, obstacles...) ○ Turn “Big Topics” into “Theme Statements” Chart ○ Double Entry Notebooks (<i>T</i>, 168) ○ Share and Analyze Assessment Rubric (<i>T</i>, 456) ○ <i>Additional Support:</i> Read, Write, Think Comparison and Contrast Guide (http://www.readwritethink.org/files/resources/interactives/compcontrast/) walks students through the definition, gives examples, and shares the ways to organize comparison/contrast essays. 		<ul style="list-style-type: none"> ○ “Exit Ticket” Daily Reflection: How did graphic organizer help you think more deeply? ○ Comparison and Contrast Chart/List ○ Group work: Literature Circle or Group Discussions ○ Writing: student putting sticky note where and how they used a strategy ○ What I Learned Today (<i>T</i>, 321-322) 		
Vocabulary		Suggested Texts		
compare and contrast key words, rubric, specific, relevant, logical, coherent, grammar, conventions, voice, style		<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">Prior Suggested Texts for comparison</td> <td style="width: 50%;">Other new stories*</td> </tr> </table>	Prior Suggested Texts for comparison	Other new stories*
Prior Suggested Texts for comparison	Other new stories*			
<p>Addresses the following Common Core Grades 9-10 ELA Standards: RSL 1, RSL 2, RSL 3, RSL 4, WS 1: a, LS 2, LS 3: a</p>				

Attachment 10(d) – Sample Unit Plans

Week 6 Rationale

As the unit comes to a close, your students should emerge with the ability to analyze theme based on textual evidence, as well as an appreciation for the short story genre and the writers who created them. They should also envision themselves as writers. By analyzing and responding to the various stories in this unit, your students have learned to write for an audience and with a purpose.

For this final assessment, it is time to “remove the scaffold” and allow students to do more on their own. They have had a “Practice Round” during Week 5 and should be prepared to work more independently. This week is a chance for you, the teacher, and your students to see what they have mastered over the course of the unit. You and your students should end the unit with a sense of accomplishment.

Students will be motivated to achieve success on the summative assessment if they are

- 1) Shown what success “looks like” prior to the test
- 2) Given multiple occasions of effective, targeted practice at achieving the established goals



Create an exemplary response for Week 5 if necessary and have students identify what the writer has specifically done to accomplish exemplary work.



Summative Assessment

The summative assessment provided at the end of this unit is intended to assess the learning that has taken place over the course of the six weeks. At this point, students should have acquired the skills and information necessary to perform independently on the provided exam.

***Note:** For students who enter class on the day of the exam. If a student is struggling to compare two stories, because they did not have the background from prior weeks, you can allow the student to analyze the theme in **one** story instead, using the previous week’s graphic organizers. Or, consider giving him Week 3 Formative Assessment, which requires analysis of theme.

If students have mastered each week’s objectives and the formative assessments have been truly used as tools to inform instruction, then the summative assessment has “potential as a learning tool by giving students goals and deadlines, helping set standards for student achievement” (*Teach!*, p. 443).

Refer to Week 5 Formative Assessment in order to:

- 1) Review “Steps of the Writing Process”
- 2) Have students self and peer-assess, checking to see that criteria have been met (Using Week 5 Rubric and student sample Formative Assessments)
- 3) Use revising and editing checklists to have students produce a second draft of their essay response from Week 5

After administering the Week 6 Summative Assessment, use the provided scoring key and rubric to assess your students’ performance. Analyze the results of Week 6 Summative Assessment in order to...

Attachment 10(d) – Sample Unit Plans

Celebrate!

Reward student achievement on the Summative Assessment in a meaningful way.

Examples:

- ✓ Host an Awards Ceremony-Awards for various rubric categories (i.e., Terrific Themes, Stellar Support, Guru of Grammar)
- ✓ “Publish” student work (Newsletter, Bulletin Board)



Suggested Texts

Begin Week 6 by examining the two stories from the Week 5 Formative Assessment. Then, as with Week 5, choose other prior stories that engaged students and that will elicit insightful analysis. Use the provided organizers to chart the similarities and differences between stories.

Culminating Activities (Optional)

- **Texting Project:** Imagine two characters are texting each other in response to an event that occurred in the short story; write their “text conversation” (keeping in mind their characterizations—i.e., their feelings, motivations, conflicts, etc.) Next, “translate” the texting for those who may not be familiar with texting. Finally, explain why that texting conversation is true to the characters in the story.
- **Modern-Day Scene:** Enact a scene from a story using modern dialogue. Have students work in pairs or groups and re-read text in order to produce a modern-day script. Act it out, having audience members compare and contrast differences between the two.
- **“Recommended Reads” Bulletin Board (or blog):** On notecards, have students write the story that had the most meaning for them and why. Post the cards on a bulletin board below the story’s book jacket. Students can then react to their peers by posting their feelings and thoughts about particular stories (with post-its or notecards)

Other Ideas:

- Create a Facebook page for a character(s)
- Host a Talk Show
- Author Study



Social/Emotional Connection

Throughout this unit, students have been encouraged to connect with the characters and events in the stories. In this last week, have them reflect on what was most meaningful and memorable from the stories. How did the reading impact them personally? Are they inspired to behave differently in their own lives?



Reminder: Prior to the Week 6 Formative Assessment, ensure that students have read, **“Revolt of the Evil Fairies” (Week 3)** and **“The Dinner Party” (Week 4)**. They will be comparing and contrasting these stories for the Week 6 Summative Assessment.

Attachment 10(d) – Sample Unit Plans

Short Story Unit Week 6: Analyzing Theme Through Writing		
Summative Assessment		
<p>Multiple Choice, Graphic Organizer and Essay: After <i>re-reading and reviewing</i> “The Dinner Party” by Mona Gardner (Week 4) and “Revolt of the Evil Fairies” by Ted Poston (Week 3), students will take a multiple-choice assessment and write an essay comparing and contrasting themes in two short stories.</p>		
Focus Questions		
<ul style="list-style-type: none"> ❖ How can I demonstrate my understanding of a short story through writing? ❖ How do I use the revision process to clarify my ideas? ❖ How do I self-assess? 		
Teaching Objectives		
<ul style="list-style-type: none"> • Students will use specific and relevant evidence from the text to compare and contrast themes in two short stories. • Students will revise their writing to ensure the organization and development of the argument are persuasive and thorough. Students ask, “Are my ideas clear? Do I leave any questions unanswered? Do my ideas build on each other?” • Students will revise writing to address a specific audience by asking, “What tone and word choices are appropriate for my readers?” (<i>T, 203, 225, 234</i>) • Students will revise their writing to include transitional words and phrases to link their ideas together cohesively. (<i>T, 203, 208, 234</i>) • Students will edit writing for spelling and grammatical errors. (<i>T, 203, 208, 234</i>) 		
Possible Activities & Support	Possible Assessments	
<ul style="list-style-type: none"> ○ Organizing Ideas (<i>T, 163, 212-13</i>) ○ Pre-Writing Activities ○ Comparison Contrast Graphic Organizer (<i>T, 229</i>) ○ List themes of two stories and match with supporting quotes ○ Share and discuss rubric for Week 6 summative assessment ○ Peer Conferences for Revising or Editing (<i>T, 236-9</i>) ○ Essay transitional words ○ Editing Checklist 	<ul style="list-style-type: none"> ○ Self and Peer Assessment: Use rubric and essays from Week 5 to “grade” last week’s essay draft (<i>T, 453</i>) ○ Culminating End of Unit Options (See Rationale) <ul style="list-style-type: none"> ✚ Texting Project ✚ Modern-day Scene ✚ Recommended Reads ✚ Author Study 	
Vocabulary	Suggested Texts	
<p> Tone, word choice, rubric, revise, edit, self/peer-assess, summative, transitions, controlling idea, body paragraphs, introduction, conclusion</p>	Prior Suggested Texts for comparison	Other new stories*
<p>Addresses the following Common Core Grades 9-10 ELA Standards: WS 1: a, b, c, d, e; WS 5, LS 2, LS 3: a</p>		

Attachment 10(d) – Sample Unit Plans

Week	Stories/Literary Device	Other Media
------	-------------------------	-------------

Short Story Unit Suggested Texts

Text Complexity Rationale (Derived from Common Core Standards)

“[W]hile reading demands in college, workforce training programs, and life in general have held steady or increased over the last half century, K-12 texts have actually declined in sophistication” (p. 2).

This lowering of text sophistication has contributed to the gap between high school students skills and those required in college and careers. In a study comparing students’ ACT scores, “[s]urprisingly, what chiefly distinguished the performance of those students who had earned the benchmark score or better from those who had not was not their relative ability in making inferences while reading or answering questions related to particularly cognitive processes, such as determining main ideas or determining the meaning of words and phrases in context. Instead, the clearest differentiator was students’ ability to answer questions associated with complex texts....The most important implication of this study was that a **pedagogy focused only on ‘higher-order’ or ‘critical’ thinking was insufficient to ensure that students were ready for college and careers: what students could read, in terms of its complexity was at least as important as what they could do with what they read**” (bold added, p. 2)

Moreover, K-12 students “are, in general, given considerable scaffolding—assistance from teachers, class discussions, and the text themselves (in such forms as summaries, glossaries, and other text features)—with reading that is already less complex overall than that typically required of students prior to 1962” (p. 3). In contrast, “students in college are expected to read complex texts with substantially greater independence (i.e., much less scaffolding) than are students in typical K-12 programs” (p. 2). While scaffolding is often appropriate and necessary, it is essential that there is a “general movement...toward *decreasing scaffolding and increasing independence*” (p. 3).

While it is critical that we expect students to read more complex, grade-appropriate texts, this expectation must also be balanced with hooking students with high interest texts. As the Common Core Appendix A asserts, “Students need opportunities to stretch their reading abilities but also to experience the satisfaction and pleasure of easy, fluent reading within them, both of which the Standards allow for” (p. 9).

With this rationale in mind, a variety of text levels are indicated for use throughout this unit.



“Hook” Texts—short stories that will likely be of high interest to your students



“Required Reads”—short stories (often considered “classics”) are also engaging, but have greater text complexity, so students will require greater instructional support in an effort to dissect the text



Story Bank—collection of engaging stories to choose from, ranging from low to high in complexity, requiring varying levels of instructional support



Formative Assessment Texts—stories to be used for assessment purposes. Content of stories should not be viewed prior to exam (Weeks 1-4). However, stories **should** be reviewed the week following the exam and throughout the unit. Although stories for Weeks 5 and 6 will have been read in advance, students **should not** be told which stories will be used for comparison until the exam day.

Attachment 10(d) – Sample Unit Plans

<p>1 Character + Plot I</p>  <p>“Little Things are Big,” Jesus Colon</p>	 “Wings,” Christopher Myers- Motivational Unit Opener  “Thank You, Ma’am,” Langston Hughes  “Charles,” Shirley Jackson “Raymond’s Run,” Toni Cade Bambara Flat vs. Round Character “Eleven,” Sandra Cisneros	<p>Music and Movie Clips with clear themes</p> <p>Film “Thank You, Ma’am”</p>
<p>2 Character + Plot II</p>  <p>Plot Diagram “The Porcelain Man,” Richard Kennedy</p>	 “Shoes for Hector,” Nicholasa Mohr  “The Sniper,” Liam Flaherty  “The Most Dangerous Game,” Richard Connell “The Necklace,” Guy de Maupassant “The Fog Man” -T.C. Boyle “Salomon’s Story,” Rudolfo Anaya “Poison,” Roald Dahl “The Interlopers,” Saki	<p>Plots with a Twist at the End “A Coward,” Guy de Maupassant “The Monkey’s Paw,” W.W. Jacobs “Haircut,” Ring Lardner “The Fall of the House of Usher,” Edgar Allen Poe</p>
<p>3 Theme and Literary Devices (symbolism, setting and imagery)</p>  <p>Identifying Theme Chart “The Last Kiss,” Ralph Fletcher</p>	 “The Bike,” Gary Soto  “The Revolt of the Evil Fairies,” Ted Poston  “The Lottery,” Shirley Jackson “The Lady or the Tiger,” Frank R. Stockton “The Key,” Isaac Bashevis Singer “The Tell-Tale Heart,” Edgar Allen Poe “Where are You Going, Where Have you Been?,” Joyce Carol Oates	<p>Poetry <u>Aloud-Voices from Nuyorican Poets Café</u></p> <p>Excerpts from <i>Drown</i>-Junot Diaz</p> <p>Film “The Lottery” “The Lady or the Tiger”</p> <p>Television (HBO) “Brave Voices,” “Habla y Habla”</p>
<p>4 Literary Devices (Point of View, Figurative Language, Perspective)</p>  <p>Diary Entry- Cultural Perspective “Fish Cheeks,” Amy Tan</p>	 “Mamacita,” Sandra Cisneros  “Lather and Nothing Else,” Hernando Tellez “The Dinner Party,” Mona Gardner  “The Bracelet,” Yoshiko Uchida “Everyday Use,” Alice Walker “The Story of an Hour,” Kate Chopin “A&P,” John Updike	<p>Poetry <u>Aloud: Voices from Nuyorican Poets Café</u></p> <p>Art Dali’s <i>The Persistence of Memory</i> <u>Looking to Write</u>, Mary Ehrenworth</p> <p>Film Student-produced Movie on Youtube “Lather and Nothing Else”</p>
<p>Weeks 5 and 6 Comparing and Contrasting</p>		

Attachment 10(d) – Sample Unit Plans

<p style="text-align: center;">5</p> <p>Compare and Contrast</p>  <p>“Lather and Nothing Else,” Hernando Tellez and “The Sniper,” Liam O’Flaherty</p>	 <p>Stories to use for Comparing and Contrasting Character</p> <p>“The Gift of the Magi” and “The Necklace” “Mamacita” and “Fish Cheeks”</p> <p>Plot</p> <p>“The Fog Man” and “Slipping Away” “The Lottery” and “The Sniper”</p>	<p>*Anthologies for selecting new stories High Interest, Low Text Complexity</p> <p><u>The Color of Absence</u>, James Howe</p> <p><u>Woman Hollering Creek</u>, Sandra Cisneros</p>
<p style="text-align: center;">6</p> <p>Analyzing Theme Through Writing Compare/Contrast Essay</p>  <p>“Revolt of the Evil Fairies,” Ted Poston and “The Dinner Party,” Mona Gardner</p>	<p>Theme</p> <p>“The Most Dangerous Game” and “The Lady or the Tiger” “Freedom Summer” and “The Stolen Party” “The Dinner Party” and “Fat Man Walking” “A & P” and “Where are You Going? Where Have You Been?”</p> <p>Literary Devices</p> <p>“The Bike” and “Mamacita” - <i>Figurative Language</i> “The Key” and “The Tell Tale Heart” – <i>Symbolism</i> “The Sniper” and “The Lottery” – <i>Setting, Suspense</i> “The Gift of the Magi” and “The Lady or the Tiger” - <i>Irony</i></p>	<p><u>El Bronx Remembered</u>, Nicholasa Mohr</p> <p><u>145 street: Short Stories</u>, Walter Dean Myers</p> <p><u>Am I Blue?</u> Marion Dane Bauer</p> <p><u>Drown</u>, Junot Diaz</p> <p><u>Visions : nineteen short stories by outstanding writers for young adults</u>, Donald Gallo</p>

Short Story Suggested Texts

Additional Sources for Short Story Selections

Short Story List

<http://www.adlit.org/books/c854> - with descriptions and age recommendations

Booklists by Category

<http://www.librarything.com/work/1335089>

Teen Reading Website

<http://www.teenreads.com> - has everything for the young adult reader – book reviews, news about awards, recently published books, books that have been made into movies, discussion questions, author interviews, and more. “Bulletin Board – TeenReads” in *Principal Leadership*, March 2009 (Vol. 6, #1, p. 9)

Books for boys who don’t love to read – The Loveland Public Library in Colorado suggests these books for reluctant male readers: <http://www.ci.loveland.co.us/Library/Youth/booklists/boys/index.htm>

Author directory website

<http://www.filedby.com>. – This site has information on more than 1.8 million author websites: Spotted in “News to Use” in *Middle Ground*, August 2009 (Vol. 13, #1, p. 6-7)

UNIT ASSESSMENTS

Name: _____

Week 1 Formative Assessment: Plot Structure and Character Analysis
“Little Things are Big” by Jesus Colon

Part I: Multiple Choice Questions

Directions: Circle the best answer to each question below. The answers to these questions may be helpful for you to use later in your writing. Please refer back to them as needed.

- 1) The narrator (Jesus) carefully observes the white woman getting on the train because
 - a) He thinks the children are going to be a nuisance
 - b) She will be in his way as he gets off the train
 - c) He is concerned that she has to carry things and care for her children
 - d) She seems nice and in her twenties

- 2) As a result of Jesus’ experience on the train, he will probably
 - a) Never ride the train again.
 - b) Avoid late night train rides.
 - c) Wait for another person to help someone who needs help.
 - d) Offer assistance to a person in need, regardless of race.

- 3) Which word best represents Jesus’ emotions as he passes by the woman and her children?
 - a) Guilt
 - b) Suspicion
 - c) Joy
 - d) Fury

- 4) According to the passage, Jesus “buried his courtesy” because
 - a) He had no time for courtesy
 - b) The white woman acted in a racist manner to him
 - c) He was afraid of the consequences if she was prejudiced
 - d) He was a quiet person by nature

- 5) All of the following are examples of obstacles the white woman faced **except**
 - a) “Steep, long concrete stairs”
 - b) “Some white man”
 - c) “A valise in her left hand and two children...trailing her”
 - d) “Very late at night”

Score: _____

Attachment 10(d) – Sample Unit Plans

Part II: Story Map (Plot Structure)

Directions: Show that you understand the plot of the story you have just read by filling in the story map below with the appropriate information.

Somebody	Wanted	But	So

Part III: Identity Chart (Character Analysis)

Directions: Answer the following questions about character completely, using *at least 2* pieces of **evidence** from the **text** for each question to support your answer.

1) What kind of a person is Jesus? _____

2) Why did he choose not to help the white woman in the story? _____

Score for Parts II and III: _____

Attachment 10(d) – Sample Unit Plans

Week 1 (Plot Structure and Character Analysis)

Scoring Key and Rating Guide

“Little Things are Big,” Jesus Colon

Part I: Multiple Choice

Scoring of Multiple-Choice Questions

Use a check mark to indicate incorrect or omitted answers on Part I multiple choice. Do not place a check mark beside a correct answer. Record the number of correct answers at the bottom of the page, as well as on the weekly scoring sheet provided.

Answers

- 1) C
- 2) D
- 3) A
- 4) C
- 5) B

Part II: Short Answer Plot Structure and Character Analysis

Scoring of Parts II and III:

Use the scoring rubric to assess student performance on the short answer portions of the assessment **as a whole**. Consider both Parts II and III *together* in your determination of the score.

As a rater of your students' performance, ensure that you (prior to scoring)

- Read the task for the assessment
- Read and review the passage
- Plan your own response to the task
- Review the rubric as it relates to the task

When assigning a score to the Formative Assessment, record the score at the bottom of the page in the space provided. Be sure to also record the score on the weekly scoring sheet provided. Make any additional comments about the student's performance on Parts II or III of the assessment.



Use these comments to *inform* your teaching for the following week, so that the assessment is truly formative. Review student work both individually and as a class, clearing up misunderstandings and misconceptions, as well as highlighting excellent ideas and insights.

Attachment 10(d) – Sample Unit Plans

Name: _____

Week 2 Formative Assessment (Plot Structure and Character Analysis) “The Porcelain Man” by Richard Kennedy

Part I: Multiple Choice Questions

Directions: Circle the best answer to each question below. The answers to these questions may be helpful for you to use later in your writing. Please refer back to them as needed.

- 1) At the beginning of the story, the daughter and her father can best be described as
 - a) Passive and forceful
 - b) Cheerful and doting
 - c) Studious and lazy
 - d) Rude and Affectionate

- 2) In reality, the father wants his daughter to stay inside, because
 - a) He wants to protect her from terrible things
 - b) He wants her to focus on her studies
 - c) He wants to control his daughter
 - d) He is sick and needs tending to

- 3) When the porcelain takes on the form of a man, all of the following happens **except**
 - a) The man professes his love for the girl
 - b) The father realizes his mistakes
 - c) The girl has an opportunity to be free
 - d) Both the father and daughter are shocked

- 4) The moment in the story when the father is about to shatter the horse with the chair is the
 - a) Beginning
 - b) Rising action
 - c) Climax
 - d) Denouement

- 5) The end of the story might be surprising to the reader, because
 - a) The girl did not break the dish when it spoke
 - b) The girl chose the young man rather than the porcelain man
 - c) The father returned
 - d) The girl never found true love

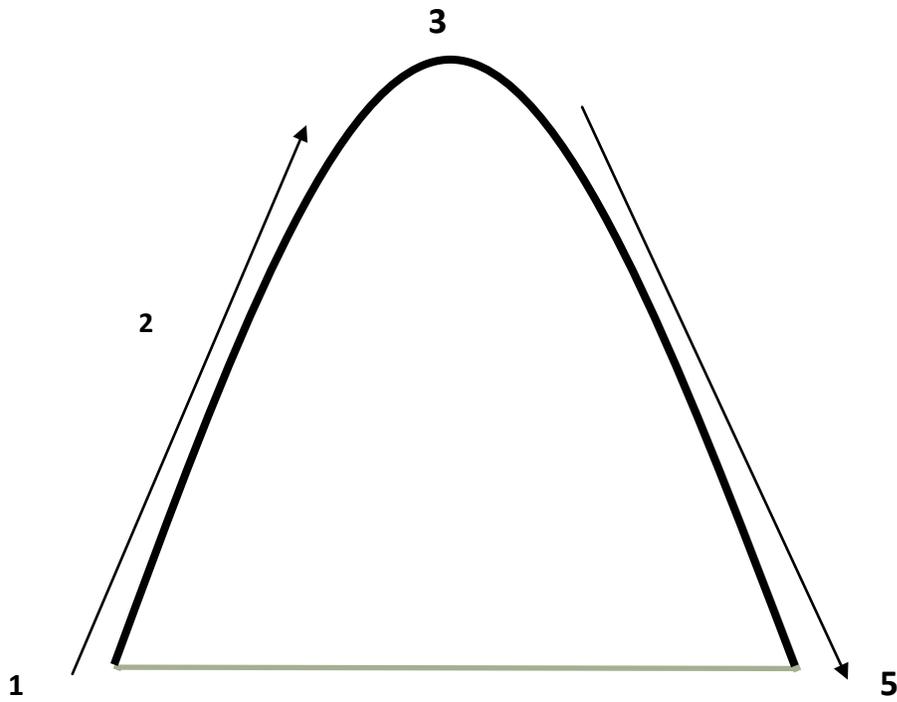
Attachment 10(d) – Sample Unit Plans

Score: _____

Name: _____

Part II: Arc of a Story Diagram (Plot Structure)

Directions: Fill in the chart below with information to show the arc of a story. Use specific details from “The Porcelain Man” for your response.



Story Element	Details from “The Porcelain Man”
1- Exposition	
2- Conflict Development	
3- Climax	
4- Falling Action	
5- Resolution or Denouement	

Attachment 10(d) – Sample Unit Plans

Week 2 (Plot Structure and Character Analysis)

Scoring Key and Rating Guide

“The Porcelain Man,” Richard Kennedy

Part I: Multiple Choice

Scoring of Multiple-Choice Questions

Use a check mark to indicate incorrect or omitted answers on Part I multiple choice. Do not place a check mark beside a correct answer. Record the number of correct answers at the bottom of the page, as well as on the weekly scoring sheet provided.

Part I: Multiple Choice

- 1) A
- 2) C
- 3) B
- 4) C
- 5) B

Part II: Short Answer Plot Structure and Character Analysis II

Scoring of Parts II and III:

Use the scoring rubric to assess student performance on the short answer portions of the assessment **as a whole**. Consider both parts II and III in your determination.

As a rater of your students’ performance, ensure that you (prior to scoring)

- Read the task for the assessment
- Read and review the passage
- Plan your own response to the task
- Review the rubric as it relates to the task

When assigning a score to the Formative Assessment, record the score at the bottom of the page in the space provided. Be sure to also record the score on the weekly scoring sheet provided. Make any additional comments about the student’s performance on Parts II or III of the exam.



Use these comments to *inform* your teaching for the following week, so that the assessment is truly formative. Review student work both individually and as a class, clearing up misunderstandings and misconceptions, as well as highlighting excellent ideas and insights.

Name: _____

Week 3 Formative Assessment (Theme and Literary Devices)
“The Last Kiss” by Ralph Fletcher

Part I: Multiple Choice Questions

Directions: Circle the best answer to each question below. The answers to these questions may be helpful for you to use later in your writing. Please refer back to them as needed.

- 1) The narrator describes the “sounds of the summer night” right after saying good night to his father in the basement to show how
 - a) He feels at peace
 - b) These sounds keep him awake every night
 - c) His childhood is starting to slip away
 - d) He feels angry, because he is grounded and can’t go out

- 2) When the narrator says that his father’s kisses “ imbued me with a strong dose of masculine courage” is an example of
 - a) Setting
 - b) Symbolism
 - c) Climax
 - d) Resolution

- 3) Which of the following is an example of imagery in the story?
 - a) “They (fireflies) drifted through cool twilight like bits of phosphorescent jellyfish in the tide.”
 - b) “My father knew exactly why I was there.”
 - c) “It was an intrinsic part of my childhood-like making my bed or saying my prayers...”
 - d) “It took several more nights...before the grim truth finally sunk in.”

- 4) The narrator’s reaction when he realizes he is too old to be kissed by his father can best be described as
 - a) Relieved
 - b) Shocked
 - c) Satisfied
 - d) Guilty

- 5) In this coming of age story, which of the following quotes best shows the theme?
 - a) “...some part of me wondering if I might not one day lose her kisses, as well.”
 - b) “I stood there...while the fireflies pulsed in silence.”
 - c) “I walked away with the good, honest, hardworking smell of my mother’s skin”
 - d) “I would come to where she stood washing dishes.”

Score: _____

Attachment 10(d) – Sample Unit Plans

Attachment 10(d) – Sample Unit Plans

Part III: Literary Devices

Directions: In the chart below, an example of a literary device from the story is given for you. Fill in the remaining information. First, identify the type of literary device each example is. Next, explain how these examples connect to the story’s theme. Finally, write specific evidence from the text for support (you may use direct quotes if you choose).

Example	Literary Device (Setting, Imagery, or Symbolism)	How does this example connect to the theme?	What are specific examples from the story?
Father’s Kiss			
The Basement at Night			
“A Sprinkler Hissing”			

Score for Parts II and III: _____

Attachment 10(d) – Sample Unit Plans

Week 3 (Theme and Literary Devices) Scoring Key and Rating Guide

“The Last Kiss,” Ralph Fletcher

Part I: Multiple Choice

Scoring of Multiple-Choice Questions

Use a check mark to indicate incorrect or omitted answers on Part I multiple choice. Do not place a check mark beside a correct answer. Record the number of correct answers at the bottom of the page, as well as on the weekly scoring sheet provided.

Part I: Multiple Choice

- 1) C
- 2) B
- 3) A
- 4) B
- 5) A

Parts II and III: Theme and Literary Devices

Scoring of Parts II and III:

Use the scoring rubric to assess student performance on the short answer portions of the assessment **as a whole**. Consider both parts II and III in your determination.

As a rater of your students’ performance, ensure that you have (prior to scoring)

- Read the task for the assessment
- Read and review the passage
- Plan your own response to the task
- Review the rubric as it relates to the task

When assigning a score to the Formative Assessment, record the score at the bottom of the page in the space provided. Be sure to also record the score on the weekly scoring sheet provided. Make any additional comments about the student’s performance on Parts II or III of the exam.



Use these comments to *inform* your teaching for the following week, so that the assessment is truly formative. Review student work both individually and as a class, clearing up misunderstandings and misconceptions, as well as highlighting excellent ideas and insights.

Attachment 10(d) – Sample Unit Plans

Name: _____

Week 4 Formative Assessment

Literary Devices (Point of View, Figurative Language, Historical/Cultural Perspective)

“Fish Cheeks” by Amy Tan

Part I: Multiple Choice Questions

Directions: Circle the best answer to each question below. The answers to these questions may be helpful for you to use later in your writing. Please refer back to them as needed.

- 1) Amy Tan cries when she finds out Robert is coming to dinner, because
 - a) She is ashamed of her culture
 - b) She could not think of what to cook
 - c) She has nothing to wear
 - d) She is no longer in love with him

- 2) According to the story, “Tofu, which looked like stacked wedges of rubbery white sponges” is an example of
 - a) Characterization
 - b) Simile
 - c) Perspective
 - d) Metaphor

- 3) In the second sentence, Amy describes Robert “as white as Mary in the manger” in order to
 - a) Show her appreciation for his religion
 - b) Make a connection about Christmas before dinner
 - c) Show the contrast between her and Robert
 - d) Point out that she was shocked about the color of his skin

- 4) The adjectives “shabby, noisy, appalling and slimy” are used
 - a) To describe the minister and his son
 - b) To describe Amy’s embarrassment
 - c) Frequently in the story
 - d) At the end to show the lesson Amy learned

- 5) Amy’s mother would probably describe the dinner as
 - a) A disaster, because her husband made a fool of himself
 - b) Something she would never do again
 - c) An event that would teach Amy a lesson about culture
 - d) A huge success

- 6) “Fish Cheeks” is told from which point of view
 - a) Third Person Omniscient
 - b) First Person
 - c) Second Person
 - d) None of the above

Score: _____

Attachment 10(d) – Sample Unit Plans

Week 4 Scoring Key and Rating Guide

Literary Devices (Point of View, Figurative Language, Historical/Cultural Perspective)

“Fish Cheeks” by Amy Tan

Part I: Multiple Choice

Scoring of Multiple-Choice Questions

Use a check mark to indicate incorrect or omitted answers on Part I multiple choice. Do not place a check mark beside a correct answer. Record the number of correct answers at the bottom of the page, as well as on the weekly scoring sheet provided.

Part I: Multiple Choice:

- 1) A
- 2) B
- 3) C
- 4) B
- 5) C

Part II: Short Answer Literary Devices (Cultural Perspective and Point of View)

Scoring of Parts II and III:

Use the scoring rubric to assess student performance on the short answer portions of the assessment **as a whole**. Consider both parts II and III in your determination.

As a rater of your students’ performance, ensure that you (prior to scoring)

- Read the task for the assessment
- Read and review the passage
- Plan your own response to the task
- Review the rubric as it relates to the task

When assigning a score to the Formative Assessment, record the score at the bottom of the page in the space provided. Be sure to also record the score on the weekly scoring sheet provided. Make any additional comments about the student’s performance on Parts II or III of the exam.



Use these comments to *inform* your teaching for the following week, so that the assessment is truly formative. Review student work both individually and as a class, clearing up misunderstandings and misconceptions, as well as highlighting excellent ideas and insights.

Week 5 Formative Assessment (Comparing and Contrasting)
“The Sniper” by Liam O’Flaherty and “Just Lather, That’s All” by Hernando Tellez

Part I: Multiple Choice Questions

Directions: Circle the best answer to each question below. The answers to these questions may be helpful for you to use later in your writing. Please refer back to them as needed.

- 1) Both stories have a unique plot structure, because
 - a) They do not have a climax.
 - b) There is no rising action.
 - c) The climax occurs at the end.
 - d) None of the above.

- 2) The short, choppy sentences in “The Sniper” and the Barber’s internal dialogue in “Just Lather, That’s All,” are used to create
 - a) Imagery
 - b) Characterization
 - c) Suspense
 - d) Resolution

- 3) When faced with the decision of whether or not to kill, the Sniper
 - a) Acts different than the Barber.
 - b) Cannot decide what to do for a significant amount of time.
 - c) Is shot before he can decide what to do.
 - d) And the Barber made the same choices.

- 4) In order to understand the motivations of the main characters, the reader must understand everything *except*
 - a) The enemies of the main characters
 - b) The historical context of the stories
 - c) The love interest of the main characters
 - d) The consequences of the main characters’ actions

- 5) At the end of the stories, the main characters probably felt
 - a) Shocked
 - b) Content
 - c) Avenged
 - d) Satisfied

- 6) After reading the two stories, one statement that describes the theme might be
 - a) Good things come in small packages.
 - b) Your enemy might surprise you when you look him in the face.
 - c) A good friend can teach you about yourself.
 - d) Silence is golden

Score: _____

Attachment 10(d) – Sample Unit Plans



Week 5 Formative Assessment Planning Your Response

Step 1: Gathering Ideas

Directions: Collect ideas from both stories to fill in the tables below. Use direct quotes for support where you can.

***Note:** Include only information that is **specific** and **relevant** to your analysis of the story’s important themes.

Graphic Organizer #1: Comparing Story Elements

“The Sniper” and “Just Lather, That’s All” Map #1		
Similarities	Story Element	Differences
	Characters	
	Setting	
	Events	
	Conflict	
	Resolution	

Attachment 10(d) – Sample Unit Plans

Graphic Organizer #2: Comparing Literary Devices

“The Sniper” and “Just Lather, That’s All” Map #2		
Similarities	Literary Device	Differences
	Figurative Language	
	Symbolism/Imagery	
	Perspective (Historical/Cultural)	
	Point of View	

Attachment 10(d) – Sample Unit Plans

Graphic Organizer #3: Comparing Themes

“Just Lather, That’s All”	“The Sniper”
Big Topics	Big Topics
Big Topic in Common	
Theme Statement	Theme Statement
Examples and Text Evidence	Examples and Text Evidence

Attachment 10(d) – Sample Unit Plans

Week 5 Scoring Key and Rating Guide

Comparing and Contrasting

“The Sniper” and “Just Lather, That’s All”

Part I: Multiple Choice

Scoring of Multiple-Choice Questions

Use a check mark to indicate incorrect or omitted answers on Part I multiple choice. Do not place a check mark beside a correct answer. Record the number of correct answers at the bottom of the page, as well as on the weekly scoring sheet provided.

Answers

- 1) C
- 2) C
- 3) A
- 4) C
- 5) A
- 6) B

Part II: Compare and Contrast Essay

Scoring of Part II

Use the scoring rubric to assess student performance on the essay portion of the assessment.

As a rater of your students’ performance, ensure that you (prior to scoring)

- Read the task for the assessment
- Read and review the passage
- Plan your own response to the task
- Review the rubric as it relates to the task

When assigning a score to the Formative Assessment, record the score at the bottom of the page in the space provided. Be sure to also record the score on the weekly scoring sheet provided. Make any additional comments about the student’s performance on Parts II of the assessment.



Use these comments to *inform* your teaching for the following week, so that the assessment is truly formative. Review student work both individually and as a class, clearing up misunderstandings and misconceptions, as well as highlighting excellent ideas and insights.

Week 6 Formative Assessment
Comparing and Contrasting Short Stories

“The Dinner Party” by Mona Gardner and “Revolt of the Evil Fairies” by Ted Poston

Part I: Multiple Choice

Directions: Circle the best answer to each question below. The answers to these questions may be helpful for you to use later in your writing. Please refer back to them as needed.

- 1) In both stories, the main characters are
 - a) Rude and Disruptive at the main event (play, dinner party)
 - b) Unprepared for the conflict they face
 - c) Fearful of how they might appear to others
 - d) Victims of a stereotype

- 2) Which of the following **most** helps the reader to more fully understand the importance of the stories?
 - a) The Characters’ Names
 - b) The Historical Context
 - c) The Exposition
 - d) The Resolution

- 3) In “The Dinner Party,” the author reveals information about the characters mainly through the use of
 - a) Imagery
 - b) Figurative Language
 - c) Dialogue
 - d) Setting

- 4) The conflict represented in both stories could best be described as
 - a) External (Man vs. Nature)
 - b) External (Man vs. Society)
 - c) Internal (Man vs. Self)
 - d) External (Man vs. Man)

- 5) The “American” in *The Dinner Party* and “Miss LaPrade” in *Revolt of the Evil Fairies* are
 - a) Helpful to the main characters
 - b) Antagonists who symbolize the conflict
 - c) Passive onlookers who stand by and watch
 - d) Protagonists who care about their cause

Score: _____

Attachment 10(d) – Sample Unit Plans

**Week 6 Formative Assessment
Planning Your Response**

Step 1: Gathering Ideas

Directions: Collect ideas from both stories to fill in the tables below. Use direct quotes for support where you can.

***Note:** Include only information that is **specific** and **relevant** to your analysis of the story’s important themes.

Graphic Organizer #1: Comparing Story Elements

“The Dinner Party” and “Revolt of the Evil Fairies”		
Similarities	Story Element	Differences
	Characters	
	Setting	
	Events	
	Conflict	
	Resolution	

Attachment 10(d) – Sample Unit Plans

Graphic Organizer #2: Comparing Literary Devices

“The Dinner Party” and “Revolt of the Evil Fairies”		
Similarities	Literary Device	Differences
	Figurative Language	
	Symbolism/Imagery	
	Perspective (Historical/Cultural)	
	Point of View	

Attachment 10(d) – Sample Unit Plans

Graphic Organizer #3: Comparing Themes

“The Dinner Party”	“Revolt of the Evil Fairies”
Big Topics	Big Topics
Big Topic in Common	
Theme Statement	Theme Statement
Examples and Text Evidence	Examples and Text Evidence

Attachment 10(d) – Sample Unit Plans

Week 6 Scoring Key **Comparing and Contrasting**

“The Dinner Party” and “Revolt of the Evil Fairies”

Part I: Multiple Choice

Scoring of Multiple-Choice Questions

Use a check mark to indicate incorrect or omitted answers on Part I multiple choice. Do not place a check mark beside a correct answer. Record the number of correct answers at the bottom of the page, as well as on the weekly scoring sheet provided.

Answers

- 1) D
- 2) B
- 3) C
- 4) B
- 5) B

Part II: Short Answer Literary Devices (Cultural Perspective and Point of View)

Scoring of Parts II and III

Use the scoring rubric to assess student performance on the essay portion of the assessment.

As a rater of your students’ performance, ensure that you (prior to scoring)

- Read the task for the assessment
- Read and review the passage
- Plan your own response to the task
- Review the rubric as it relates to the task

When assigning a score to the Summative Assessment, record the score at the bottom of the page in the space provided. Be sure to also record the score on the weekly scoring sheet provided. Make any additional comments about the student’s performance on Parts II of the assessment.



Use these comments to **CELEBRATE** the completion of the unit! Highlight excellent student performance on the Summative Assessment.

Attachment 10(d) – Sample Unit Plans

**Student Weekly Scoring Sheet
Short Story Unit
Formative and Summative Assessments**

Student Name: _____

Week	Part I Multiple Choice Score	Part(s) II and III Short Answer or Essay Score	Comments
1			
2			
3			
4			
5			
6			
End of Unit Final Comments			

Attachment 10(d) – Sample Unit Plans

Additional Resources

Formative Assessment

Further Description of Formative Assessment

www.eyeducation.com

Example:

“Teachers can use the results of formative assessments to adjust their teaching strategies and to match students with appropriate materials and learning conditions. Formative assessment information can determine:

- How to group students
 - Whether students need alternative materials
 - Whether students are ready to advance
 - The amount of time to be allocated to a particular learning experience, such as
 - Whether students are understanding a poem’s literal level, before moving on to its interpretative possibilities
- What concepts may need to be retaught to the entire class, or to certain students”

Comparing and Contrasting

<http://www.readwritethink.org/classroom-resources/lesson-plans/comparing-contrasting-picturing-organizational-974.html>

End of Unit Activity

<http://www.paperstarter.com/everydayuse.htm> - paper starters

Thesis Statement / Essay Topic #1: The Significance of the Title of Alice Walker’s “Everyday Use”

Reading Assistance (See Appendix B)

- To Use When Conferring
- Outline of WKCR Strategies
- Reading Trouble-Shooting Chart

Teacher Planning Sites

Hotchalk

<http://www.hotchalk.com/mydesk/index.php/learn-more/teachers> - HotChalk is a learning environment for K-12 teachers, students and parents that includes a learning management system (LMS), a rich library of teacher-contributed lesson plans, premium digital content, and professional development for teachers in a Web-based environment.

Curriki

<http://www.curriki.org> - This site has searchable collections of math, science, language arts, and social

Attachment 10(d) – Sample Unit Plans

studies lesson plans and activities for all grades. Teachers can also contribute resources. “Web Sites to Know” by Liana Heitin in *Teacher Professional Development Sourcebook*, Spring 2009

Teach-nology

<http://www.teach-nology.com> - This site has 28,000 free lesson plans for K-12 teachers and a variety of tips, printable worksheets, and games for all subjects.

Better Lesson

<http://www.betterlesson.org>

Teacher collaboration website – Better Lesson is a new website aimed at making it easier for teachers to share curriculum and ideas. Similar to Facebook, each user has his or her own profile (with general information, courses taught, and curriculum overviews), can join groups and networks, and can “colleague” others and then keep up through a news feed. Teachers can upload their 180-day curriculum, showing their supplies, texts, related lessons, and exchange digital files including video, audio, and images. Members have a rating chart to show how many people have downloaded each lesson plan, do key-word searches to find information on specific topics, and click “add to my curriculum.” There’s also a state standards tagging tool so teachers can tag and search for files that use specific standards.

Literature Guides Sites

Vocabulary Activities

<http://www.visualthesaurus.com/cm/wordshop/2461/>

Literature Study Guides

<http://www.bookrags.com/browse/studyguides/> - for most literature (includes study guides, criticism and essays, questions and answers, lesson plans and quotes)

High-school study aids website

<http://www.shmoop.com/the-necklace-maupassant/plot-analysis.html> – This oddly-titled website (Shmoop) has learning guides, summary reviews, quizzes, and vocabulary identifications to help students study literature, history, biology, and other subjects. The guides can be downloaded to iPhones, Kindles, and Nooks. The site also has a teacher resource center: <http://www.shmoop.com>.

Art and Literature Connections Sites

Virtual Art Fieldtrip: Smithsonian

http://2k.si.edu/2k/node_rotunda/indexe.htm.

Getty Museum Website

<http://www.gettytrust.us/education/search/curricula.html> – This site gives access to the J. Paul Getty Museum collection in Los Angeles and has more than 150 lesson plans geared to elementary, middle, and high school. Some examples:

- Who’s Afraid of Contemporary Art?
- Gods, Heroes and Monsters: Mythology in European Art

“Where Art and History Meet” in *American Educator*, Summer 2009 (Vol. 33, #2, p. 2)

Week 1 Formative Assessment Rubric Character Analysis and Plot Structure I

Quality	6	5	4	3	2	1
Meaning	I have shown an in-depth understanding of the main character and the problem he/she faced	I have shown a clear understanding of the main character and the problem he/she faced	I have shown a basic understanding of the main character and the problem he/she faced	I have shown an incomplete understanding of the main character and/ or the problem he/she faced	I have shown a minimal understanding of the main character and/or problem he/she faced	I did not show that I understand the main character or the problem he/she faced
Development	I used a lot of specific evidence from the text to support my claims	I used some specific evidence from the text to support my claims	I used little evidence from the text to support my claims	I used little evidence from the text to support my claims	I used little or no evidence from the text to support my claims	I used no evidence from the text or I did not complete the letter
Organization	My ideas are clearly focused and organized	My ideas are focused and organized	My ideas are somewhat focused and organized	My ideas may lack focus or organization in some areas	My ideas are often unfocused and unorganized	My ideas do not show focus or organization
Language	I demonstrate a strong writing voice through my awareness of audience and purpose. I engage the reader through my sophisticated style and language	My writing voice is made evident through my awareness of audience and purpose. I engage the reader through my fluent style and language	I show some awareness of audience and purpose. I may or may not engage the reader through my style and language	I show minimal awareness of audience and purpose. I use basic vocabulary and my style does not engage the reader.	I do not show awareness of audience and purpose and/or I do not show control of language or style	I do not show awareness of the audience and purpose and I do not show control of language and style

**Week 2 Formative Assessment Rubric
Plot and Character Analysis II**

Conventions	My writing contains no grammatical or spelling errors, even with sophisticated language	My writing contains few grammatical or spelling errors	My writing contains some grammatical and/or spelling errors, but they do not prevent understanding	My writing contains some grammatical and/or spelling errors that may prevent understanding	My writing contains many grammatical and/or spelling errors	Grammatical and/or spelling errors make my writing too difficult to understand
-------------	---	--	--	--	---	--

Week 1 Formative Assessment Rubric Character Analysis and Plot Structure I

Quality	6	5	4	3	2	1
Meaning	I have shown an in-depth understanding of the kind of conflict the main character faced and how the conflict was resolved	I have shown a clear understanding of the kind of conflict the main character faced and how the conflict was resolved	I have shown a basic understanding of the kind of conflict the main character faced and how the conflict was resolved	I have shown an incomplete understanding of the kind of conflict the main character faced and/or how the conflict was resolved	I have shown a minimal understanding of the kind of conflict the main character faced and/or how the conflict was resolved	I did not show that I understand the kind of conflict the main character faced or how the conflict was resolved
Development	I used a lot of specific evidence from the text to support my claims	I used some specific evidence from the text to support my claims	I used little evidence from the text to support my claims	I used little evidence from the text to support my claims	I used little or no evidence from the text to support my claims	I used no evidence from the text or I did not complete the letter
Organization	My ideas are clearly focused and organized	My ideas are focused and organized	My ideas are somewhat focused and organized	My ideas may lack focus or organization in some areas	My ideas are often unfocused and unorganized	My ideas do not show focus or organization
Language	I demonstrate a strong writing voice through my awareness of audience and purpose. I engage the reader through my sophisticated style and language	My writing voice is made evident through my awareness of audience and purpose. I engage the reader through my fluent style and language	I show some awareness of audience and purpose. I may or may not engage the reader through my style and language	I show minimal awareness of audience and purpose. I use basic vocabulary and my style does not engage the reader.	I do not show awareness of audience and purpose and/or I do not show control of language or style	I do not show awareness of the audience and purpose and I do not show control of language and style
Conventions	My writing contains no grammatical or spelling errors, even with	My writing contains few grammatical or spelling errors	My writing contains some grammatical and/or spelling errors, but they do not prevent	My writing contains some grammatical and/or spelling errors that may prevent	My writing contains many grammatical and/or spelling errors	Grammatical and/or spelling errors make my writing too difficult to

Week 3 Formative Assessment Rubric
Theme and Literary Devices (Setting, Symbolism, Imagery)

Quality	6 sophisticated language	5	4 understanding	3 understanding	2	1 understand
Meaning	I have shown an in-depth understanding of the story's theme and how the literary devices of setting, plot and imagery are used to convey the theme.	I have shown a clear understanding of the story's theme and how the literary devices of setting, plot and imagery are used to convey the theme.	I have shown a basic understanding of the story's theme and how the literary devices of setting, plot and imagery are used to convey the theme.	I have shown an incomplete understanding of the story's theme and/or how the literary devices of setting, plot and imagery are used to convey the theme.	I have shown a minimal understanding of both the story's theme and how the literary devices of setting, plot and imagery are used to convey the theme.	I did not show that I understand the story's theme or how the literary devices of setting, plot and imagery are used to convey the theme.
Development	I used a lot of specific evidence from the text to support my claims	I used some specific evidence from the text to support my claims	I used little evidence from the text to support my claims	I used little evidence from the text to support my claims	I used little or no evidence from the text to support my claims	I used no evidence from the text or I did not complete the letter
Organization	My ideas are clearly focused and organized	My ideas are focused and organized	My ideas are somewhat focused and organized	My ideas may lack focus or organization in some areas	My ideas are often unfocused and unorganized	My ideas do not show focus or organization
Language	I demonstrate a strong writing voice through my awareness of audience and purpose. I engage the reader through my sophisticated style and language	My writing voice is made evident through my awareness of audience and purpose. I engage the reader through my fluent style and language	I show some awareness of audience and purpose. I may or may not engage the reader through my style and language	I show minimal awareness of audience and purpose. I use basic vocabulary and my style does not engage the reader.	I do not show awareness of audience and purpose and/or I do not show control of language or style	I do not show awareness of the audience and purpose and I do not show control of language and style
Conventions	My writing contains no grammatical or spelling errors, even	My writing contains few grammatical or spelling errors	My writing contains some grammatical and/or spelling errors,	My writing contains some grammatical	My writing contains many grammatical	Grammatical and/or spelling errors make my writing too

Week 3 Formative Assessment Rubric
Theme and Literary Devices (Setting, Symbolism, Imagery)

	with sophisticated language		but they do not prevent understanding	and/or spelling errors that may prevent understanding	and/or spelling errors	difficult to understand
--	-----------------------------	--	---------------------------------------	---	------------------------	-------------------------

Week 4 Formative Assessment Rubric
Literary Devices (Point of View, Figurative Language, and Historical/Cultural Perspective)

Quality	6	5	4	3	2	1
Meaning	I have shown an in-depth understanding of the writer's cultural perspective, her point of view and how it influences her writing	I have shown a clear understanding of the writer's cultural perspective, her point of view, and how it influences her writing	I have shown a basic understanding of the writer's cultural perspective, her point of view and how it influences his/her writing	I have shown an incomplete understanding of the writer's cultural perspective and/or her point of view and how it influences her writing	I have shown a minimal understanding of the writer's cultural perspective, her point of view and how it influences her writing	I did not show that I understand the writer's cultural perspective or point of view and how it influences her writing
Development	I used a lot of specific evidence from the text to support my claims	I used some specific evidence from the text to support my claims	I used little evidence from the text to support my claims	I used little evidence from the text to support my claims	I used little or no evidence from the text to support my claims	I used no evidence from the text or I did not complete the task
Organization	My ideas are clearly focused and organized	My ideas are focused and organized	My ideas are somewhat focused and organized	My ideas may lack focus or organization in some areas	My ideas are often unfocused and unorganized	My ideas do not show focus or organization
Language	I demonstrate a strong writing voice through my awareness of audience and purpose. I engage the reader through my sophisticated style and language	My writing voice is made evident through my awareness of audience and purpose. I engage the reader through my fluent style and language	I show some awareness of audience and purpose. I may or may not engage the reader through my style and language	I show minimal awareness of audience and purpose. I use basic vocabulary and my style does not engage the reader.	I do not show awareness of audience and purpose and/or I do not show control of language or style	I do not show awareness of the audience and purpose and I do not show control of language and style

Week 3 Formative Assessment Rubric
Theme and Literary Devices (Setting, Symbolism, Imagery)

Conventions	My writing contains no grammatical or spelling errors, even with sophisticated language	My writing contains few grammatical or spelling errors	My writing contains some grammatical and/or spelling errors, but they do not prevent understanding	My writing contains some grammatical and/or spelling errors that may prevent understanding	My writing contains many grammatical and/or spelling errors	Grammatical and/or spelling errors make my writing too difficult to understand
-------------	---	--	--	--	---	--

Week 5 Formative Assessment Rubric Compare and Contrast Essay

Quality	6	5	4	3	2	1
Meaning	I have shown an in-depth understanding of the themes in both stories and how these themes are made clear in similar and different ways throughout each story	I have shown a clear understanding of the themes in both stories and how these themes are made clear in similar and different ways throughout each story	I have shown a basic understanding of the themes in both stories and how these themes are made clear in similar and different ways throughout each story	I have shown an incomplete understanding of the themes in both stories and may not have shown how these themes are made clear in similar and different ways throughout each story	I have shown a minimal understanding of the themes in both stories and/or how these themes are made clear in similar and different ways throughout each story	I did not show that I understand the themes in both stories or how these themes are made clear in similar and different ways throughout each story or I did not complete the task
Development	I used a lot of specific evidence from the text to support my claims	I used some specific evidence from the text to support my claims	I used little evidence from the text to support my claims	I used little evidence from the text to support my claims	I used little or no evidence from the text to support my claims	I used no evidence from the text or I did not complete the task
Organization	My ideas are clearly focused and organized	My ideas are focused and organized	My ideas are somewhat focused and organized	My ideas may lack focus or organization in some areas	My ideas are often unfocused and unorganized	My ideas do not show focus or organization
Language	I demonstrate a strong writing voice through my awareness of audience and purpose. I engage the reader through my sophisticated style and language	My writing voice is made evident through my awareness of audience and purpose. I engage the reader through my style and language	I show some awareness of audience and purpose. I may or may not engage the reader through my style and language	I show minimal awareness of audience and purpose. I use basic vocabulary and my style does not engage the reader.	I do not show awareness of audience and purpose and/or I do not show control of language or style	I do not show awareness of the audience and purpose and I do not show control of language and style

Week 3 Formative Assessment Rubric
Theme and Literary Devices (Setting, Symbolism, Imagery)

Conventions	My writing contains no grammatical or spelling errors, even with sophisticated language	My writing contains few grammatical or spelling errors	My writing contains some grammatical and/or spelling errors, but they do not prevent understanding	My writing contains some grammatical and/or spelling errors that may prevent understanding	My writing contains many grammatical and/or spelling errors	Grammatical and/or spelling errors make my writing too difficult to understand
Quality	6	5	4	3	2	1
Meaning	I have shown an in-depth understanding of the themes in both stories and how these themes are made clear in similar and different ways throughout each story	I have shown a clear understanding of the themes in both stories and how these themes are made clear in similar and different ways throughout each story	I have shown a basic understanding of the themes in both stories and how these themes are made clear in similar and different ways throughout each story	I have shown an incomplete understanding of the themes in both stories and may not have shown how these themes are made clear in similar and different ways throughout each story	I have shown a minimal understanding of the themes in both stories and/or how these themes are made clear in similar and different ways throughout each story	I did not show that I understand the themes in both stories or how these themes are made clear in similar and different ways throughout each story or I did not complete the task
Development	I used a lot of specific evidence from the text to support my claims	I used some specific evidence from the text to support my claims	I used little evidence from the text to support my claims	I used little evidence from the text to support my claims	I used little or no evidence from the text to support my claims	I used no evidence from the text or I did not complete the task
Organization	My ideas are clearly focused and organized	My ideas are focused and organized	My ideas are somewhat focused and organized	My ideas may lack focus or organization in some areas	My ideas are often unfocused and unorganized	My ideas do not show focus or organization

Week 3 Formative Assessment Rubric
Theme and Literary Devices (Setting, Symbolism, Imagery)

Language	I demonstrate a strong writing voice through my awareness of audience and purpose. I engage the reader through my sophisticated style and language	My writing voice is made evident through my awareness of audience and purpose. I engage the reader through my style and language	I show some awareness of audience and purpose. I may or may not engage the reader through my style and language	I show minimal awareness of audience and purpose. I use basic vocabulary and my style does not engage the reader.	I do not show awareness of audience and purpose and/or I do not show control of language or style	I do not show awareness of the audience and purpose and I do not show control of language and style
Conventions	My writing contains no grammatical or spelling errors, even with sophisticated language	My writing contains few grammatical or spelling errors	My writing contains some grammatical and/or spelling errors, but they do not prevent understanding	My writing contains some grammatical and/or spelling errors that may prevent understanding	My writing contains many grammatical and/or spelling errors	Grammatical and/or spelling errors make my writing too difficult to understand

Week 4 Formative Assessment Rubric
Literary Devices (Point of View, Figurative Language, and Historical/Cultural Perspective)

Quality	6	5	4	3	2	1
Meaning	I have shown an in-depth understanding of the writer's cultural perspective, her point of view and how it influences her writing	I have shown a clear understanding of the writer's cultural perspective, her point of view, and how it influences her writing	I have shown a basic understanding of the writer's cultural perspective, her point of view and how it influences his/her writing	I have shown an incomplete understanding of the writer's cultural perspective and/or her point of view and how it influences her writing	I have shown a minimal understanding of the writer's cultural perspective, her point of view and how it influences her writing	I did not show that I understand the writer's cultural perspective or point of view and how it influences her writing
Development	I used a lot of specific evidence from the text to support my claims	I used some specific evidence from the text to support my claims	I used little evidence from the text to support my claims	I used little evidence from the text to support my claims	I used little or no evidence from the text to support my claims	I used no evidence from the text or I did not complete the task
Organization	My ideas are clearly focused and organized	My ideas are focused and organized	My ideas are somewhat focused and organized	My ideas may lack focus or organization in some areas	My ideas are often unfocused and unorganized	My ideas do not show focus or organization
Language	I demonstrate a strong writing voice through my awareness of audience and purpose. I engage the reader through my sophisticated style and language	My writing voice is made evident through my awareness of audience and purpose. I engage the reader through my fluent style and language	I show some awareness of audience and purpose. I may or may not engage the reader through my style and language	I show minimal awareness of audience and purpose. I use basic vocabulary and my style does not engage the reader.	I do not show awareness of audience and purpose and/or I do not show control of language or style	I do not show awareness of the audience and purpose and I do not show control of language and style

Week 3 Formative Assessment Rubric
Theme and Literary Devices (Setting, Symbolism, Imagery)

Conventions	My writing contains no grammatical or spelling errors, even with sophisticated language	My writing contains few grammatical or spelling errors	My writing contains some grammatical and/or spelling errors, but they do not prevent understanding	My writing contains some grammatical and/or spelling errors that may prevent understanding	My writing contains many grammatical and/or spelling errors	Grammatical and/or spelling errors make my writing too difficult to understand
-------------	---	--	--	--	---	--

Week 5 Formative Assessment Rubric
Compare and Contrast Essay

Quality	6	5	4	3	2	1
Meaning	I have shown an in-depth understanding of the themes in both stories and how these themes are made clear in similar and different ways throughout each story	I have shown a clear understanding of the themes in both stories and how these themes are made clear in similar and different ways throughout each story	I have shown a basic understanding of the themes in both stories and how these themes are made clear in similar and different ways throughout each story	I have shown an incomplete understanding of the themes in both stories and may not have shown how these themes are made clear in similar and different ways throughout each story	I have shown a minimal understanding of the themes in both stories and/or how these themes are made clear in similar and different ways throughout each story	I did not show that I understand the themes in both stories or how these themes are made clear in similar and different ways throughout each story or I did not complete the task
Development	I used a lot of specific evidence from the text to support my claims	I used some specific evidence from the text to support my claims	I used little evidence from the text to support my claims	I used little evidence from the text to support my claims	I used little or no evidence from the text to support my claims	I used no evidence from the text or I did not complete the task
Organization	My ideas are clearly focused and organized	My ideas are focused and organized	My ideas are somewhat focused and organized	My ideas may lack focus or organization in some areas	My ideas are often unfocused and unorganized	My ideas do not show focus or organization
Language	I demonstrate a strong writing voice through my awareness of audience and purpose. I engage the reader through my sophisticated style and language	My writing voice is made evident through my awareness of audience and purpose. I engage the reader through my style and language	I show some awareness of audience and purpose. I may or may not engage the reader through my style and language	I show minimal awareness of audience and purpose. I use basic vocabulary and my style does not engage the reader.	I do not show awareness of audience and purpose and/or I do not show control of language or style	I do not show awareness of the audience and purpose and I do not show control of language and style

Week 3 Formative Assessment Rubric
Theme and Literary Devices (Setting, Symbolism, Imagery)

Conventions	My writing contains no grammatical or spelling errors, even with sophisticated language	My writing contains few grammatical or spelling errors	My writing contains some grammatical and/or spelling errors, but they do not prevent understanding	My writing contains some grammatical and/or spelling errors that may prevent understanding	My writing contains many grammatical and/or spelling errors	Grammatical and/or spelling errors make my writing too difficult to understand
-------------	---	--	--	--	---	--

Week 6 Summative Assessment Rubric Compare and Contrast Essay

Quality	6	5	4	3	2	1
Meaning	I have shown an in-depth understanding of the themes in both stories and how these themes are made clear in similar and different ways throughout each story	I have shown a clear understanding of the themes in both stories and how these themes are made clear in similar and different ways throughout each story	I have shown a basic understanding of the themes in both stories and how these themes are made clear in similar and different ways throughout each story	I have shown an incomplete understanding of the themes in both stories and may not have shown how these themes are made clear in similar and different ways throughout each story	I have shown a minimal understanding of the themes in both stories and/or how these themes are made clear in similar and different ways throughout each story	I did not show that I understand the themes in both stories or how these themes are made clear in similar and different ways throughout each story or I did not complete the task
Development	I used a lot of specific evidence from the text to support my claims	I used some specific evidence from the text to support my claims	I used little evidence from the text to support my claims	I used little evidence from the text to support my claims	I used little or no evidence from the text to support my claims	I used no evidence from the text or I did not complete the task
Organization	My ideas are clearly focused and organized	My ideas are focused and organized	My ideas are somewhat focused and organized	My ideas may lack focus or organization in some areas	My ideas are often unfocused and unorganized	My ideas do not show focus or organization
Language	I demonstrate a strong writing voice through my awareness of audience and purpose. I engage the reader through my sophisticated style and language	My writing voice is made evident through my awareness of audience and purpose. I engage the reader through my style and language	I show some awareness of audience and purpose. I may or may not engage the reader through my style and language	I show minimal awareness of audience and purpose. I use basic vocabulary and my style does not engage the reader.	I do not show awareness of audience and purpose and/or I do not show control of language or style	I do not show awareness of the audience and purpose and I do not show control of language and style

Week 3 Formative Assessment Rubric
Theme and Literary Devices (Setting, Symbolism, Imagery)

Conventions	My writing contains no grammatical or spelling errors, even with sophisticated language	My writing contains few grammatical or spelling errors	My writing contains some grammatical and/or spelling errors, but they do not prevent understanding	My writing contains some grammatical and/or spelling errors that may prevent understanding	My writing contains many grammatical and/or spelling errors	Grammatical and/or spelling errors make my writing too difficult to understand
-------------	---	--	--	--	---	--

[Redacted text block]

[Redacted text block]

[Redacted text block]

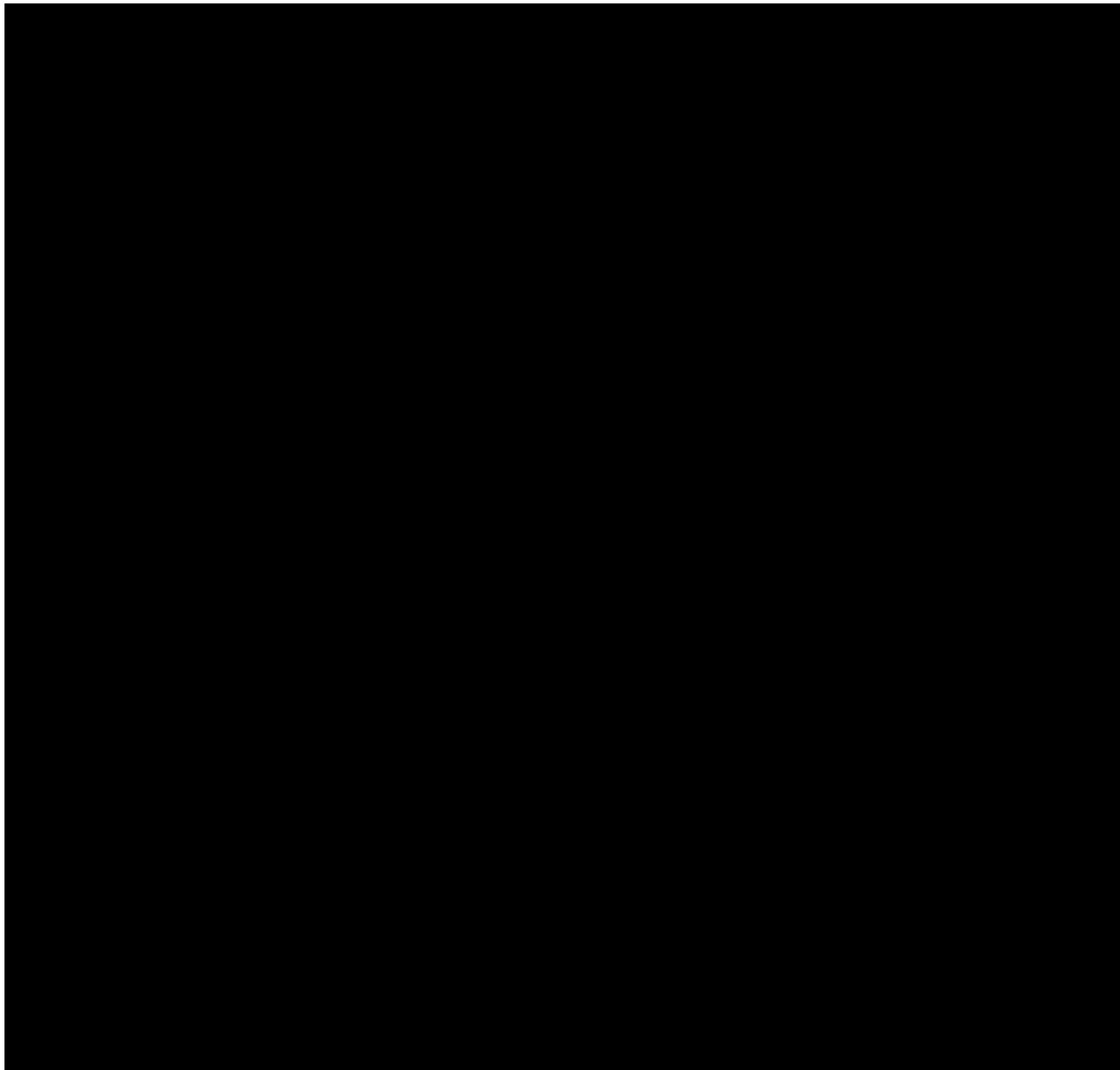


CollegeBoard
inspiring minds™

[Redacted text block]

[Large redacted text block]

Planning the Unit *Continued*



Unit 1

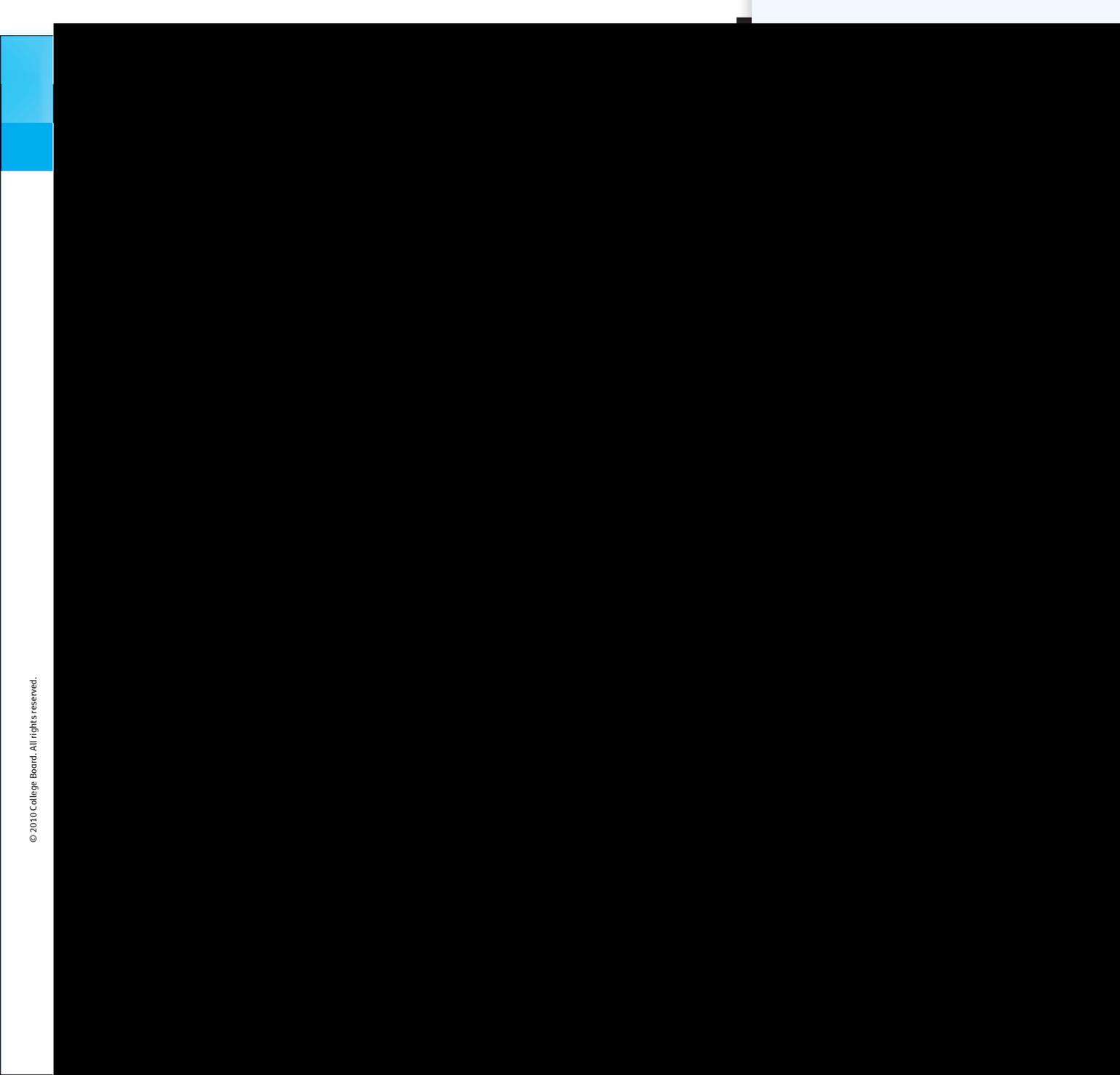
© 2010 College Board. All rights reserved.

© 2010 College Board. All rights reserved.



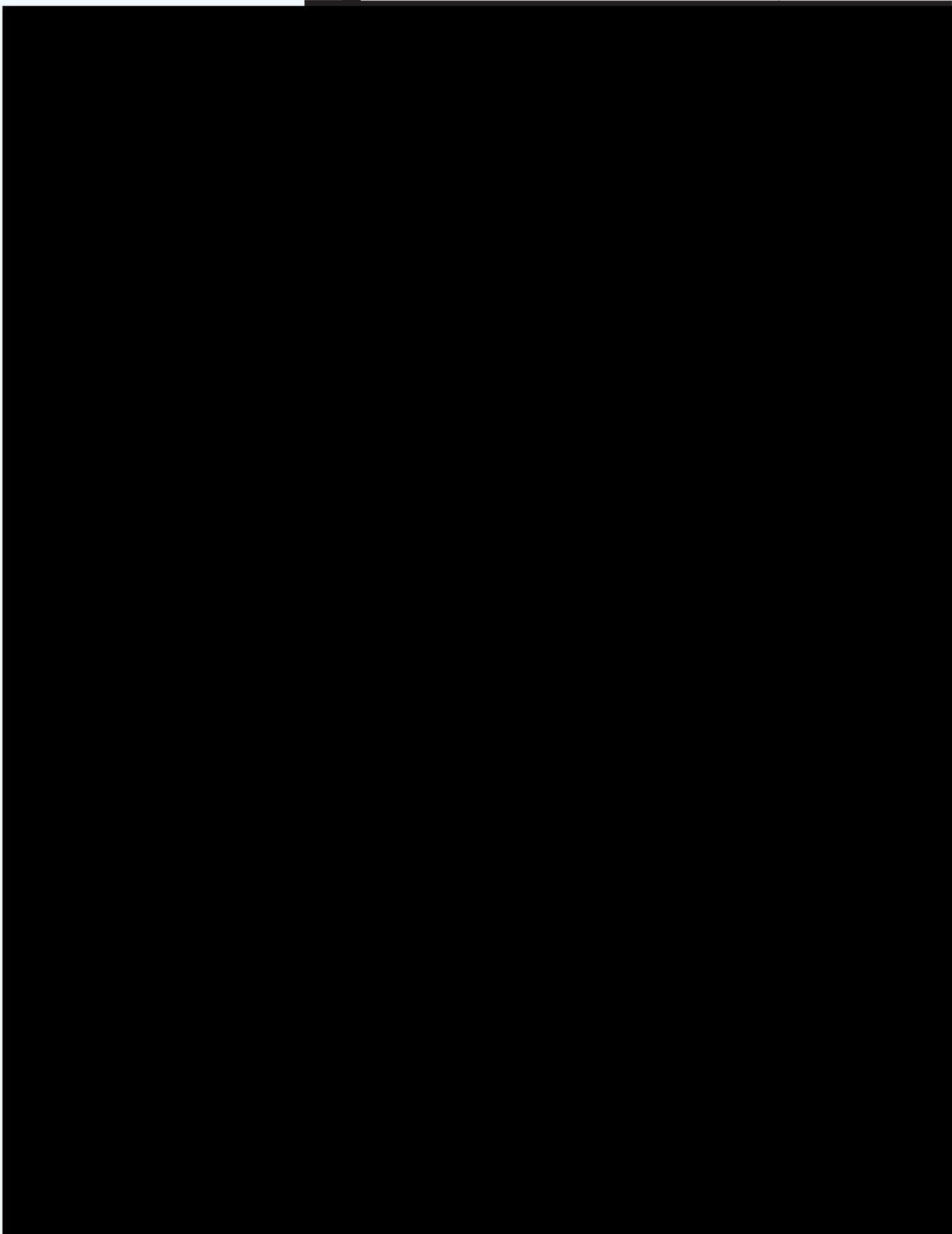
© 2010 College Board. All rights reserved.

© 2010 College Board. All rights reserved.



© 2010 College Board. All rights reserved.

© 2010 College Board. All rights reserved.



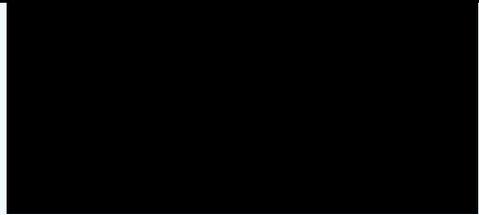
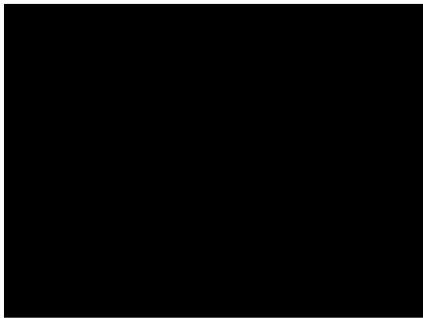
© 2010 College Board. All rights reserved.

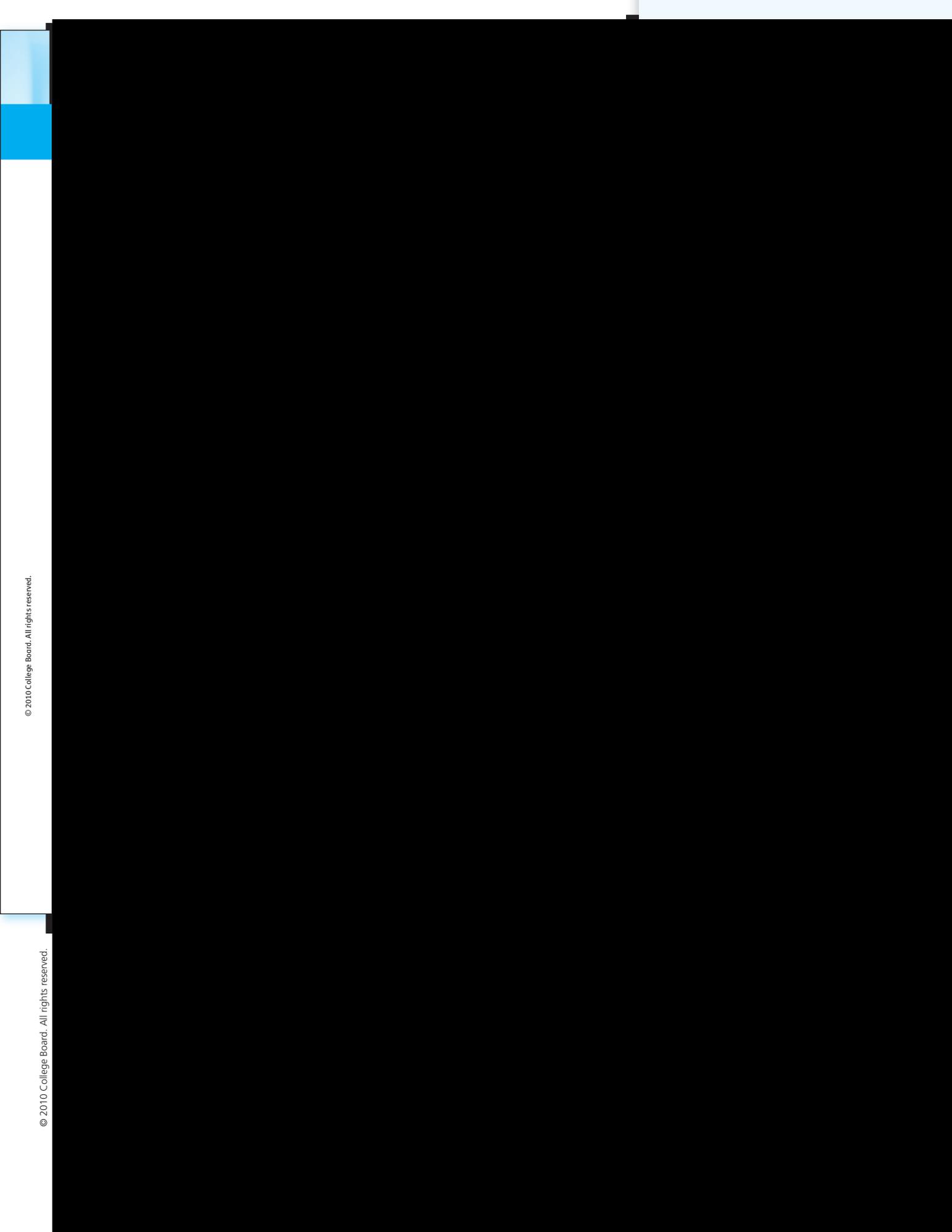
© 2010 College Board. All rights reserved.



© 2010 College Board. All rights reserved.

© 2010 College Board. All rights reserved.





© 2010 College Board. All rights reserved.

© 2010 College Board. All rights reserved.



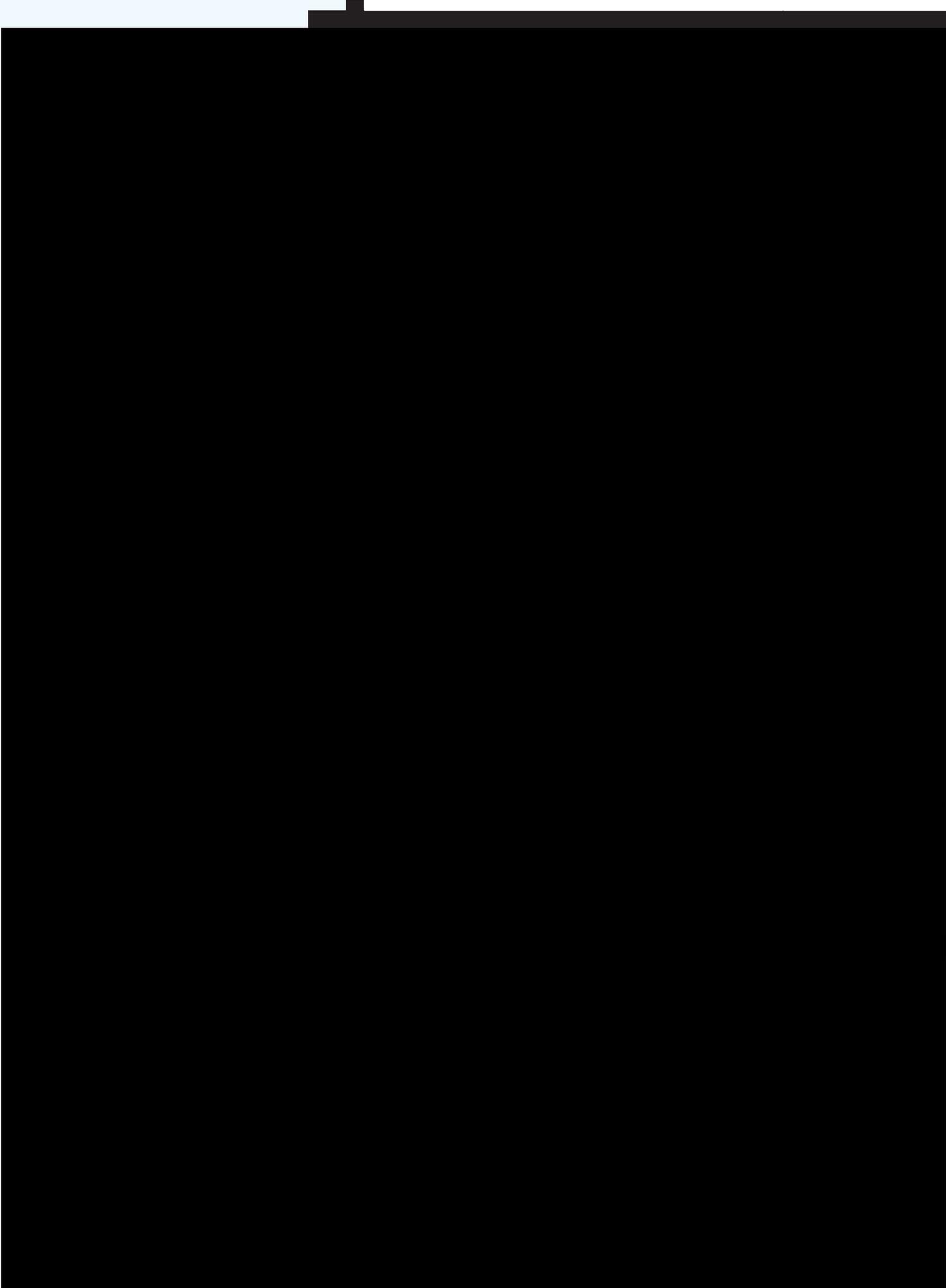
© 2010 College Board. All rights reserved.

© 2010 College Board. All rights reserved.



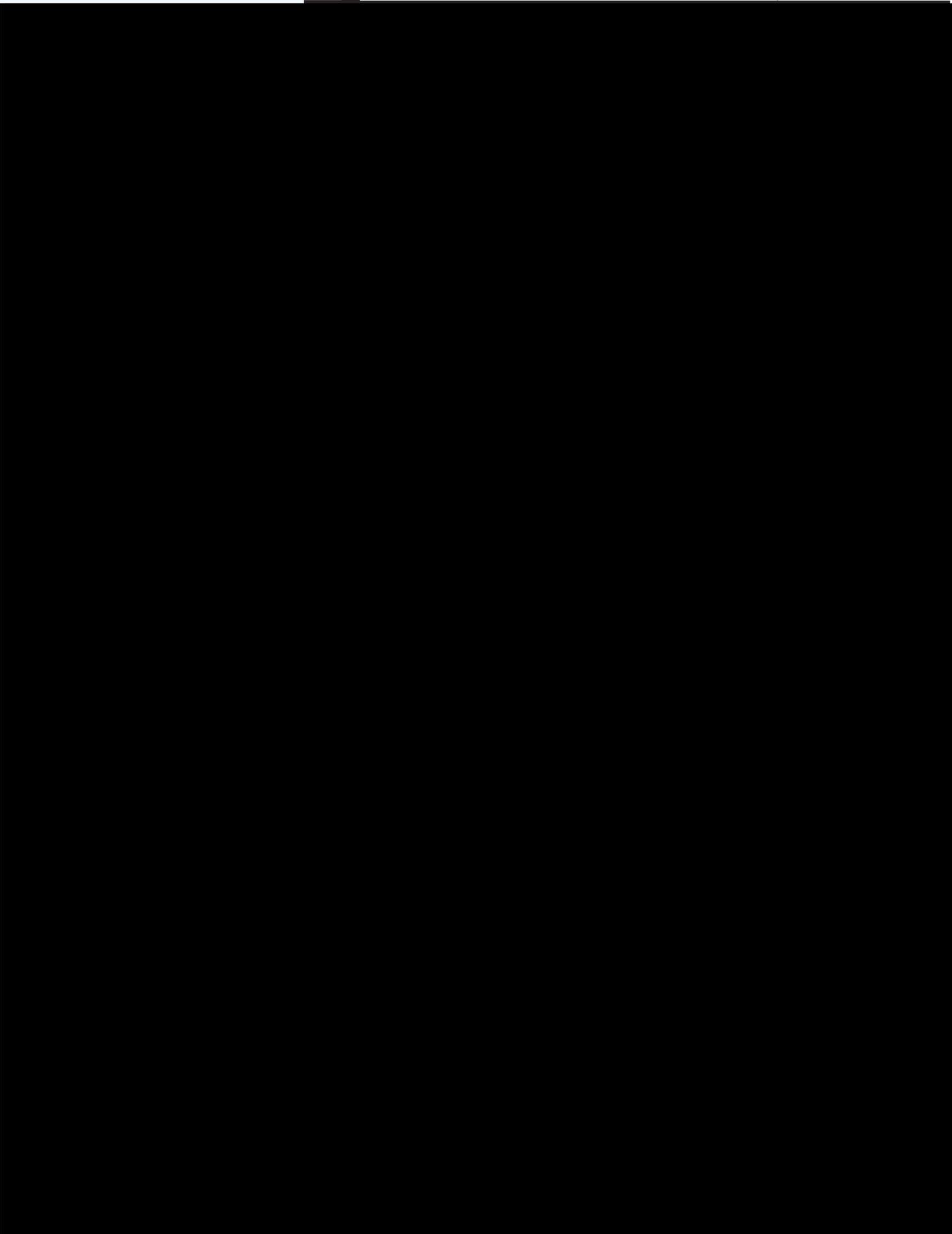
© 2010 College Board. All rights reserved.

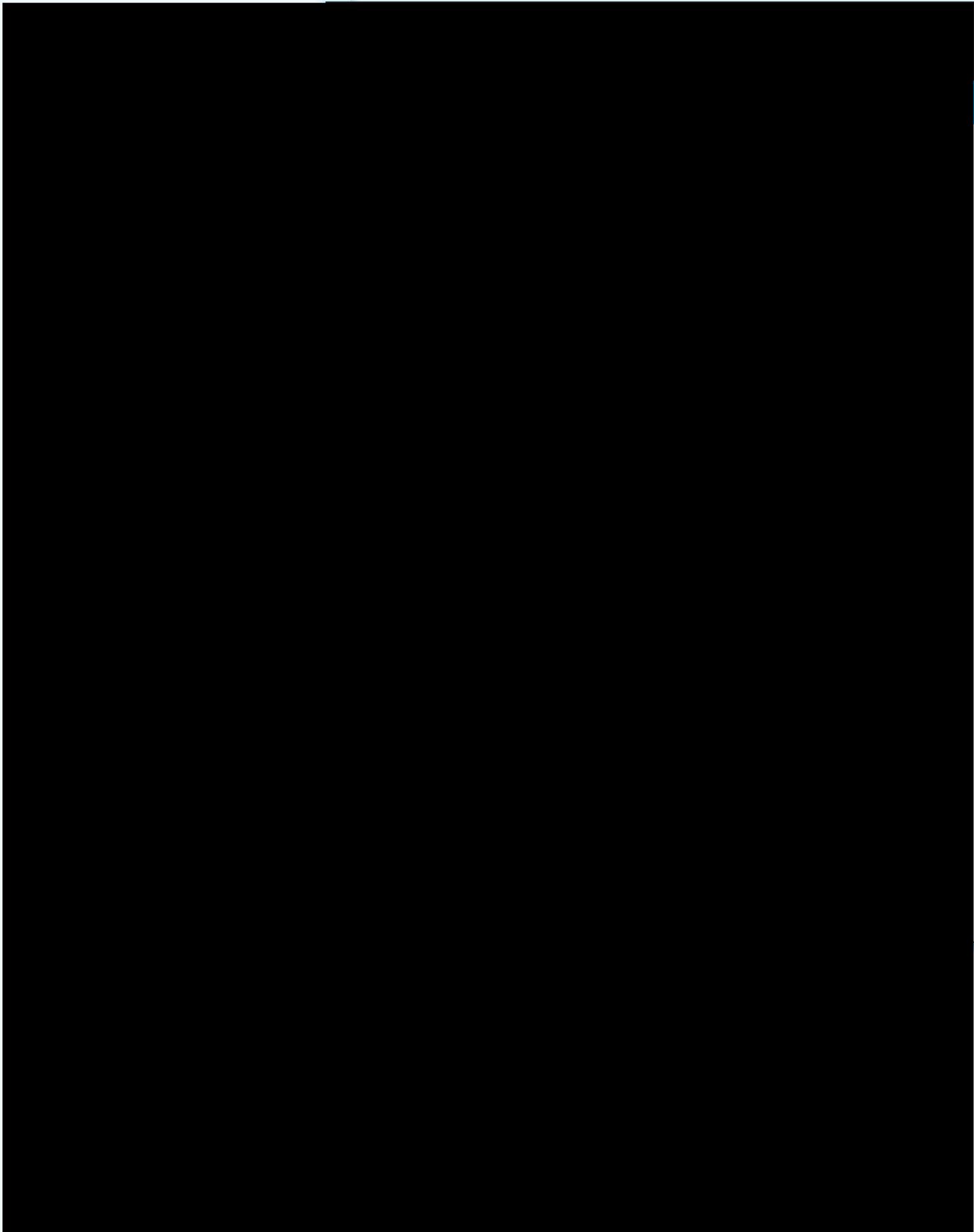
© 2010 College Board. All rights reserved.



© 2010 College Board. All rights reserved.

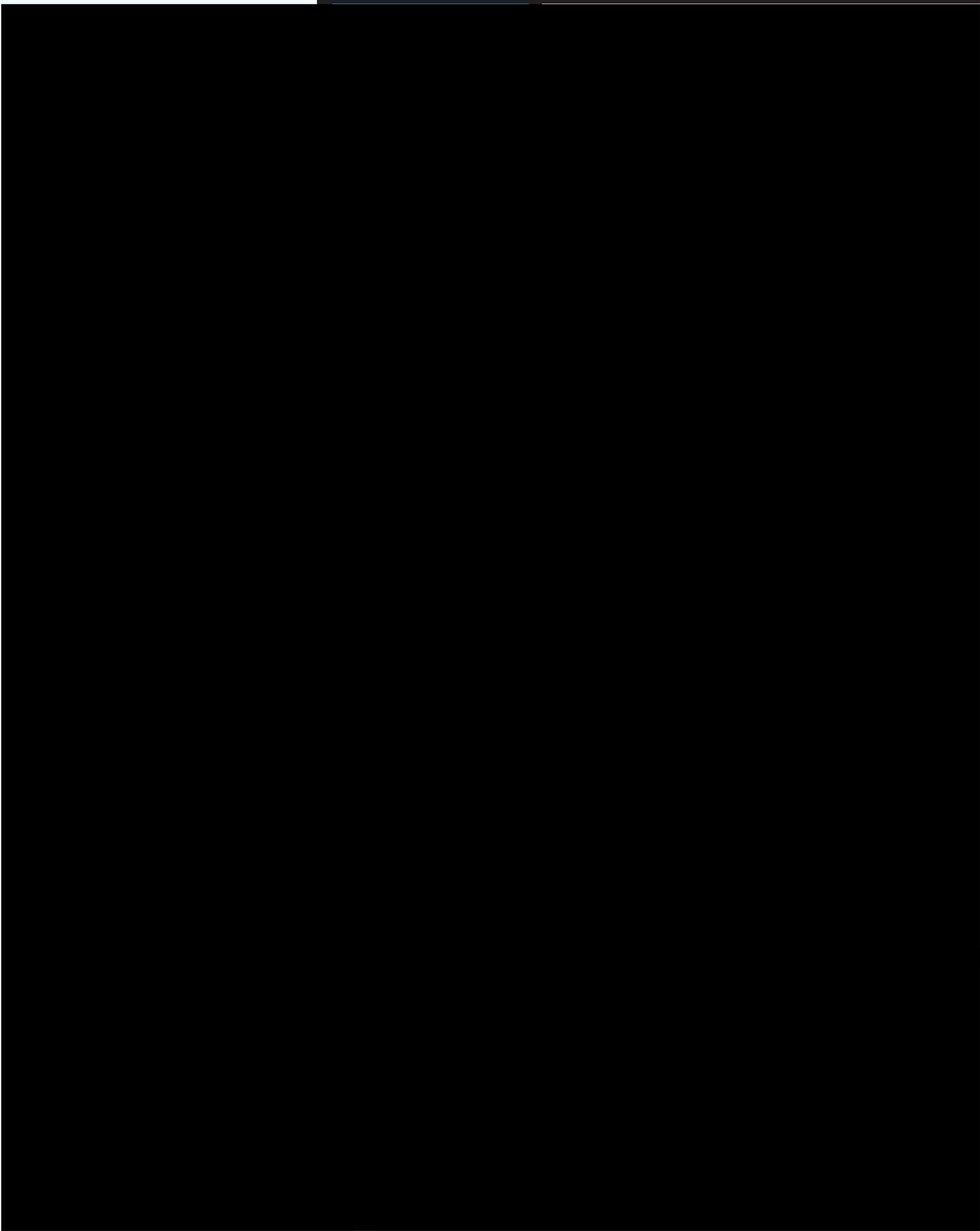
© 2010 College Board. All rights reserved.





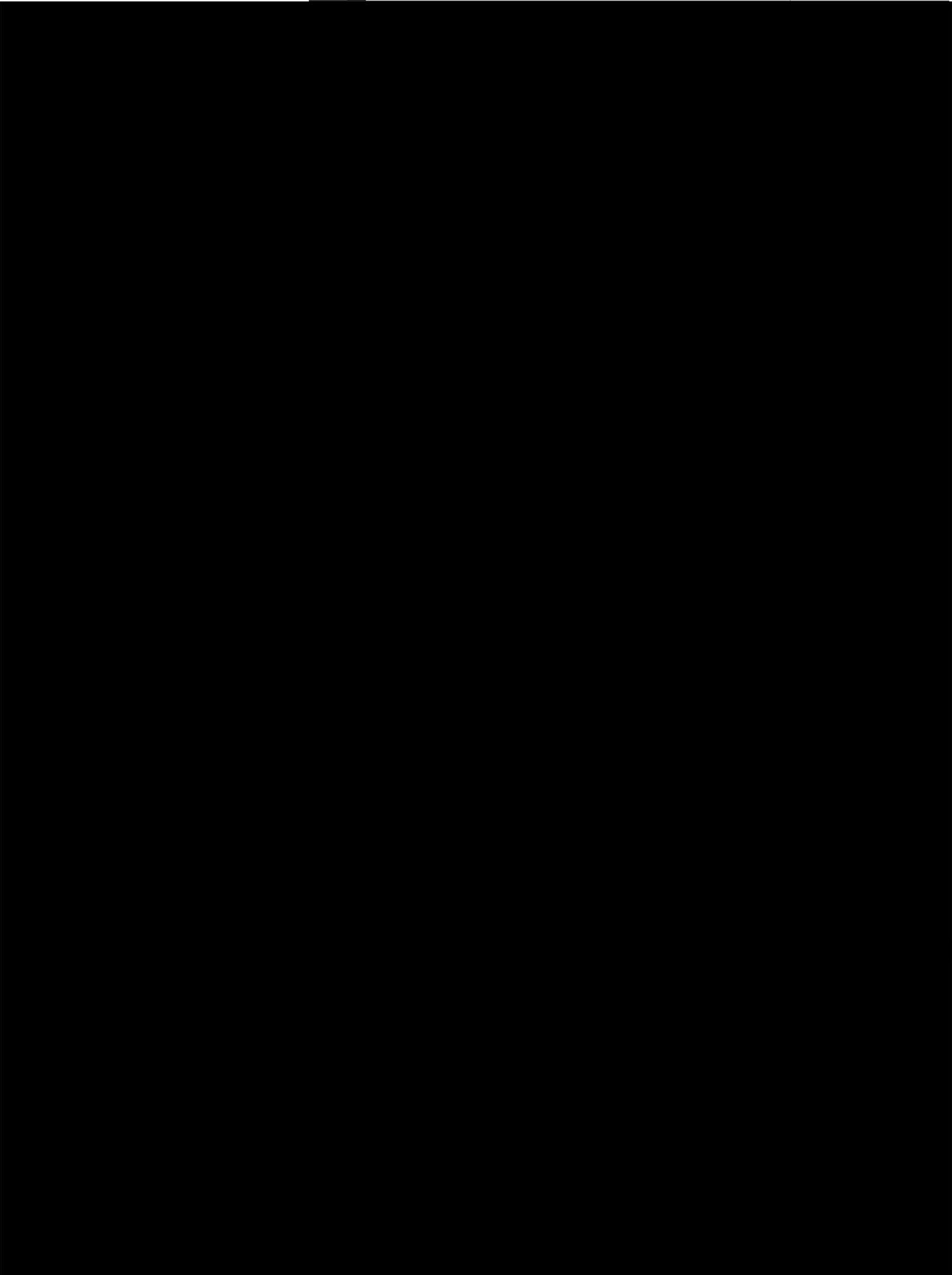
© 2010 College Board. All rights reserved.

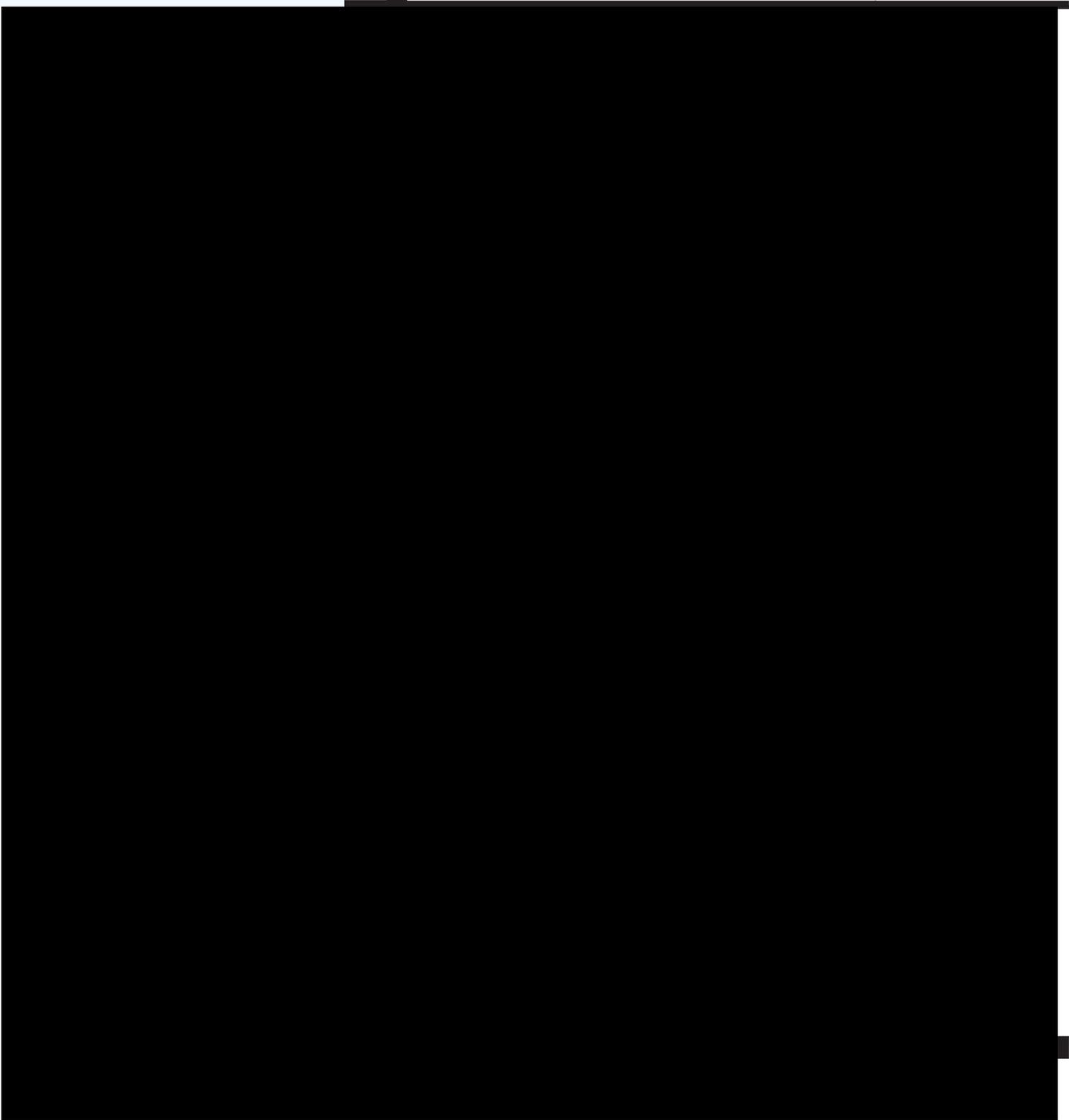
© 2010 College Board. All rights reserved.



© 2010 College Board. All rights reserved.

© 2010 College Board. All rights reserved.





© 2010 College Board. All rights reserved.

© 2010 College Board. All rights reserved.

Attachment 11: Pedagogy

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

- *Describe the instructional methods or techniques to be employed in the proposed school, including any specific requirements for implementing this pedagogical approach, e.g., co-teaching or aides, technology, physical space, etc.*
 - *Explain how these instructional methods will achieve the school's mission and goals and allow students to meet or exceed state performance standards.*
 - *Identify any research or existing models that support the use of this pedagogy with the student population you intend to serve.*
 - *Explain how the school's instructional methods are appropriate for and meet the needs of all students in your school, including students with disabilities and English language learners.*
 - *If the proposed school has a unique curriculum focus or design, explain how the instructional methods will support its implementation.*
-

Pedagogical Approach

To ensure students meet the progress timeline and graduate prepared for college success, ROADS infuses all of its classrooms with instructional strategies proven to be successful with under-performing, disconnected youth. Two strategies are especially critical: making learning relevant and blended learning.

Making Learning Relevant

It is vital that students are engaged in their learning and feel that the concepts are relevant to them personally. Instruction must engage students through a team-driven, investigative approach to learning. Students must become active participants and leaders in their own learning and apply content to real-life situations, using concepts, skills, and content knowledge as tools to solve complex problems.

The following research-proven strategies will characterize the ROADS approach to teaching and learning:

- Assessing project-based, theme-based units: State standards and Regents content will be sequenced into units developed around specific themes. These units will include performance assessments that require students to master presentation skills and demonstrate competency of core content and skills.
- Planning with the outcomes at the core: In designing projects, teachers will work backwards to align products—presentations, papers, artifacts, or models completed during a project—to outcomes. Teachers use formative assessments to relay feedback as the project progresses and summative assessments to provide a comprehensive appraisal of student performance. They ensure that a proper blend of assessments is used to give evidence that students have met the range of intended project outcomes. Teachers and students will use student-centric project rubrics to track progress on content knowledge, functional skills, and learning process.
- Integrated content: Units integrate content from across subject areas: within the same project, students move seamlessly between a few core content areas. For example, a “bio-lit” project blends literature with Biology by asking students to take on the role of genetic counselor as they work with patients. While learning about and researching pre-dispositions to genetic diseases, students also compile a portfolio of written office memos, letters to patients, and exam reports.
- Critical questions: All projects require students to answer critical questions and solve complex problems. A central, critical question organizes all activities and spurs students to develop culminating products, reports, and other presentations of learning.
- Teachers as partners in curriculum development: While ROADS Charter School will build from developed curriculum units where applicable, with significant curriculum development occurring during the pre-operational phase of the school, all teachers will be proficient in “backward mapping”—the skill necessary to design project-based units that are academically rigorous, aligned to state standards, and tailored to

Attachment 11: Pedagogy

students' academic levels and interests. With the support of dedicated curriculum development resources from the outset, as well as intensive initial trainings and ongoing professional development, teachers will provide input and continuously refine interdisciplinary units.

- Collaborative learning: Students work collaboratively in teams of 2-6 towards a common goal, developing effective teamwork, communication, and management skills along the way. Individual team members are held accountable to peers; team members participate in reflective debriefing activities to evaluate individual and group performance.
- Student roles and accountability: As part of a broader strategy to engage students and reinforce the core skills needed to be successful in the 21st Century "knowledge economy," each project will invite students to play different roles and functions within their project team. Students will hold teammates accountable for their performance based on explicit agreements established at the outset of the project.
- A mix of instructional strategies: Teachers continue to use a mix of instructional strategies to deliver content in these units, including lectures, the use of mixed media, and teacher-directed research.

Blended Learning

All parts of the ROADS model will be taught through a blended learning approach to instruction, where content and skill training is delivered using a mixture of modalities, including online tutorials, small-group work, and larger group sessions. This commitment to blended learning is evident at all levels of the work: students will apply skills in both in-classroom and out-of-building learning experiences. Within the school day, they will participate in team-based Academic PBL Blocks and more individually focused Seminars. Single blocks will be taught using a wide range of strategies and modalities. Technology will be leveraged across all courses where possible:

- In Academic PBL Blocks, technology will be used to check for comprehension, promote research on critical questions, and/or provide more targeted skill-building;
- In Seminar, technology will be used for targeted skill building based on individual needs;
- In Advisory, technology will be used as a primary tool to deliver student-directed content; and
- Across all areas, technology will be a core method of managing data and processes, as students reflect and manage their work and progress against the ILP.

Online learning modules will engage students, provide real-time assessment, and allow teachers to manage student learning and play a more facilitative role for a greater number of students. This mixture of learning environments promises to deepen student understanding, enable customized learning, and account for various learning styles. Additionally, because today's students are "digital natives," this mixture of modalities will heighten student engagement with media with which they are already familiar and comfortable. In many ways, technology is an area where many ROADS students who may have experienced failure elsewhere will feel successful.

Closer Look at First Development Phase

In order to get a deeper understanding of how this pedagogy applies in practice, this section takes a closer look at the first Development Phase, *Building Core Skills*.

The Building Core Skills Development Phase

The two most common ways of teaching in secondary schools are teacher lecture and independent reading¹, strategies that are generally ineffective for struggling readers. Neither approach engages students and both often leave them feeling as though school has nothing relevant to offer them. In order to more effectively meet the needs of students, ROADS must create a learning environment that engages and supports the learner, while moving him or her through content and skills development. ROADS Charter School has designed the *Building Core Skills* phase as exactly that, through the use of both Academic Project-Based Learning (PBL) blocks and Seminar sessions. Students

¹Goodlad, J. I. (1984). *A place called school*. New York: McGraw-Hill.

Attachment 11: Pedagogy

will receive six hours of intensive literacy and numeracy instruction *per day* through the two classroom approaches— 2 sessions of PBL (2-hour long blocks of ELA and Math respectively) and 2 sessions of Seminar (1-hour each of ELA and Math respectively). The two classroom environments will complement one another: all core skills learned in Seminar will be then applied in PBL-based projects, and areas of difficulty identified in Seminar will be targeted for additional attention in PBL. Additionally, students will have end of day one-on-one and small grouping tutoring sessions led by AmeriCorps members available to them. While the model prioritizes the need to rapidly infuse core literacy and numeracy skills for students within the first 1-3 trimesters (based on their need upon arrival), it is essential that students not feel “stuck” in a remedial track. Therefore, the Schools will assign elective credits in ¼-credit increments, which help reinforce students’ sense of tangible progress towards graduation.

Pedagogic Approach: Academic PBL Blocks

Students must be engaged in and own their learning process for the model to be successful. One evidence-based approach that has met with tremendous success is PBL—a comprehensive form of instruction that engages students through a team-driven, investigative approach to the learning process. PBL creates the classroom conditions that ask students to become leaders in their own learning. They apply their coursework concepts and content to real-life situations, using concepts, skills and content knowledge as tools to solve problems. Importantly, PBL reflects the type of real-life learning done by professionals outside the classroom. It is marked by the following core characteristics:

- Driving questions: All projects require students to answer driving questions and solve complex problems. A central, driving question organizes all activities and spurs students to develop culminating products, pieces, reports, and other presentations of learning.
- Collaborative learning: Students work collaboratively in small teams towards a common goal—developing effective interpersonal, teamwork, communication, and management skills along the way. Team sizes gradually increase as students tackle increasingly complex questions. Individual team members are held accountable to peers, and all team members participate in reflective debriefing activities to evaluate individual and group performance.
- Teachers as curriculum developers and facilitators: With the support of dedicated curriculum development resources during start-up and ongoing professional development and training, teachers will help to design and customize PBL projects, developing over time a library of projects that begins to grow up within the school and across the growing ROADS network. All projects are academically rigorous, aligned to state standards, and tailored to students’ specific academic levels and interests. In the PBL classroom, teachers act primarily as facilitators for student learning. While there is a mix of content delivery with project work, teachers spend the bulk of their time connecting students to resources and coaching teams as needed.
- Content across the curriculum: Individual projects integrate content from across core Regents subject areas, with a particular focus on integrating literacy and math skills throughout.

The purpose of the PBL blocks will be to engage learners in the application of core skills to real world problems. PBL represents an opportunity to motivate students by engaging them in tangible, applied, and hands-on learning.

When adolescents perceive certain learning tasks as overwhelming, they may be unwilling to engage in the hard work of trying to learn academic subjects—particularly if they have a history of prior school failure.² Students find real engagement to be especially motivating—to an even greater degree than external influences such as admonitions or incentives.³ PBL therefore is an important building block within ROADS Charter School. During the *Building Core Skills* Phase, PBL reinforces newly-gained skills and content knowledge by allowing for the application of those skills in service of solving problems and reflection which promotes critical thinking skills –

² Alvermann, D. E. (2004). Effective literacy instruction for adolescents. *Journal of Literacy Research*, 34, 189-208.

³ Guthrie, J. T. (Ed.). (2008). *Engaging adolescents in reading*. Thousand Oaks, CA: Corwin Press.

Attachment 11: Pedagogy

“What did we learn? Why did we learn? Did it enable us to solve the problem we originally intended to solve?” Additionally, PBL becomes the training ground for study, research, and heightened problem solving skills, all of which promote perseverance and resilience over time.

Pedagogic Approach: Seminar

Seminar provides direct skills instruction and ongoing support for students to help them acquire fundamental literacy and numeracy skills. The purpose of Seminar is to enable students who enter significantly below grade level to make rapid progress, using online modules and small group instruction. Seminar leverages technology as a primary content delivery tool, and online learning modules free up teachers to facilitate student progress as their primary responsibility.

These 60-minute Seminars build fundamental skills and give particular attention to literacy and numeracy. Students receive customized, individual support in targeted areas needing attention—through one-on-one assistance, “kill-and-drill” online learning sessions, and other intervention strategies. ROADS Charter School will likely be using *Apex Learning*, a digital curriculum that provides a broad array of standards-aligned online courses differentiated into multiple levels, including AP, Honors, Core, and Literacy Advantage, with a suite of interim assessments.

Literacy Advantage courses offer standards-based general studies courses that meet the needs of students reading below proficient. During the *Building Core Skills* phase, students will likely be taking Apex Foundations courses:

- *English Foundations I* supports adolescent literacy development at the critical stage between decoding and making meaning from text. Through intensive reading and writing skills instruction, deep practice sets, consistent formative feedback, graduated reading levels, and helpful strategy tips, the course leads students to improved comprehension and text handling. Trimester 1 provides instruction in basic reading skills and vocabulary building. The student learns what a successful reader does to attack words and sentences and make meaning from them. Trimester 2 provides instruction in basic writing skills, introduces academic tools, and demonstrates effective study skills.
- *Math Foundations I* offers a structured remediation solution based on the NCTM Curricular Focal Points, and is designed to expedite student progress through 3rd- to 5th-grade skills. A follow-up course, *Math Foundations II*, is appropriate for use as remediation covering grades 6 to 8 skills. When used in combination, these courses effectively remediate computational skills and conceptual understanding needed to undertake high school-level math courses with confidence.

Both Foundations courses empower students to progress at their optimum pace through over 80 hours of interactive instruction and assessment spanning from 3rd grade level skills. These online modules provide built-in adaptive scaffolds, automatically changing the content or texts to make them more accessible. Examples of some of these adaptive scaffolds include:

- Text-to-speech voice-overs;
- Vocabulary rollovers;
- Hyper-text links and connections between pages and ideas;
- Graphic organizers providing a visual representation of the content; and
- Multiple modes combining text, sounds, visual images, video, voice-overs, and other ways of representing key concepts.

In addition to these adaptive scaffolds, the online content embeds strategic scaffolds that teach students how and when to use important learning strategies, such as accessing prior knowledge, making and revising predictions, using text features and visual cues, making inferences, asking questions, and summarizing.

Attachment 12: Assessment

(a) *Assessment System*

Describe the diagnostic, formative and summative assessments the school will use to evaluate student knowledge and skills. Your response should:

- *Explain how these assessments will be selected or developed.*
 - *Describe each assessment's purpose, design and format.*
 - *Explain how the school will ensure assessment results are valid and reliable.*
 - *Describe how assessment results will be collected and analyzed.*
 - *Describe who will be responsible for administering the assessments and collecting and analyzing the results.*
-

Principles of Assessment

ROADS Charter School believes strongly in ongoing, standards-based assessment as the core of its strategy to improve teaching and student learning. Because effective assessments are critical components of creating a customized learning environment to drive rapid, iterative learning cycles, we intend to weave the assessments throughout instruction, learning, and professional development routines.

The School's approach to assessment will reflect the following beliefs and principles:

- The ultimate purpose of assessment is to **improve teaching and learning**. Assessment drives instruction;
- All assessments are based on **deliberate learning objectives tied to state standards**. Standards-based assessments bring fairness, specificity, feedback, and relevance to the learning process;
- Students have a **clear understanding of what they should know and be able to do**. Rubrics and good models of success will be used at the beginning of instruction to provide clear criteria for success;
- The **assessment process itself promotes learning** by engaging students in authentic performance tasks reflective of real-world situations and 21st Century workplace environments. Assessment is also frequently done in real-time, particularly through online modules—giving students instant feedback on their performance and teachers immediate direction on where to target instruction for each unique learner;
- Teachers use a **balanced mixture of assessments** to gauge student mastery and encourage learning, including online modules, in-class formative assessments, teacher-created summative tests, interim standardized exams, and other forms of ongoing assessment;
- Students showcase content knowledge and skill mastery through the creation of **concrete culminating products and other presentations of learning**;
- **Students themselves are self-reflective and deeply engaged** in the assessment process. Teachers create conditions for students to develop self-reflective skills, and students take ownership of their progress in their Individual Life Plan (see below for additional detail); and
- **Teachers leverage technology** when creating assessments, assessing students, evaluating student performance, and analyzing results—allowing teachers to spend more time improving instruction and interacting with students. Technology both promotes quick assessment and analysis and provides content from an extensive online item bank tied to each standard. These technology-based approaches enable teachers to target learning based on specific student needs—down to the fine-grained levels of concept, skill, or content area.

Summary of Utilized Assessments

Initial Diagnostic Assessments

All incoming students will complete a set of diagnostic tasks to inform scheduling and enable customized instruction. Because incoming students may be wary of new school environments or testing in general, diagnostic assessments will only be administered *after* the work of establishing a culture of community and trust has begun (i.e., after New Student Orientation, and not immediately upon intake). The School will employ three categories of diagnostic assessments:

Attachment 12: Assessment

1. Academic: All students will take at least two academic diagnostic tools. First, the Northwest Evaluation Association's Measures of Academic Progress exam (NWEA MAP) will be administered to assess reading and math competencies upon intake and to establish a baseline for charting growth over time. NWEA MAP has been selected because of its close relevance to New York State English and Math standards; NWEA's alignment with New York State standards; and the fact that it is an adaptive, computer-based test, which dynamically adjusts question difficulty according to student responses and aptitude—thereby engaging students with content that simultaneously encourages success and minimizes students' sense of discouragement (an important feature given our student population). Additionally, the School will administer the Bader Reading and Language Inventory, a qualitative assessment tool that will help school faculty pinpoint in even greater detail the specific elements of language development that students need to work on.

In addition, a third diagnostic tool will be identified that would assess students' learning styles, which will help inform the overall approach to customizing a student's academic program. All data from initial and ongoing assessments will be contained within each student's ILP.

2. Socio-emotional: All students will be assessed, up front and over time, against indicators of socio-emotional competence—the essential knowledge, skills and attitudes that enable students to achieve in school and in life. Results will help staff gain a more comprehensive picture of their background and potential emotional needs. This custom assessment is being built upon District 79's work in this area and will rely on rubrics that are currently under development. Based on a survey of best-in-class research, District 79 has developed detailed standards around the following three goals: (1) students will develop self-knowledge, self-respect and self-management skills for success in school and life; (2) students will develop knowledge and skills to participate fully in their many communities and in a democratic society; and (3) students will develop interpersonal knowledge and communication skills for success in a multicultural world. In addition, ROADS is currently in the process of investigating Advance Path¹ as a possible online tool to be used in conjunction with the District 79 socio-emotional competency rubrics. All data from initial and ongoing assessments will be contained within each student's ILP.

3. Interests, Motivations, and Job Readiness: All students will be administered a diagnostic assessment that assesses their interests, motivations and 21st Century job readiness skills. ROADS will utilize a custom assessment that draws primarily two sources: (1) CareerBuilder/CareerPath, an online tool which is currently in use in District 79 and assesses students' interests and motivations in order to suggest possible career directions for further exploration; and (2) Partnership for 21st Century Skills, a national not-for-profit organization that has developed comprehensive national standards for what they refer to as "the four Cs" (i.e., critical thinking and problem solving, communication, collaboration, and creativity/innovation). Students will be assessed via a combination of online tools and rubrics. All data from initial and ongoing assessments will be contained within each student's ILP.

Formative Assessments

Several types of formative assessments will be used at ROADS:

1. NWEA MAP: Building upon the academic diagnostic assessment (NWEA MAP) administered upon enrollment, all students' reading and math skills will be re-assessed against the same longitudinal assessment tool—three times per year, in conjunction with academic trimesters. Data from the NWEA MAP assessment enables staff to manage student gains and compare our students' growth to other student populations through norm referencing. When aggregated, this data also provides valuable data to assess the school's overall progress in achieving student gains. ROADS intends to post these assessment results directly into students' ILPs. Both students and teachers will review assessment results to shift learning and instructional goals, as needed.

¹ AdvancePath Academics is a commercial provider that has produced quality results with disengaged students. For example, schools using the AdvancePath methodologies have reported rapid increases in student attendance increases (with students attending up to three times more often than they did in former settings) and high graduation rates (above 90%)—for an at-risk, disconnected student population similar to our own.

Attachment 12: Assessment

2. Teacher-developed Assessments: Teachers will assess students' content mastery, skill acquisition, and learning process through a balanced combination of assessments aligned to unit plans. Informal, formative assessments (i.e., exit tickets, response cards, observation checklists, hand signals) will be embedded into the fabric of teachers' instructional strategies in order to provide teachers with continuous, instant feedback on student learning. These assessments will also be used as summative assessments to measure students' mastery of standards. In addition to using interim assessments to measure reading and math skills, teachers will develop unit tests based on previous Regents exams to familiarize students with the Regents format and test-taking environment.
3. Peer Evaluations: Because much of the Academic PBL Block project work will be team-based, peer evaluations play an important role in measuring students' learning and work *process*. For example, at the beginning (or "launch") of each new project, students will discuss and decide on various team roles (i.e., "analyst," "project manager," etc.) required for successful project completion. During and after a project, students will be asked to reflect on and describe how they performed in their own roles and how the team worked together. As conflicts arise, students will have the opportunity to practice conflict resolution in a professional context (i.e., through discussion of roles, responsibilities, deadlines, effective communication, etc.), further reinforcing the development of 21st Century workplace skills. In extreme situations where team members fail to contribute to team efforts, mechanisms will be in place to remove uncooperative students from the team and require them to complete projects on their own. This particular technique, pioneered by New Tech Network schools, is a crucial component to promoting cooperative team dynamics, and has proven effective at increasing student engagement and holding students accountable for work.
4. Self Evaluations: ROADS Charter School is committed to helping students develop self-reflective skills and the ability to monitor their own progress. Through rubrics, the ILP, and other self-reflective activities, students will self-assess their content mastery, skill development, and learning processes. Students will set specific individual achievement goals (on academic, socio-emotional, and interpersonal fronts) and regularly track progress towards those goals in their ILP. The development of a thorough ILP (specifying student strengths, limitations, potential obstacles to success, and strategies to overcome them) is one of the culminating achievements that will accompany a student's graduation.

Summative Assessments

Many types of summative assessments will also be used at ROADS:

1. Project-based Assessments and "Culminating Products": Teachers will also design and regularly administer classroom-based assessments in all Academic PBL Blocks. Aimed to measure both classroom practices—like problem solving, collaboration, communication, teamwork— as well as content mastery and skill development, project-based assessments will require students to produce *culminating products* for each project or unit covered. The creation of these products will require high-order thinking from students, the performance of complex tasks, and methodical, diligent work—blending skills and content knowledge from multiple subject areas. Students will be required to display these culminating products before larger audiences outside of the classroom, thereby creating a sense of accountability for the quality of their work product.

Culminating products may include research papers, reports, multimedia shows, artifacts, presentations, debates, poems, essays, narratives, and exhibitions in the community. Each culminating product will be built through the development of earlier smaller, preliminary products—proposals, outlines, plans, blueprints, contracts, critiques, drafts, models, videos, journal entries, records, interviews, and progress reports—all developed in anticipation of the larger, culminating work.

All authentic assessments and culminating products will be aligned to New York state standards, and rubrics will be used to ensure that academic achievement against state standards is measured accurately. To help students understand exactly which standard they are expected to understand and master, rubrics will accompany each project-based product and specify the desired performance outcomes. Importantly, rubrics will be reviewed before projects begin.

Attachment 12: Assessment

2. Capstone Project: As a final authentic, comprehensive assessment, all students will complete a culminating “Capstone” project during their final trimester at the school. Capstone projects will be student-driven, individually designed research projects conducted under the supervision of a faculty advisor. Student Capstones will be evaluated on demonstration of skill and content mastery, application of 21st Century skills, accuracy, work process, leadership, and innovation. All Capstone projects must 1) demonstrate relevance to content and skills across multiple Regents courses and 2) include both a written report describing the research process as well as a culminating product or artifact. Students will be evaluated by faculty and will defend their work at public presentations of learning. Progress towards the Capstone will be supported by interim deadlines, proposals, literature reviews, and other check-in assessments for students working on Capstone projects.

3. New York State Regents Exams: In alignment with the academic progression across developmental phases to achieve a diploma, students will take all five New York State Regents exams within the four core content areas, including: Comprehensive English; Integrated Algebra; Living Environment; Global History and Geography; and U.S. History and Government. Regents exams will be administered against the following schedule within the academic program:

Subject	Exam	Level Administered
ELA	Comprehensive English	<i>Ready for College</i>
Math	Integrated Algebra	<i>Approaching Competency</i>
Science	Living Environment	<i>Approaching Competency</i>
Social Studies	Global History and Geography	<i>Approaching Competency</i>
	U.S. History and Government	<i>Ready for College</i>

4. PSAT and SAT: Students will take the PSAT in the *Approaching Competency* phase. Students will take the SAT and ACT once they have arrived at the *Ready for College* phase. Results from these tests will be used as part of students’ college and career planning processes, and will also inform whether a re-test may be beneficial.

Assessment Strategy

In addition to weaving assessment throughout all curriculum at ROADS, several additional strategies will be employed in the execution of the various assessments explained above:

Online Assessments

ROADS Charter School will rely on digital assessment in all core subject areas, in both Academic Blocks and Seminars. These digital assessments provide multiple advantages:

- They build students’ technology aptitude and reflect 21st Century working environments;
- They help create a wide mixture of assessments used, thereby diversifying the media students use and operate in;
- They typically look and feel significantly different from assessments used in conventional schools, and will likely not be associated with previous negative testing environments. This is especially important for students who perform poorly on exams because of the testing process itself and not because of low skill and content mastery;
- They are often scored in real-time, giving students and teachers immediate feedback on their performance and instruction;
- They can be private and un-scored—thereby providing students with a genuine self-check to gauge learning, free from high stakes pressures;
- At the same time, digital packages also offer more structured, higher stakes assessments that give teachers instant feedback and measure student achievement towards stated objectives;
- They encourage self-assessment and allow students to take (and re-take) self-check quizzes at any point;
- They are often more engaging than paper-and-pencil tests and hook students through games and engaging scenarios, making learning and assessment more enjoyable;

Attachment 12: Assessment

- By designing and evaluating assessments instantly, they allow teachers to spend more time giving individualized attention to students;
- They include not only basic multiple choice, “drill-and-kill”-type modules, but also incorporate more complex, subjective assessments identified by Bloom’s Taxonomy of learning as requiring higher thinking skills (including application, analysis, synthesis, and evaluation skills); and
- Digital assessment platforms make data available in an online format, giving a wide range of stakeholders access to needed information to support student learning.

Based on ongoing research, ROADS is planning to use Apex Learning as the digital curriculum provider. Apex has been selected because it offers an extremely customizable approach to meeting students’ learning needs and allows students to cover similar content material at a different pace and based on different performance levels (Apex has developed four levels across content areas, including AP, Honors, Core, and Literacy Advantage). The Apex product offering includes diagnostic, interim, formative, and summative assessments and is specifically designed for struggling high school readers. Correlation reports also indicate that it is significantly aligned to New York state standards.

The Individual Life Plan

The Individual Life Plan (ILP) is a core construct within the ROADS culture of student-centered learning and performance. Developed for each student upon intake, based on the results from a range of diagnostic assessments detailed below, the ILP serves as a repository of information regarding student growth and performance in three areas: academic; college/career; and socio-emotional growth. The ILP logs previous academic records, diagnostic results, breakdowns of interim assessment results, and progress toward high school graduation requirements (including credit accumulation, Regents results, and other school-specific graduation requirements). The ILP will also detail a student’s readiness to engage successfully in post-secondary education and will clearly indicate school expectations and goals regarding college and academic performance.

While the ILP platform is an essential tool for educators, each student will be individually responsible for managing his or her own ILP. By design, the ILP creates a key forum in which students and teachers communicate with one another—sharing and managing work against clearly outlined measurements of performance.

Attachment 12: Assessment

(b) *Use of Assessment Results*

Explain how assessment results will be used by the following stakeholders:

- *Teachers*
- *School Leaders*
- *The School's Board of Trustees*
- *Parents*
- *Students*

Describe how parents and students will be informed about academic achievement and progress.

Assessment and Student Progress

ROADS Charter School is deeply committed to the belief that the primary purpose of assessment is to improve teaching and learning. The School will use data-driven assessment at all levels of activity to promote learning and appropriately adjust a student's program to best meet his or her needs—with a focus on content knowledge, skill development, Regents preparation, and credit accumulation. Following is a description of intended uses of assessment data:

Assessment and Placement

The ROADS educational program is based on a competency-based model of advancement: students advance to more rigorous material *only* as they demonstrate skill and content mastery of previously covered material. Given this competency-based approach to promotions, effective and equitable assessments are vital to the school's operations.

Diagnostic Assessment

All incoming students will complete the NWEA Measures of Academic Progress (MAP) diagnostic test in reading and math to inform scheduling decisions and determine the level of instruction they will receive. Students performing below the 7th grade reading level will enroll in the *Building Core Skills* Development Phase. Students reading at or above the 7th grade level will enroll in the *Approaching Competency* phase. Use of these assessment scores, along with other criteria, will determine whether a student will be "promoted" to another Development Phase.

Use of the Individual Life Plan

In each of the Development Phases, students, teachers, and school leaders will collaborate to set specific student achievement goals and learning targets and record them in the student's Individual Life Plan (ILP). Over time, students and teachers will track progress towards these goals and assessment results in the ILP.

Assessment and Instruction

Across all three Development Phases, teachers will use standards-based assessments to highlight areas most in need of attention and design corresponding achievement goals and learning plans for students. Teachers will work individually with students at the beginning of each trimester to review previous achievements and set specific learning goals for the upcoming trimester. Together, they will then identify smaller targets and steps needed to reach those goals. They will work relentlessly to achieve them. Periodic check-ins, advisory periods, and other school supports will focus students' attention on these goals and assist them in updating their ILPs.

Once learning goals have been set, teachers will use assessment data *on a daily basis* to drive student learning.

1. Seminars: All students will participate in two daily, 60-minute Seminars to focus instruction on core learning skills and content mastery for both ELA and Math. The purpose of Seminar is to buttress student Academic Block-content knowledge and skill development with instruction specifically customized to their needs; the type of work students complete during Seminars will therefore depend entirely on student assessment results.

Teachers will rely heavily on assessment data in these Seminar blocks to customize instruction according to

Attachment 12: Assessment

students' individual learning needs. Teachers will analyze students' periodic MAP assessment results to gauge movement towards learning targets and know which specific ELA and math skills individual students need to work on. MAP assessments will be administered during Seminar blocks twice a year. Additional standards-based interim assessments will be administered at six week intervals to measure student mastery of Regents content. The use of these school-wide, formal assessments ensures that all teachers consistently agree on what "proficiency" looks like, and keeps teachers focused on standards-based instruction.

In between these periodic normed assessments and six-week interim assessments, teachers will propel individual student learning by connecting students to tailored online learning modules, needed resources (i.e., reading specialists), and other customized material (i.e., targeted literacy/numeracy content and skills). ROADS will use a digital curriculum package (likely Apex Learning) as a major content delivery and assessment tool. Apex Learning's platform integrates a variety of built-in assessment opportunities—including formative, summative, interim, and diagnostic assessments—into the content curriculum. Each Apex Learning lesson begins by clearly specifying learning objectives and then embeds low-stakes, formative assessments throughout the lesson. Because Apex lessons are also competency-based and require mastery before moving on, Apex's assessment data automatically informs digital instruction and individual differentiation. Students will complete Apex's built-in, standards-based learning checks to gauge progress and reinforce content.

2. Academic PBL Blocks: Students will also be enrolled in two daily, 2-hour long Academic PBL Blocks. Academic PBL Blocks will prepare students for Regents exams by delivering core content and building key skills through a mixture of relevant curricula, "blended learning," and project-based learning. Teachers leading Academic PBL Blocks will develop meaningful, balanced assessment plans to ensure students reach all desired outcomes—content standards, learning skills, 21st Century skills, and other habits of mind.

When assigning projects in their Academic PBL Blocks, teachers will use formative and summative assessments to appraise student performance and shift instruction as needed. They will work backwards to align *project products*—presentations, papers, exhibits, artifacts, or models completed during a project—to outcomes. They ensure that a proper blend of assessments will be used to give evidence that students have met the range of intended project outcomes.

3. Culminating products: In Academic PBL Blocks, students will contextualize their content learning by working on larger projects and developing single culminating products—presentations, papers, exhibits, artifacts, or models. At their core, these large products *are* standards-based authentic assessments; they are not merely exciting activities or a means to keep students engaged. Teachers will use culminating products to both measure and facilitate the learning of state standards. When designing projects, teachers will work backwards to align products to desired outcomes. All culminating products will be accompanied by clear student-managed project rubrics that delineate and measure student performance expectations.

4. Other assessments: Teachers will also design more discrete products and interim assessments to measure learning throughout the course of the trimester. This blend of rigorous, standards-based assessments will provide evidence of whether students are mastering content knowledge and meeting desired skill outcomes, and will include the following: teacher-created summative assessments, daily homework assignments, informal checks, student feedback, in-classroom formative assessments, Apex Learning-type digital assessments in Seminar, and the development of smaller products (papers, reports, contracts, proposals, etc.). These assessments will also be standards-based and keyed the aforementioned project rubrics.

If students perform poorly on an assessment, teachers will shift instruction accordingly and design additional content/skills lectures, group activities, smaller projects, or other assignments to teach and reinforce standards that need strengthening.

Academic PBL Block teachers will also coordinate regularly with Seminar teachers and other staff (through daily common planning time) to discuss interim assessment results and shift a student's learning program accordingly.

Attachment 12: Assessment

Importantly, teachers will also use rubrics, student feedback, and informal assessments (such as observations and checklists) to gauge student development of 21st century skills. Teachers will hone in on skills needing attention and then weave the practice and assessment of those skills into upcoming products and learning experiences.

Assessment and School Operations

Effective school-wide systems are indispensable components of creating a culture where data-driven assessment effectively informs teaching and learning. The School will foster this culture through the following mechanisms:

Learning management system

ROADS plans to use a comprehensive learning management system (most likely Spectrum K-12's Exceed platform) that positions itself as an Instructional Management System—combining the features and functions of a learning management system with the functionality of an enterprise-level data management system. Because of this system's versatility, it will likely serve as the ILP platform. This system will house, track, sort, and analyze student data on all key fronts of student achievement (academics, college, job readiness, and social emotional). All staff will have a comprehensive dashboard for student records to support common planning around all aspects of a student's experience. These records will include data on students' academic performance, accumulated credits, Regents results, peer and teacher feedback, academic strengths, social emotional needs, workforce experience, personal interests, achievement goals, and demonstrated progress.

By housing this data and learning content in a single location, teachers will have easy access to the tools needed to create a customized learning experience for students.

Data-focused professional development

Because the School's data platform will be integrated into its learning management system, data analysis will be a regular teacher function woven into routine teacher practices—and not a discrete, occasional task.

In the seventh week of a cycle (shortly after students complete the six-week interim assessment), teachers' common planning time will focus on a review and analysis of interim assessment results. Working in teams grouped by Development Phase level, teachers will examine student progress towards identified goals and pinpoint subjects, skills, and content needing increased attention. They will use these interim assessment results to identify individual student achievement trends, patterns across groups of students, or teacher-specific tendencies.

After examining student performance data, teachers will collaboratively develop re-teaching strategies to achieve concept and skill mastery in individual Academic Block and Seminar classrooms. They will work with student leaders to examine the school system as a whole and design comprehensive strategies to improve school curriculum, classroom conditions, and staffing practices. When needed, they will establish new school-wide objectives to direct instruction. Staff will then create action plans and effectively execute proposed changes. Between these six-week data review sessions, teachers will use weekly staff check-ins, daily common planning time, and other ongoing mechanisms to collaboratively problem-solve student performance and assessment issues as they arise.

Co-teaching

Each Academic PBL Block will be taught by two co-teachers. All co-teachers will have 120 minutes of daily planning time (i.e., 60 minutes of which is common)—an ideal space to cooperatively design effective assessments and in turn craft instructional strategies that reflect assessment results.

Attachment 12: Assessment

Staff mentoring and observation

School leaders will be actively involved in observing teachers' instructional and assessment practices in the classroom. Follow-up check-ins will provide teachers with valuable feedback on how they can more effectively use assessment to improve teaching and learning.

Personnel policies

All teachers will be hired on a pay-for-performance basis, with a base salary and a potential bonus given to those who reach or exceed student performance targets. School personnel will analyze student performance by teacher. Teachers whose students are not learning will not be hired back.

Student Use of Assessment Data

Students will be deeply involved in the assessment process. Through the ILP, they will have access to all assessment results—for both courses and interim assessments—in a single location, broken down in line-item sections. As explained previously, students will take the lead role in tracking their individual progress towards achievement goals in their ILP. They will know what is expected of them and how much progress they are making. Advisory sections, teacher-student check-ins, self-reflective assessments, and other mechanisms will ensure that students recognize the strengths and weaknesses of their work, set visible learning targets, evaluate their work, and reach school and personal goals.

Additionally, all Academic PBL Block projects will be designed around student-managed project rubrics that require students to be active managers of the project process and outcome.

Family Use of Assessment Data

Parent involvement in student success will be strongly encouraged and facilitated by staff. A “parent view” in the ILP will give families access to their student’s assessment results. Parents will also have the opportunity through the ILP to communicate with teachers, school leaders, and their children about teaching and learning goals and outcomes.

Periodic family conferences and other frequent check-ins will further engage parents in the teaching and learning process. By soliciting feedback and advice from parents, teachers will receive necessary suggestions on how to better support their student’s learning. Similarly, parents will receive suggestions from teachers on how they can better support student learning in the home.

Trustee Use of Assessment Data

Student achievement data will be regularly reported to the Board of Trustees (at least prior to each trimester and a summer step-back meeting). Such reports will provide meaningful information to enable Board members to fulfill their oversight responsibilities. These reports will be accompanied by implementation plans indicating how the School leader and teachers are using data to drive instructional planning.

Trustees will use assessment data to measure progress in the following ways:

1. **Mission Integrity:** The ROADS Board will ensure that the School fulfills its mission in ensuring disconnected youth graduate from high school college-ready. Focus will be paid to two main metrics: first, that students make adequate progress on accountability targets and second, that the School exemplifies the core beliefs articulated in this petition.

To meet this goal, the ROADS Board will:

- Review monthly data dashboards to commend staff for progress and recommend mid-course corrections;
- Conduct an annual review of accountability targets;
- Review results of annual survey to recommend changes for the following year;
- Recommend promising practices from other sectors and/or charter schools; and

Attachment 12: Assessment

- Fully investigate (with school staff) and respond to complaints from students and families if necessary (see details below).

The ROADS Board will also hold school staff accountable for:

- Refining core beliefs as necessary;
- Training the school-based staff, students and parents on the core beliefs;
- Establishing communications systems between staff, families, and students consistent with core beliefs;
- Conducting and reporting results of annual survey (to staff, families, and students) aligned to core beliefs;
- Responding to complaints from students and families and escalating to the Board as appropriate;
- Establishing data systems to track: (1) credit accumulation, (2) attendance (overall and in first 30 days), (3) academic gains in reading and math, and (4) student progress on Individual Life Plans (ILP);
- Developing a data dashboard to share quarterly progress with the Board in all four areas; and
- Conducting a year-end analysis of the school's accountability plan.

2. Fiscal Health: The ROADS Board will be responsible for (1) ensuring that the budget is sufficient to meet the goals of the school and (2) liaising with the Friends of ROADS Board of Trustees (through direct communication or through the Friends of ROADS Executive Director) to ensure that the annual fundraising plan meets the needs of the school beyond what has been allocated through public funds.

In furtherance of these goals, the Board will:

- Review budgets to ensure efficiency;
- Review annual fiscal reports to ensure economic well-being;
- Analyze BTA reports to ensure fiscal efficiency;
- Conduct quarterly meetings with Friends of ROADS to monitor progress of fundraising efforts; and
- Intervene or recommend mid-course corrections, as necessary.

The Board will also hold the staff accountable for:

- Refining the school budget as necessary and communicating those changes to the ROADS Board;
- Completing an analysis on budget to actual spending bi-annually; and
- Presenting an annual fiscal report.

3. Performance Management: As explained above, the ROADS Board will ensure that the School Leader (and through his/her leadership, all school-based staff) is high quality and delivers against the goals and plans articulated in this petition.

In this capacity, the ROADS Board will:

- Interview and hire the School Leader²
- Delegate authority to the School Leader to hire school staff;
- Conduct an annual review of the School Leader focusing on four main areas (fiscal health, accountability targets, core beliefs, and hiring);
- Raise profile of the school (e.g., advocacy, media opportunities, introductions to key stakeholders)

The Board will hold the School Leader responsible for:

- Preparing annual strategic plans by focus area (fiscal health, accountability targets, core beliefs, and hiring);
- Recruiting, selecting, and retaining high-quality staff;
- Preparing job descriptions, hiring rubrics and other relevant documents needed to hire staff; and
- Seeking the input of the Board on key hires, as needed.

²The ROADS Board will also be responsible for hiring the Friends of ROADS Executive Director (ED); however, as soon as the ED cultivates and selects a Board of Directors of Friends of ROADS, that separate body will be responsible for monitoring the EDs performance and progress towards the enumerated goals for Friends of ROADS.

Attachment 12: Assessment

- (c) *Promotion Policy*
Explain the process and criteria your school will use for promoting students from grade to grade.
-

Intake and Assessment

All incoming students will complete the NWEA Measures of Academic Progress (MAP) diagnostic test in reading and math to inform scheduling decisions and determine the level of instruction they will receive. Students performing below the 7th grade reading level will enroll in the *Building Core Skills* Development Phase. Students reading at or above the 7th grade level will enroll in the *Approaching Competency* phase.

MAP results will also help teachers, families, and students participate as stakeholders in the process of developing stated goals for student achievement. By leveraging inputs from the MAP process, school staff will be responsible for working with all students within the first trimester of enrollment to develop specific academic achievement goals against a projected timeline. While some flexibility will be needed to enable all students to progress, it is anticipated that 80% of ROADS' students will demonstrate two years of academic progress for each year enrolled in school.

MAP results will allow teachers to set specific achievement goals and learning targets for the first trimester of a student's enrollment. After examining incoming test scores and line-item analyses of performance, teachers will identify areas needing attention and develop specific, corresponding achievement goals and learning plans with their students. Teacher teams will be responsible for leveraging available resources and other student supports to meet these plans, and will hold students accountable for progress against the agreed-upon plan.

From Building Core Skills to Approaching Competency

Once students are reading at a 7th grade reading level, they will advance to the *Approaching Competency* phase. The amount of time needed before a student transitions from *Building Core Skills* to *Approaching Competency* will depend on his or her incoming performance levels; some students may need only one trimester of *Building Core Skills*, while others may need two or three. Periodic MAP assessments will be used to measure whether students have reached the 7th grade reading level, augmented by use of the BADER literacy assessment.

From Approaching Competency to Ready for College

Students will remain in the *Approaching Competency* phase until they successfully pass three Regents exams (Living Environment, Integrated Algebra, and Global History). Results from the Regents exams will be used to determine when a student is prepared to move on to the *Ready for College* phase.

Attachment 13: At-Risk Students

(a) *Students with Disabilities*

Discuss the proposed school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. In answering please describe:

- *The proposed charter school's process for identifying students with disabilities (child find);*
- *The school's Response to Intervention (RTI) process for identifying and providing services for students with disabilities and other students including the identification of students with specific learning disabilities, and early intervening strategies, if any, if applicable.*
- *The kinds and types of services and related services the school is likely to provide directly (both within general education classrooms and in other settings);*
- *The kinds and types of services and related services that will be provided by the school district of the student's residency or through a third party contract;*
- *The resources the school will devote to serving students with disabilities, e.g., planning time, instructional materials, technology, professional development, staff and consultants, etc.;*
- *Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;*
- *The personnel that the school will specifically devote to serving students with disabilities (and the associated administrative responsibilities) including a special education coordinator;*
- *The process for coordination between general education teachers and special education teachers or service providers;*
- *The process that will be used to monitor the achievement and progress of students with disabilities; and*
- *The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.*

ROADS Charter School believes that all learners, regardless of their disabilities, should be educated in an inclusive environment with appropriate supports. Students with disabilities will be fully integrated into all aspects of the School and will have access to the same learning opportunities as their non-disabled peers.

All special education services will be provided in accordance with all federal laws including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act and the Americans with Disabilities Act (ADA) (42 U.S.C. § 12101 et seq.). Further, ROADS will ensure students with Individualized Education Programs (IEP) are educated in the least restrictive environment (LRE) possible, with their non-disabled peers, to the maximum extent appropriate and allowed by the student's IEP (as prepared by the Committee on Special Education (CSE) of the student's district of residence). Special classes, separate schooling, or other removal of students with disabilities will occur only if the nature or severity of the disability is such that, even with the use of supplementary aids and services, the student will not be able to demonstrate success in the general education environment.

To the maximum extent appropriate, all students with disabilities will participate in, and as applicable, receive credit for, nonacademic, extracurricular and ancillary programs and activities with all other students and will receive all notices concerning school-sponsored programs, activities, and services.

Education Placements

Prior to the beginning of each school year (or upon a student's enrollment if not at the beginning of the school year), ROADS staff will work with the CSEs of each incoming student's district of residence to conduct a systematic review of the student's IEP. The School will only seek to review and potentially revise an IEP after notice and consent from the student's parents. Given the unique approach and the intensity of supports that all of ROADS' learners will

Attachment 13: At-Risk Students

receive, it is likely that the IEPs of many of the incoming students will be overly restrictive and will not allow for the delivery of a “free and appropriate public education” (FAPE) in the LRE, as the law requires. To the maximum extent possible, ROADS will seek to educate all learners in an inclusive environment.

ROADS will work with the New York City Department of Education to ensure that services required by each student’s IEP are provided. The School’s goal will be to provide the largest spectrum of services fiscally possible within the walls of the School. When possible, students receiving related services will receive those services from appropriately certified ROADS Charter School staff. In those instances where it is not possible due to staffing or other constraints, ROADS will contract with a third party to provide the IEP required programs or services, or ask the student’s district of residence to provide the programs/services.

Student Identification

While the ROADS model requires frequent assessment and intervention for all students, this process will in no way replace or prevent a special education referral, which can be made at any time. A representative team of School staff members, known as the Child Study Team (CST), will review and assess the needs of specific students with IEPs who are demonstrating academic or behavioral difficulties in their current educational program.

A Response to Intervention (RTI) approach will be adopted prior to special education referral for a specific learning disability. It is also important to note that the latest RTI technology is being used in the design of the Individual Life Plan (ILP) for all ROADS students, which underscores the core value of individualized approaches for every student, not just those with documented disabilities.

The CST will utilize the following problem-solving approach:

- **Step One - Data Collection:** Meaningful and relevant information will be gathered to identify areas of concern. Information will be collected from multiple sources (the family, the teacher, and the student), in multiple settings (small and large group activities, the classroom, lunchroom, gym) and through multiple methods (observation, anecdotal records, assessment data, student work samples, and interviews).
- **Step Two - Problem Analysis:** Information will be analyzed to clearly define the discrepancy between a student’s current and desired performance. After analysis, observable and measurable goals will be designed for the student.
- **Step Three - Intervention:** A course of action will be developed that focuses on modifying aspects of the student’s educational setting to create a more supportive learning environment to better facilitate the student’s success.
- **Step Four - Decision-Making:** At the end of a predetermined period of time, the intervention plan and student performance data will be analyzed to determine intervention effectiveness, whether or not to continue the intervention, or if a referral for special education services is necessary. In some cases, the determination may be made to alter the intervention frequency, intensity, or type prior to referral to special education.

If the student continues to struggle, despite these interventions being employed, and the school staff has evidence to suspect that the student’s lack of academic or other progress is due to a disability, a referral for an initial evaluation will be made (see below).

Student Referrals

ROADS Charter School will comply with all federal Child Find legislation, which requires the School to have a process for identifying, locating, and evaluating students with disabilities. The School will make referrals to the CSE of the student’s district of residence. All referrals will state the reasons for the referral and include documentation of the general education supports and interventions implemented for the student, the outcome of those interventions or

Attachment 13: At-Risk Students

the reason why no such interventions were attempted, and the extent of parental contact or involvement prior to the referral. As part of the referral process, the School will contact student's parents or other guardians.

IEP Implementation

Initial evaluations, reevaluations, reviews, and revisions of IEPs are the responsibility of the student's school district of residence. The Special Education Coordinator will work with the CSE to ensure the timely administration of these responsibilities. ROADS will implement the IEP developed by the CSE and will cooperate to ensure that all services required in the IEP are provided.

The School will provide substitute coverage so that teachers may attend CSE meetings, when appropriate. Every teacher of a student with a disability will be provided with or have access to a copy of each of his/her student's IEPs through a password protected link on the student's ILP to his/her 'IEP at a Glance' that will highlight the information most pertinent to general educators. The Special Education Coordinator will train all staff in their responsibilities related to a student's IEP.

Transition Services, when appropriate, will be included in a student's IEP. The student's ILP, *Real World* experiences, and Capstone Project will all reflect the student's transition goals outlined in the IEP.

Service Delivery Plan

ROADS Charter School believes that students with IEPs, except in the most severe need areas, are best served with age-appropriate peers in a general education setting. As stated throughout this petition and earlier in this attachment, because the entire instructional model of the school is based on individualization and self-paced learning, ROADS is uniquely positioned to serve students with a variety of learning styles and needs.

While the School will make every effort to deliver all services through a Collaborative Team Teaching (CTT) approach, a special education teacher support services (SETSS) model may also be used in some limited circumstances. When it is deemed that a student will best benefit from a SETSS setting, ROADS will make every effort to deliver that service through a 'push in' approach in the general education classroom. A 'pull-out' approach will mainly only be utilized for students with intensive academic support needs due to a specific learning disability during the *Building Core Skills* of our program. If the CSE recommends that the student be placed in a self-contained class, the School will implement the requirements and arrange to have such services provided to the student. In most cases, this will take place at the School; however, the School may contract with the district to provide resources at a location other than the charter school, if that is more appropriate for the needs of the student.

With a CTT instructional approach, there will be two teachers in every class setting with a student who requires that special education service: one teacher will be certified in the particular content area and the other will be a certified special education teacher. The two teachers will work collaboratively to co-plan and prepare lessons, activities, and projects that incorporate all learning modalities. Common planning time built into all teachers' schedules will encourage that collaboration. The School's model easily facilitates a co-teaching approach throughout the school day, with Academic PBL blocks team taught by design and Seminars as a time for individualized support online and in one-on-one and small group settings.

Staffing Model

Given the large population of students with disabilities expected to enroll, ROADS will hire a full-time Lead Teacher with a sole responsibility for Special Education, the Special Education Coordinator. This individual will coordinate special education services and will oversee the considerable administrative duties associated with special education and 504 services. Coordination of transition services will fall to this role as well. He/She will oversee the professional development of staff in relation to teaching students with special needs and will coordinate supports for

Attachment 13: At-Risk Students

the School staff seeking dual certification in special education. In order to maintain connection to the model, this person spend part of the time in the classroom and part of the time doing coordinator-type responsibilities. This position will be held by a certified special education teacher.

The model allows for 2 FTE certified special education teachers to support students. Additionally, every effort will be made to hire teachers who have certification in both a content area and in special education. This will allow for greater flexibility in staffing an inclusive service delivery model, as well as ensuring that all students have access to the rich expertise brought by special educators. Special educators' knowledge of how the mind learns, learning processes and appropriate accommodations for young people is particularly applicable to all learners in the ROADS school.

Teachers with the above-mentioned dual certification are difficult to attract; therefore, ROADS will make every effort to encourage all teachers to seek secondary certification. Teachers may be incentivized either through time, access, or monetary rewards. For teachers not interested in receiving this certification, the School will require professional development and participation in other learning opportunities focused on special education. These professional development opportunities will equip staff with the essential skills needed to provide in-class accommodations and modifications so that students with special needs can succeed in the least restrictive environment. AmeriCorps volunteers and other instructional staff will also receive extensive training in educating students with diverse needs, though their work will focus on tutoring and enrichment and will not substitute for services contained in students' IEPs.

Related Services

The ROADS model is based upon a high level of intervention and student supports being offered to students, enabling the School to meet the counseling needs of its students with its own Social Workers and Guidance Counselors.

Additionally, the School may arrange for the New York City Department of Education to provide necessary related services. The School may also seek related services authorization (RSA) from the school district to engage appropriately licensed or certified individuals to provide services under the School's direction. These services include, but are not limited to:

- Speech language pathology and audiologist services;
- Psychological/counseling services;
- Physical and occupational therapy;
- Therapeutic recreation;
- Orientation and mobility services; and
- Early rehabilitative counseling.

Assessment of Students with Disabilities

All students with disabilities will take state and city assessment tests except in cases where it has been determined by the CSE and written on the IEP that the student cannot participate in regular assessments. In these instances, the State Alternative Assessment (NYSAA) will be administered to those identified students. In addition, ROADS will ensure that all students who have testing accommodations (extended-time, different location, different schedule, modified presentation of and response to test items) stipulated on their IEP receive those accommodations consistently for all standardized and teacher-developed assessments.

Ongoing Review and Adjustment

Young people, regardless of their need category, stay in schools where they feel connected, engaged, and successful. ROADS has built support mechanisms targeted at all students in the School, including those with special

Attachment 13: At-Risk Students

needs, to address this core belief. Additional supports will also be put in place to address the specific learning, behavioral and emotional needs of students with IEPs. Through formal quarterly progress reports, the Special Education Coordinator will review students' academic progress, make any necessary adjustments to student's instructional programs and alter supports for general education teachers (e.g., professional development focused on appropriately accommodating and modifying curriculum and pedagogy to meet the needs of students with disabilities).

ROADS will also analyze the progress of students with special needs in its annual school evaluation and will use this document to conduct reflective conversations with school administrators and staff in order to make modifications to the following year's program, if needed.

Attachment 13: At-Risk Students

(b) *English Language Learners*

Discuss the proposed school's methods and strategies for identifying and serving students who are English language learners in compliance with all federal laws and regulations. In answering please describe:

- *The process for identifying and placing students whose first language is not English and the methods for determining the kinds of assistance that these students may need;*
- *The approach the school will take to meet the needs of English language learners (both within general education classrooms and in other settings);*
- *The resources the school will devote to serving English language learners (e.g., planning time, instructional materials, technology, professional development, staff and consultants, etc.);*
- *Any research or evidence that supports the appropriateness of this approach;*
- *The personnel that the school will devote to serving English language learners (and the associated administrative responsibilities) including an optional ELL coordinator, and who will be responsible for evaluation the effectiveness of ELL instruction provided;*
- *The qualifications of the personnel that will be providing instruction to ELLs including, if such persons will not be State certified, specific qualifications in terms of language proficiency, academic credit, teaching experience, professional development specific to ELL instruction;*
- *The process for coordination between general education teachers and staff serving English language learners;*
- *The process that will be used to monitor the achievement and progress of English language learners, including exit criteria;*
- *The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and*
- *How the school will make all necessary materials available to parents of ELLs in a language that they can understand.*

Educating English Language Learners

ROADS Charter School is committed to helping English Language Learners (ELL) achieve proficiency in English and succeed academically consistent with the high standards held for all students. All ELL students will have access to all programs, curriculum and levels of instruction, including all enrichment and extracurricular activities. These students will be fully integrated in the mainstream of the school community as they receive targeted English as a Second Language (ESL) services. These policies and procedures meet all statutory requirements as outlined by Part 154 of the NYS Commissioner's Regulations (8 N.Y.C.R.R § 154).

While valuing the cultural and linguistic backgrounds of our students, ROADS will fully integrate English Language Learners into the curriculum. Parents and guardians whose English proficiency is limited will receive notices and information from the school in the language they best understand. This will support and strengthen the collaborative relationship between home and school.

The following procedures will be instituted at the School in order to ensure that students who are ELLs are not misplaced or tracked inappropriately in other classes (including in programs designed to serve students with disabilities).

Identifying ELL Students

Families of students enrolled in ROADS will complete a Home Language Identification Survey (HLIS). By asking questions about students' language background, this survey will help identify students who may be ELLs. If the Home language is other than English or if the student's native language is other than English, appropriate school

Attachment 13: At-Risk Students

staff will conduct an informational interview in the student's native language and English. Interpreters will be employed as necessary.

Once a student has been identified as both having a home language other than English and speaking little or no English, he/she will take the revised Language Assessment Battery (LAB-R) test. The results from the LAB-R will determine eligibility for ESL services. If a student is determined eligible, information will be provided to parents regarding placement options.

Additionally, teachers will assess students' English proficiency in day-to-day social (BICS) and academic (CALP) interactions. Appropriate staff will receive professional development training to know how to identify ELLs and conduct early assessments and interventions of their needs.

No employee or staff member of the school will be permitted to assign an ELL student to a special education program on the bases of criteria that essentially measure and evaluate English language skills.

Services to ELL Students

ELL students will receive ESL supports in accordance with their LAB-R results:

- Students who score in the "Beginning English" level will receive 540 minutes of ESL instruction each week, plus an additional 180 minutes of Native Language Acquisition instruction.
- Students who score in the "Intermediate English" level will receive 360 minutes of ESL instruction each week, plus an additional 180 minutes of Native Language Acquisition instruction.
- Students who score in the "Advanced English" level will receive 180 minutes of ESL instruction each week, plus an additional 180 minutes of ELA instruction.

The types of services received will depend on the total number of students in each cohort enrolled at the school that speak the same native language. If the number of ELL students speaking the same native language in the same Development Phase is less than 20, ROADS will offer free-standing ESL supports for students. Free-standing ESL supports include digital software and textbooks to support the student coming from their native language, as well as general support from an ESL teacher. This supplemental ESL instruction will be aimed at developing skills in listening, speaking, reading, and writing in English. It will be monolingual and taught in English by a certified ESL teacher. At a minimum, all ELL students will at least receive 540/360/180 minutes each week of ESL services (depending on their English level), supplemented by either 180 minutes a week of Native Language Acquisition (delivered either by a teacher or, if a teacher is unavailable in the student's native language, through a digital curriculum) or ELA instruction. These free-standing ESL supports will be delivered to students in their ELA Seminar and, for students in *Building Core Skills*, during their ELA Academic Block.

If the number of ELL students speaking the same native language in the same Development Phase is 20 or more, ROADS will offer a transitional bilingual program to students. The transitional bilingual program will offer sheltered content instruction in English and in the student's native language; supplemental ESL and native language instruction will also be provided. Transitional bilingual programs begin with a 50:50 English to native language ratio and gradually transition students to 60:40 and 75:25 levels before moving students to regular, 100:0 English classes.

Given the expected student population, ROADS plans to offer a transitional bilingual program in Spanish. Students in the transitional bilingual program will receive content instruction in their native language during their Regents content Academic Blocks. A dedicated ESL teacher will be pushed into students' Academic Blocks to support individual ELL students. The amount of attention given to students by the ESL teacher will vary depending on their English level. Students will also receive 180 minutes of instruction in their native language and culture in the place of their ELA Seminar.

Attachment 13: At-Risk Students

Students who are both ELLs and who have disabilities will receive both sets of services based on the student's needs.

Allocation of Staff and Other Resources

Given the potentially significant percentage of ELL students who may enroll, ROADS will hire a full-time ELL teacher who will also be part of the Instructional Leadership Team. This individual will coordinate ESL services and will oversee the administrative duties associated with ESL and bilingual programs. He/She will oversee the professional development of staff in relation to teaching ELL students and will coordinate supports for ROADS Charter School staff seeking dual certification in ESL. After the first year, if the School has a need, it will be up to the School Leader to determine whether more ELL-certified teachers will be hired.

Additionally, every effort will be made to hire teachers who have certification in both a content area and in ESL; however, teachers with this dual certification are difficult to attract. The School will make every effort to encourage all teachers to seek secondary certification. Teachers may be incentivized either through time, access or monetary rewards. For teachers not interested in receiving this certification, the School will require professional development and participation in other learning opportunities in ESL strategies. AmeriCorps volunteers and other instructional staff will also receive extensive training in educating ELL students.

Technology will also be a highly utilized resource relating to the school's ESL services, especially for students who speak languages other than the ones most commonly spoken in New York City. Such programs are designed to facilitate self-study, as well as small group instruction, and often provide teachers and other staff members with strategies most effective for working with students with limited English proficiency.

Facilities and other resources will be allocated as to demonstrate that the School has carried out its program in the least segregated manner consistent with achieving the stated goals.

Assessment and Exit Criteria

The proficiency of an identified ELL student in the English language will be measured at least annually to determine whether continued special services are warranted. ROADS will use the New York State English as a Second Language Achievement Test (NYSESLAT) to assess ELL students, as required by the State Education Department to implement the federal No Child Left Behind Act, in lieu of administering the state English Language Arts assessment. The score on the NYSESLAT will indicate the language proficiency level of students—beginning, intermediate, or advanced. This result will indicate whether or not the student is sufficiently proficient in English to exit the program.

If an ELL student fails to show appropriate progress, appropriate modifications to the instructional program will be made. Any student classified and receiving educational services as an ELL student who subsequently tests high enough to exit the program will be deemed to be no longer in need of ELL services. No student will be exited from the ELL program unless they can read, write, and comprehend English well enough to participate meaningfully in the School's programs. Transitional services will be provided once a student exits the program.

Accountability and Evaluation of the ELL Program

The ELL program will be evaluated annually to verify that individually students are making progress in the acquisition of the English language and that they are making progress academically. This evaluation will also be used to ensure that the supports available as a whole to the School are systematically strategic and effective. In order to determine if any programmatic modifications are necessary, the School will evaluate the progress of its ELL students on the NYSESLAT. Organized by the School Leader, this annual review will create opportunities for discussions about the achievement of ELL students and will require teachers and other staff to remain continuously attuned to their needs

Attachment 13: At-Risk Students

throughout the year. Data collected by the annual evaluation will also be used by the Board to measure against the accountability benchmarks reflected in the School's Accountability Plan.

ROADS will keep a record of all entering ELL students, their progress, and the number of instructional years it takes for them to exit the program. ROADS Charter School will also disaggregate its student achievement data to track disparities in performance between the ELL and native English speaking student populations.

Assurances

ROADS will comply with all applicable state and federal laws and regulations, including Title III of NCLB, and the school will administer all mandated state tests of ELL students (i.e. NYSELAT). The School will also comply with all applicable laws, including Title VI of the Federal Civil Rights Act of 1964 (as amended) and the federal Equal Educational Opportunities Act of 1974.

ROADS will provide all necessary staff and any specialized curricular materials to enable ELL students to achieve proficiency and attain the high standards established for all students in the School . Further, staff will directly provide or make referrals to appropriate support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance.

In addition, the School ensures that no ELL students will be excluded from curricular and extra-curricular activities based on an inability to speak and understand the language of instruction. ELL students will not be assigned to Special Education because of their lack of English proficiency.

Attachment 13: At-Risk Students

(c) *Struggling Students*

Discuss the proposed school's methods and strategies for identifying and serving students who are struggling academically and at risk of academic failure. In answering please describe:

- *How the school will determine and identify which students are struggling, including within the context of the school's RTI process. The applicant should define the term "struggling student" as s/he deems appropriate;*
 - *How an appropriate RTI program will be implemented in the school and used to identify and address the needs of struggling learners;*
 - *The process for identifying students who are struggling and their specific needs;*
 - *The strategies and/or programs the school will use to meet the needs of struggling students (both within general education classrooms and in other settings);*
 - *The resources the school will devote to serving struggling students, e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff and consultants, etc.*
 - *Any research or evidence that supports the appropriateness of this approach;*
 - *The personnel that the school will devote to serving struggling students;*
 - *The process that will be used to monitor the achievement and progress of struggling students; and*
 - *The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.*
-

Identifying Struggling Students

Intervention as a Proactive Approach

The School's *Response to Intervention* (RTI) program is a data-driven approach to preventing academic failure that centers on frequent progress measurement. ROADS will use an adapted version of RTI technology—such as Public Consulting Group's *Ed Plan* or Spectrum K-12's *Exceed* platform—to create a comprehensive learning management system to support the entire school experience. By using this software, the School will have the capacity to consider each unique student profile—across multiple dimensions of performance, including academics, job readiness, and socio-emotional supports—when developing students' educational programs. By tracking and analyzing that data, staff will then be able to create individually customized programs across those same areas of student development and adapt them as necessary (i.e., academic, job readiness, and socio-emotional skills).

Using Intervention Data

This adapted RTI technology will be used to inform course scheduling and motivate students to reach school goals. All students will have access to the section of the learning management system that tracks their personal information. Their information, progress, and goals will be presented in an easily accessible and updateable ILP. Students and staff will use the ILP to track and manage their individual program.¹ As whether students are making progress towards their stated goals is a benchmark upon which students and staff will be held accountable, it is only logical that struggling students will be identified if they are not meeting or making progress toward their goals. Staff members – primary persons, social workers/guidance counselors/case managers, etc.- will work closely with students to develop programs using specific strategies that work for each student.

¹If the student continues to struggle, despite these interventions being employed, and the school staff has evidence to suspect that the student's lack of academic or other progress is due to a disability, a referral for an initial Special Education evaluation may be made.

Attachment 13: At-Risk Students

Approach to Educating Struggling Students

Classroom Strategies

No one strategy will characterize the ROADS approach regarding the education of struggling students. By using the blended learning approach, all teachers and AmeriCorps members will be trained in assessing students' level of competency in decoding, fluency, and comprehension and grounded in an individual and research-driven approach to helping students progress, as a complement to online core skills modules.

For example, for students who are struggling to read, there will be a two-pronged approach, using Apex Learning's Foundational Literacy online courses and "Reading Recovery" (a highly successful, research-driven program that teaches elementary school students who have a very difficult time reading learn how to read, often within one school year). This strategy will help students acquire basic literacy skills before advancing. The ROADS adolescent literacy strategy will combine the following elements:

1. Using a base online learning platform to deliver core skills training and have the ability in real time to assess student progress.
2. A range of teacher-driven support strategies to complement the online modules, including a focus on:
 - Decoding words can be achieved through using Wilson materials summarized by *Recipe for Reading* and its corresponding training. This adolescent-friendly version of "phonics" can be used to train teaching staff and AmeriCorps to be used in Seminar and dedicated Tutoring sessions.
 - Explicit fluency instruction because new research has emerged detailing adolescent struggles with reading includes ensuring they have the right tone, pacing, and emphasis. Older "non-readers" may have developed poor habits that are holding them back and can be improved. The combination of online modules like Apex and Lexia can assist with fluency and can be employed in concert with one-on-one, teacher directed supports.
 - Ensuring students are reading for understanding – *The Seven Habits of Highly Effective Readers* and *Why Students Can't Read* along with "programs" like *Text Connections* provide a road map for teaching students how to comprehend texts. Teacher training will help ensure that all teachers are fluent in teaching and reinforcing the habits of effective readers. In addition, libraries with carefully-selected, relevant, and leveled books will ensure students are learning how to read for understanding.

Student Action Plans

For students who are struggling, ROADS will use a Student Support Team (SST) approach. The SST will be called if particular student performance/behavior needs to be addressed in a coordinated manner. The following are examples of when it might be appropriate to call the SST:

1. For academic issues – a student is not meeting or making progress towards his/her ILP goals; a student is in danger of not passing a course; assessments yielded scores that were not aligned with the student's performance in other areas;
2. For socio-emotional issues – chronic absenteeism; patterns of misbehavior exhibited in several classes; if a student has a particular home situation arise; and
3. For one-time emergencies – when students misbehave in class and are significantly disruptive or exhibit behaviors that are particularly troubling.

Led by the Director of Student Support, a team of the student's teachers and other adults working with the student will meet to address what has been identified as the presenting issue and develop a strengths-based intervention plan for the student. The student may or may not be present at this meeting. The SST will meet, use a defined protocol to discuss the student behavior and will develop an action plan for addressing the issue. The Director of Student Support or a designee will memorialize this plan in writing, ensuring it is linked to the student's ILP, will connect with the student's family and the student (if the student was not present at the SST meeting) about the plan

Attachment 13: At-Risk Students

and will be responsible, along with others, for monitoring the implementation of the Student Action Plan. If necessary, the SST may meet periodically to assess or revise the plan accordingly.

Allocation of Staff and Other Resources

The Director of Curriculum and Instruction and the Director of Student Support will be primarily responsible for ensuring that needs of struggling students are identified and being met in a timely and efficient manner (though all teachers are ultimately responsible for doing this for their own students). These individuals will coordinate appropriate programs and will oversee the administrative duties associated with supporting struggling students. They will oversee the professional development of staff in relation to appropriately identifying struggling students' needs and targeting them during instructional time. Both Directors will also coordinate supports for ROADS Charter School staff seeking to learn how to best address the needs of struggling students so as to promote academic achievement and support student success.

Additionally, the extended school day will also help move struggling students forward quickly. The daily calendar has two hours (the first and last hours of the day) that are optional for students who wish to receive additional targeted supports. During this time, for example, a student may work in a small group with the Literacy Specialist on comprehension strategies or may work one-on-one with an AmeriCorps teaching assistance to review the prior day's math lesson.

Attachment 13: At-Risk Students

(d) *Advanced Students*

Discuss the proposed school's methods and strategies for identifying and serving students who are academically advanced and at risk of not being adequately challenged. In answering please describe:

- *How the school will determine and identify which students are advanced. The applicant should define the term "advanced student" as s/he deems appropriate;*
 - *The strategies and/or programs the school will use to accelerate learning for advanced students (both within general education classrooms and in other settings);*
 - *The resources the school will devote to serving advanced students (e.g., enrichment activities, instructional materials, technology, staff and consultants, etc.);*
 - *Any research or evidence that supports the appropriateness of this approach;*
 - *The personnel that the school will devote to serving advanced students;*
 - *The process that will be used to monitor the achievement and progress of advanced students; and*
 - *The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.*
-

Identifying and Educating Advanced Students

It is expected that the advanced students at ROADS Charter School will help play an integral role in establishing a school culture of academic success. Advanced students will be called upon to act as mentors to other students and staff will encourage them to take on leadership roles throughout the School. It is just as important to recognize and identify the needs of advanced students as it is for ROADS staff to spend time and resources focusing on struggling students.

Initial intake assessments help establish a benchmark for performance and allow staff to develop a customized learning program for each student. Students who score at or above the levels of their community school cohorts will be identified as advanced and supported in ways that emphasize their preparation for college and job readiness.

Approach to Educating Advanced Students

Advanced students at ROADS will enjoy the greatest degree of flexibility to structure their school day, week, and coursework in ways that customize support as needed. As students progress to the *Ready for College* Development Phase, academic work gets more focused. After passing three Regents exams, students transition to blocks focused on preparing for the English and U.S. History Regents. Those with interest and aptitude will also have the opportunity to pursue Advanced Regents-based coursework, including advanced sciences (i.e., Chemistry and Physics), advanced math (Pre-Calculus), and foreign language through a variety of modalities, including online curricula or community college courses.

Additionally, students spend more time in Real World experiences including completing at least two external internship opportunities. Students also spend their last two trimesters designing and managing a rigorous individual Capstone research project. All students display and defend their Capstone project through a public presentation of learning.

Finally, the focus of Seminar blocks shifts to two main objectives: (1) ELA, with a focus on college level expository writing; and (2) dedicated college preparation. Students participate in college visits, interview preparation, and

Attachment 13: At-Risk Students

complete applications for post-secondary education. As stated throughout this petition, it is anticipated that advanced students will participate in job shadowing opportunities, receive job readiness certifications, complete internships, visit colleges, submit college applications, and receive at least one college acceptance letter prior to graduating from ROADS.²

Students will monitor their growth and progress through their ILPs and will work with staff to identify additional ways to participate in challenging work that will move them towards their life goals. As ROADS provides a self-paced model, advanced students will have as many opportunities as they can identify and want to explore to advance academically towards college and career success.

Allocation of Staff and Other Resources

The Director of Curriculum and Instruction will be primarily responsible for ensuring that needs of advanced students are identified and being met in a timely and efficient manner (though all teachers are ultimately responsible for doing this for their own students). This individual will coordinate appropriate programs and will oversee the administrative duties associated with supporting advanced students. Additionally, staff members will encourage advanced students to take on leadership roles throughout the school, such as participating as a member of the Student Honor Board or running for the student position on the ROADS Charter School Board of Trustees.

The extended school day may also provide additional opportunities for advanced students to help mentor and tutor students who might otherwise be struggling. The daily calendar has two hours (the first and last hours of the day) that are optional for students who wish to receive additional targeted supports. During this time, for example, an advanced student may offer tutoring sessions to a student needing some additional support in Living Environment or other students may meet to form a study group to share ideas about their Capstone Projects.

Accountability and Evaluation of Programs for Advanced Students

Students, including those who are advanced, stay in schools where they feel connected, engaged, and challenged. ROADS has built support mechanisms that target all levels of student performance, including those who are advanced in their studies. Through formal quarterly progress reports, staff will review students' academic progress and make any necessary adjustments to student's instructional programs to promote academic rigor and foster student growth.

ROADS will also analyze the progress of its advanced students in its annual school evaluation and will use this document to conduct reflective conversations with school administrators and staff in order to make modifications to the following year's program, if needed.

²Some of these expected outcomes are not graduation requirements for ROADS students, but students will be strongly encouraged to meet these goals. For more information on graduation requirements, see Attachment 17(b).

Attachment 14: Instructional Leadership

Describe instructional leadership in your school over the first five years of operation. Your response should:

- *Identify the instructional leadership positions in your school.*
 - *Describe the specific roles and responsibilities of instructional leaders, particularly as they relate to curriculum, instruction, assessment, and teacher support, evaluation and professional development.*
 - *Explain how expectations for teacher performance and student achievement will be established and then communicated to and instilled in staff.*
 - *Describe the school's approach to teacher supervision and support. Responses might address needs assessment, professional development goals, curriculum development and instructional planning, classroom observation and clinical feedback, coaching and/or modeling.*
 - *Describe the school's process and criteria for evaluating teacher performance.*
 - *Explain how teachers will be held accountable for student achievement.*
 - *Explain how instructional leaders will monitor the effectiveness of the academic program, including curriculum, instruction, assessment and professional development.*
-

Instructional Leadership Positions

The School's staffing model contemplates employing essentially the same set of staff positions, both administratively and instructionally, varying only in headcount for each position from Year 1 through Year 5. As enrollment increases, additional staff will be brought on in order to maintain student to teacher ratios. There will be one teacher in each Seminar classroom in addition to a teaching assistant who will split time between classrooms and small pull-out groups or functional roles (i.e. supporting Real World activities). In each Academic PBL block, there will be two teachers (one ELA or MA specialist and an experienced practitioner).

The School's main instructional leaders will include:

- School Leader
- Director of Curriculum and Instruction
- Director of Partnerships

While all academic staff will be expected to demonstrate leadership throughout the school, the Instructional Leadership Team will be comprised of:

- Special education coordinator
- Literacy and math specialists
- ELL teacher

Specific Roles and Responsibilities of School Leader

The School Leader will ultimately be responsible for all of the day-to-day operations of the school, in addition to being accountable to the Board of Trustees for meeting the identified performance metrics and cultivating the School's mission, vision and core values.

The School Leader will also:

- Create and implement all academic systems
- Research and review all assessments and curricula on an on-going basis
- Create, and regularly update and present academic metrics to staff and Trustees
- Manage all instructional and select non-instructional staff
- Serve as primary coach for all teaching staff
- Recruit, hire and cultivate extraordinary instructional talent
- Oversee the proper usage of classroom learning technologies

Attachment 14: Instructional Leadership

- Interface with stakeholders such as staff, Trustees, Friends of ROADS, parents, chartering entities, foundations and educational authorities
- Manage all academic-oriented reporting
- Cultivate a culture of professionalism, respect, rigor, creativity and excellence
- Serve as disciplinary authority at the school
- Work to ensure that every student receive an individualized education, both in and out of the classroom that they might realize their academic and personal potential

Expectations for Teacher Performance

ROADS Charter School is built on the premise that a school's professional culture is essential to its success. While this is arguably true in any school, it will be especially true in our case. ROADS Charter School represents a bold experiment and assertion that the over-aged, under-credited students we will serve are capable of much greater successes than most believe possible. This sense of possibility—and the ability to deliver against that promise—is made possible by building and maintaining a committed teacher core. All staff will be 12-month employees who receive competitive salaries and from whom much is expected. Teachers will be encouraged to hold or obtain dual certifications or play multiple roles within the School—including collaborating as co-teachers in a project-based environment (most likely in different combinations across day, week, subject and student development phase over time); delivering instruction and academic supports in large group, small group or 1:1 settings; managing cohorts of students (against ILP; and any number of other roles. This will be especially true during an initial start-up phase.

As a small team with an audacious agenda, it will be critical that communication structures are efficient and effective, and that every team member feels that he or she has an authentic voice within the school—particularly with regard to governance and administration. This core principle needs to be reflected in formal structures at the school level. It will also be essential to embed student achievement in expectations for all staff, especially teachers. Ultimately, the teachers are responsible for ensuring that students learn and progress towards becoming college and career ready. This expectation will underlie virtually every policy and procedure implemented with respect to the School's academic and instructional staff members.

Approach to Teacher Professional Development: Supervision and Support

Balanced Approach

ROADS will implement a balanced PD plan over the course of the year, which incorporate both supervision and support. Allowing for a range of opportunities to best meet leadership and staff identified needs, some of this training will include:

- Inviting external experts into the school building to support targeted areas (i.e., Academic PBL, job readiness, primary person);
- Attending external conferences and trainings around relevant areas;
- Focusing on Development Phase-specific work, departmental or school-wide focus;
- Creating opportunities for co-teachers to give one another feedback; and
- Allowing teachers and school leaders to select self-directed opportunities in order to meet needs as they arise.

Attachment 14: Instructional Leadership

Common Planning

Opportunities for professional development will be built into teacher's schedules. Through an innovative staff scheduling model, ROADS enables all teachers—across all levels and all subjects—to share at least *60 minutes of daily common planning time* with one another per day.

In addition to this common planning time, teachers will also have another planning period during most days of the week. Common planning time will be used for a variety of purposes, including formal, school-wide professional development sessions, Development Phase-specific team meetings (i.e., *Building Core Skills* teachers can team with one another to plan collaboratively between Academic PBLs and Seminars), Departmental staff development, and informal, small group teacher work. As they spend a significant amount of time each day working in concert with colleagues, teachers will build their competencies and improve their instruction, curriculum, and relationships with students. Research indicates that this focused, goal-driven common planning time significantly improves teaching results.¹

Individual Professional Development Plans

Every staff member at ROADS Charter School will work with their direct supervisor to develop an Individual Professional Development Plan (IPDP) that will be driven by the staff member, as well as periodically revisited with the staff member's supervisor. Plans will be targeted to the staff member's role and will outline short- and long- term goals that the staff member hopes to move toward as he/she progresses in his/her tenure at ROADS.

Training and Skill Development

While new teachers will have a comprehensive and in-depth 5-week training, all other staff will have annual training (in addition to the professional development scheduled throughout the school year) in the following areas:

- General school model;
- Academic rigor;
- Technology & the ILP;
- College & career readiness;
- Socio-emotional training; and
- Other non-teaching responsibilities (e.g., the school's Real World philosophy, different operational systems, etc.).

Evaluating Teacher Performance and Holding Teachers Accountable For Student Achievement

Teachers will be evaluated frequently by using many different types of evidence in order to promote strategic development.

Pay-for-performance

Formal staff evaluations will be conducted in conjunction with the trimester schedule as well as with other events in the academic calendar (e.g., Regents exams). Accordingly, teachers will be assessed using information including metrics ties to academic performance of the students they teach. Instructional staff, as determined by the School Leader with input from the Director of Curriculum and Instruction, will be given bonuses if their students meet goals and achieve academically. The School Leader will also be eligible for such bonuses, as determined by the Board to Trustees.

¹The Principals' Partnership, "Research Brief: Common Planning Time for High School Teachers." A Program of Union Pacific Foundation. <www.principalspartnership.com/commplanningtime.pdf>.

Attachment 14: Instructional Leadership

Interim Assessment Results Review

Every 7th week of the trimester, all staff will gather during common planning to review the results of students' most recent math and reading interim assessment. They will analyze student achievement trends, examine student progress towards goals, and identify skills that need increased attention. They will also look for trends across individual students, groups of students, and specific classrooms. This review will simultaneously focus attention on literacy and numeracy—further driving home the School's relentless pursuit to build ELA and math skills across the curriculum at all levels.

After examining student performance data, teachers will collaboratively develop re-teaching strategies. They will develop action plans and effectively execute proposed changes. They will also interface with the School Leaders and be afforded the opportunity to examine the school system as a whole—rethinking big-picture strategies, improving classroom conditions, changing the school curriculum, etc.

Between these six-week data review sessions, teachers will use staff check-ins, common planning time, and other ongoing mechanisms to collaboratively problem-solve student performance and assessment issues as they arise.

Daily Observation

The School Leader with the Director of Curriculum and Instruction will further promote professional development by actively observing instruction in classrooms on a daily basis, giving teachers feedback, and soliciting student perspectives. Rubrics will be used to clearly set expectations and evaluate teachers on six key core aspects of performance: 1) planning and preparation for learning; 2) classroom management; 3) delivery of instruction; 4) monitoring, assessment, and follow-up; 5) primary support network and community; and 6) professional attitude and growth.

Follow-up meetings will allow teachers and the School Leader to share concerns, insights, and feedback. These meetings will provide insight into individual teachers' concerns and will allow the school leaders to develop and implement future professional development workshops that target staff member needs. The school leadership team will also meet regularly to discuss individual teacher needs and come up with strategies for addressing them, as appropriate.

Monitoring the Effectiveness of the Academic Program

Periodically throughout the year, but at a minimum on an annual basis, the School Leader with the assistance of the Director of Curriculum and Instruction will conduct an assessment of the School's academic program, looking at student achievement and how well the School is meeting performance metrics in the Accountability Plan. Additionally, the Instructional Leadership Team will be responsible for monitoring performance and instruction on an ongoing basis to identify trends, promising practices and issues should they arise.

Ultimately the academic program is successful if students are meeting key accountability targets and progressing from Phase to Phase. In addition, targeted feedback will be solicited from all stakeholders—especially students. Student input is crucial to determining the school's needs and ensuring they are meeting, whether it is passing rigorous assessments, progressing in building social-emotional skills or producing confident and productive members of the community.

If it is determined that changes need to be made to the academic program, the School Leader will ultimately be responsible for implementing such changes. The School Leader is also accountable to the Board of Trustees for all of these decisions.

Attachment 15: Professional Development

Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals by addressing identified shortcomings in student learning and teacher pedagogical skill and content knowledge. Your response should:

- *Describe who will be responsible for providing professional development;*
- *Explain how the needs of individual teachers will be identified and the staff responsible for identifying those needs;*
- *Describe how and when professional development will be delivered;*
- *Describe the resources, including staff and time, that will be allocated for professional development;*
- *Explain how the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, veteran teachers, and teachers of all subjects;*
- *Explain the process for evaluating the efficacy of the professional development program.*

ROADS Charter School has designed a robust approach to initial and ongoing professional development that will enhance its ability to drive success for all students. The strategy is built on the following components:

- A strong professional culture;
- Intensive start-up training;
- Daily common planning time;
- Ongoing professional development plan; and
- School as professional development laboratory.

For a detailed look at the professional development offerings on the school calendar, please see Attachment 9 - Calendars and Schedules.

Strong Professional Culture

The ROADS founding group believes that all disconnected youth deserve the highest quality educators. As a staff, one of the goals is to be the highest quality, most effective team of staff members possible. The School's staff culture is therefore one where improvement and high performance are expected and fostered across all of the School's systems. Professionalism and continual staff development is deeply embedded in the spirit of the School's work. As the School will foster an "all hands on deck" culture, responsibilities for planning and implementing professional development will take place at all levels of the school staff. Ultimately, the School Leader is responsible for ensuring that the professional development is aligned to staff and student needs, is high-quality and purposeful for all participants and is relevant and timely.

Recruitment and Selection

ROADS will begin to create this culture of continuous improvement and high-quality performance during the recruitment process. Getting the right staff members on board is crucial, and the School will invest heavily in recruiting passionate, experienced and competent teachers who are committed to student success and the School's vision. This is especially critical during ROADS' early "tone-setting" years. The rigorous, multi-round recruitment process will specifically target dedicated and experienced professionals who are eager to join the School's "all-hands-on-deck" team. Because ROADS is passionate about its work, it wants to ensure that the recruitment process emphasizes the level of enthusiasm and engagement necessary for potential staff members. ROADS actively seeks teachers who are motivated to work both individually and as part of a larger team. The staff must be willing to think creatively and critically so as to create a school that is equipped with the tools to best address its students' unique concerns.

Attachment 15: Professional Development

Higher salaries, higher expectations

One element underpinning the School's recruitment strategy is reflected in the philosophy of providing high rates of compensation in order to attract the most talented teachers in the marketplace. All teachers will receive a starting annual salary of \$80,000 to \$100,000. The higher salary further emphasizes the message that staff are expected to be professional and to work an extended school day along with a longer calendar year. Many schools—and virtually all charter schools—seek to foster this sort of professional culture. While ROADS does not purport that higher salaries alone drive success, it does believe that highly competitive compensation can help attract the highest caliber staff and stave off the “burnout” that often hampers schools after the excitement of launch diminishes.

Pay-for-performance, one year contracts

A pay-per-performance management policy lends itself to the establishment of a culture based on professional development and staffing excellence. Teachers will be rewarded with relatively high base salaries and further incentivized by the ability to earn performance bonuses for demonstrating continuous improvement and positive student outcomes.

Additionally, all teacher contracts will be awarded for one year only; ROADS will not use a tenure-based system. Staff contracts will be renewed only if the staff member demonstrates ability, improvement, and performance in line with the ROADS Charter School vision. Staff members will be held accountable for the academic outcomes of their students; teachers who cannot show that their students have demonstrated significant progress will not be rehired. While these are rigorous requirements, other successful models (including Achievement First, KIPP, and Uncommon Schools) have demonstrated that annual contracts create a healthy sense of responsibility, which adds to the staff culture of collegiality. As in any professional environment, teachers will be supported to perform at the highest levels and will be rewarded based on that performance.

While the approach to evaluating staff members remains to be refined, it is anticipated that the process to assess teacher effectiveness will include principal assessment, peer assessment, and self-assessment.

Intensive “Start-up” Training for Incoming Staff

All new, incoming staff will participate in an intensive five-week training to introduce them to the School's model, promote a shared vision of achievement, and prepare them to work effectively. The School Leader and his/her Cabinet (staff in director level positions) will be responsible for running all incoming staff training.

Teacher Training

School leadership and select teachers will be responsible for developing and guiding the new teacher training. The five-week incoming teacher training will center on the following:

- *General school model:* Teachers will be introduced to the school's mission, vision, core beliefs, and key components of school design (including the principle of customization, the ILP, all-hands-on-deck staffing, and the School's three-pronged focus on academic rigor, job readiness, and socio-emotional supports). The school and staffing culture will be articulated, modeled, and further developed with all of the new staff input.
- *Academic rigor:* Teachers will be introduced to the specific goals, expectations, practices, and design of the School's academic program. They will become familiar with the purpose and function of Academic PBL Blocks and Seminars. They will receive intensive, targeted training in these five main areas:
 1. Customization: All teachers will learn strategies—including the use of the ILP and online modules—to infuse into all of their teaching, in order to effectively scaffold content for different learners. Customization strategies will include developing team teaching aptitude, leveraging technology, and using a set of adaptive and strategic scaffolds to infuse into Academic PBL Blocks and Seminars.

Attachment 15: Professional Development

2. Literacy and numeracy: The School Leader will articulate the importance of infusing literacy and numeracy work across all levels and subject areas. Teachers will clearly understand how to develop basic literacy and numeracy skills in any classroom that are aligned to state standards and differentiated to meet the needs of individual students. They will become more facile with NYS ELA and Math standards, know which ELA and Math standards they should be teaching for which level of learner, and learn to effectively develop and use pre-existing standards-based ELA and Math assessments (see Attachment 12 for additional detail on the school's assessment plan).
 3. Academic project-based learning (PBL) curriculum development: Academic PBL will be supported with a series of workshops and workgroup sessions to build staff project development skills. Teachers will learn to both refine existing projects and design new, effective standards-based PBL projects. Teachers will also have the opportunity to design projects with input from colleagues to reinforce the importance of collaboration.
 4. Use of data & technology: Teachers will be trained to use the School's learning management system. They will become familiar with the school's interim assessments and data-tracking system, and will further develop their skills to effectively use assessment data to inform instruction. They will become familiar with the school's online curriculum packages and other technological supports used by the School.
 5. 21st Century skills: Teachers will learn to teach, assess, and infuse 21st Century job readiness skills into all aspects of their teaching.
- *College readiness*: Staff will be educated on the college readiness concerns that the School's unique student population is facing. They will be exposed to the college access and readiness resources available to students and will learn to appropriately counsel students making college decisions.
 - *Career readiness*: Teachers will learn about the School's career exploration opportunities and will be prepared to give students career-related advice. Teachers will also be trained in how to effectively use *Real World* experiences (such as the job shadow and internship opportunities) as meaningful learning experiences for students—whether it be through student online journals, assessments, or regular targeted assignments that draw on students' external experiences to apply and deepen understanding of learned content and skills.
 - *Socio-emotional training*: Teachers will be trained in the "primary person model". Teachers will also be trained on effective Advisory strategies and practices. Additional training will focus on building strong, positive, supportive relationships with students.
 - *Individual Life Plans*: Staff will learn to access, update, and review ILPs (see Attachment 12 for a description of the ILP). They will use the ILP platform as both their learning management system as well as a data management tool. Because of the system's flexibilities, student and class cases will be used for orientation purposes.

Training for Other Staff

Training for other incoming staff members, including social workers/guidance counselors/case managers and AmeriCorps members, will center on the following over a 2-week period:

- *General school model*: Like teachers, all other staff will be introduced to the School's mission, vision, core beliefs, and key components of school design.
- *Academic rigor*: Non-teaching staff will receive a condensed version of the academic training given to teachers. Non-teaching staff will be expected to understand the purpose of PBL Blocks and Seminars and to become

Attachment 15: Professional Development

familiar with the School's focus on PBL and infused literacy and numeracy. Additionally, training will focus on tutoring techniques for students in small groups and 1:1 settings.

- *Technology & the ILP:* Staff will be trained to use the school's learning management system and to guide students through the ILP.
- *College & career readiness:* Staff will undergo thorough training to prepare them to counsel students making college decisions and to effectively connect them to appropriate resources.
- *Socio-emotional training:* Training for non-teaching staff will focus heavily on developing counseling, interpersonal, and other socio-emotional skills needed to support, empower, and work with students. Training for effective Advisory sessions will be of particular importance. Given the tremendous youth development expertise available in this area, ROADS will invite in external experts, such as Youth Development Institute, to support the staff training. As the program matures, the School will build on strong programming and invite back former AmeriCorps members to train new cohorts.
- *Non-teaching responsibilities:* Because of the desire to put as many staff members in the classroom, ROADS Charter School has made a conscious choice to hire AmeriCorps college graduates to help assist with many School functions. As a result, some of their training will also be dedicated to the School's *Real World* philosophy and the operational systems that support these efforts.

Daily Common Planning Time

Opportunities for professional development will be built into teachers' daily schedules. One of the most effective mechanisms for building staff skills is school-wide daily common planning time for teachers. Through an innovative staff scheduling model, ROADS enables all teachers—across all levels and all subjects—to share at least *60 minutes of daily common planning time* with one another per day.

In addition to this common planning time, teachers will also have another planning period during most days of the week. Attachment 9 provides an illustration of sample staff schedules. Common planning time will be used for a variety of purposes, including formal, school-wide professional development sessions, Development Phase-specific team meetings (i.e., *Building Core Skills* teachers can team with one another to plan collaboratively between Academic PBLs and Seminars), Departmental staff development, and informal, small group teacher work. As they spend a significant amount of time each day working in concert with colleagues, teachers will build their competencies and improve their instruction, curriculum, and relationships with students. Research indicates that this focused, goal-driven common planning time significantly improves teaching results.¹

Ongoing Professional Development Plan

A Balanced Professional Development Plan

ROADS will implement a balanced PD plan over the course of the year, allowing for a range of opportunities to best meet leadership and staff identified needs. Some of this training will include:

- Inviting external experts into the school building to support targeted areas (i.e., Academic PBL, job readiness, primary person);
- Attending external conferences and trainings around relevant areas;
- Focusing on Development Phase-specific work, departmental or school-wide focus;
- Creating opportunities for co-teachers to give one another feedback; and

¹The Principals' Partnership, "Research Brief: Common Planning Time for High School Teachers." A Program of Union Pacific Foundation. <www.principalspartnership.com/commplanningtime.pdf>.

Attachment 15: Professional Development

- Allowing teachers and school leaders to select self-directed opportunities in order to meet needs as they arise.

Summer Institute

All returning teachers will participate in a 10-day Professional Development Summer Institute (with 5 days at the start of the summer and 5 days at the end). The focus of the Summer Institute will be two-fold: 1) intensive skill building in targeted areas at the discretion of the school leaders and staff and 2) curriculum development. The curriculum development work will focus on developing more effective project-based learning curriculum, integrating Academic PBL and Seminar, and infusing ELA standards into science and social studies content areas. Teachers will use data from the previous academic year to evaluate the effectiveness of the curriculum, receive training on how to improve curriculum, and work in Development Phase-teams to refine and further develop curriculum.

During the second week of the Summer Institute, incoming staff will join returning teachers. This second week of Summer Institute will coincide with the last full week of incoming teacher training before the school year begins.

Start-of-term, end-of-term Professional Development days

Two all-staff professional development days will be held prior to the start of the Fall, Winter, and Spring trimesters (in September, December, and March). The topics of these professional development days will be derived from school surveys and needs-assessments conducted periodically throughout the year. Driven by the School Leader, professional development content will be further informed by teacher interests, identified instructional weaknesses, analyses of student outcomes, and other feedback. These dedicated professional development sessions will develop staff competency, foster school culture, and bolster student learning.

Co-teaching

An important component of the ROADS model is the opportunity for teachers to co-teach across all Academic PBL Blocks. With this opportunity comes the added benefit of teacher growth, development, and interdisciplinary teaching. As part of this partnership, teachers will have the responsibility to observe and support the further development of their partner teacher. Rubrics and observation protocol will be important tools to support that process. Structured debriefs will be planned as part of ongoing professional development.

Individual Professional Development Plans

Every staff member at ROADS Charter School will work with their direct supervisor to develop an Individual Professional Development Plan (IPDP) that will be driven by the staff member, as well as periodically revisited with the staff member's supervisor. Plans will be targeted to the staff member's role and will outline short- and long- term goals that the staff member hopes to move toward as he/she progresses in his/her tenure at ROADS.

Staff Meetings

Once a week, all teachers will have a school-wide check-in meeting to address issues as they arise. All of these meetings will be administrative in nature, providing an opportunity to coordinate and connect as an entire teaching staff for 30-45 minutes each week. In addition, there will be a weekly AmeriCorps member meeting.

There will be quarterly all-staff meetings that align to school-wide professional development days. These meetings will serve as an opportunity for both administrative and substantive debriefs, and provide real-time feedback to inform professional development. There will be specific time on the agenda during these meetings to address teacher needs and to collaborate on how to build the professional development offerings so that these needs are addressed. While it is the responsibility of all staff to raise concerns as they arise, it is ultimately the School Leader and the Director level staff members who ensure that all staff needs are being met.

Interim Assessment Results Review

Every 7th week of the trimester, all staff will gather during common planning to review the results of students' most recent math and reading interim assessment. They will analyze student achievement trends, examine student progress towards goals, and identify skills that need increased attention. They will also look for trends across

Attachment 15: Professional Development

individual students, groups of students, and specific classrooms. This review will simultaneously focus attention on literacy and numeracy—further driving home the School's relentless pursuit to build ELA and math skills across the curriculum at all levels.

After examining student performance data, teachers will collaboratively develop re-teaching strategies. They will develop action plans and effectively execute proposed changes. They will also interface with the School Leader and be afforded the opportunity to examine the school system as a whole—rethinking big-picture strategies, improving classroom conditions, changing the school curriculum, etc.

Between these six-week data review sessions, teachers will use staff check-ins, common planning time, and other ongoing mechanisms to collaboratively problem-solve student performance and assessment issues as they arise.

Daily Observation

The School Leader and his/her Cabinet (staff with director level positions) will further promote professional development by actively observing instruction in classrooms, counseling and other direct service delivery to students on a daily basis, giving staff feedback, and soliciting student perspectives. For example, rubrics will be used to clearly set expectations and evaluate teachers on six key core aspects of performance: 1) planning and preparation for learning; 2) classroom management; 3) delivery of instruction; 4) monitoring, assessment, and follow-up; 5) primary support network and community; and 6) professional attitude and growth.

Follow-up meetings will allow staff to share concerns and feedback. These meetings will provide insight into individual teachers' concerns and will allow the School Leader and the Cabinet to develop and implement future professional development workshops that target staff member needs. The Cabinet will also meet regularly with the School Leader to discuss individual teacher needs and come up with strategies for addressing them, as appropriate.

Professional Development Feedback

Teachers and non-teacher staff members will have the opportunity to provide feedback to the Cabinet directly following each professional development session. Feedback will be in the form of surveys consisting of questions related to the specific PD. Surveys will allow for narrative responses reflecting participant understanding of the techniques described and will allow respondents to describe particular areas of concern where they would like additional professional development sessions and workshops.

Additionally, as outlined above, there will be several times throughout the year where meetings will take place that will specifically address staff needs and how to use the professional development offered by the School to help address those needs.

School As Professional Development Laboratory

From inception, ROADS Charter School is envisioned as a professional development laboratory aimed at creating models for serving over-aged, under-credited students. The School will seek out principal-in-training (through the Leadership Academy, New Leaders for New Schools, and university-based programs), teachers-in-training, and social work interns dedicated to serving disconnected youth. ROADS will select staff carefully who share the School's core beliefs and integrate them into the school culture. This will allow the School to increase the number of caring adults in the building, ensure professional development that is codified and top-notch, influence the career trajectory of caring educators, and build a pipeline for staff members.

Attachment 16: School Culture and Discipline

School Culture and Discipline

Explain how you will establish and maintain a school culture that supports learning and achievement. Your response should address:

- *How the school will maintain a safe and orderly environment;*
 - *The school's approach to classroom management;*
 - *The school's approach to discipline (the actual discipline policy should be submitted separately as Attachment 37); and*
 - *The specific roles of teachers and administrators in relation to school culture and discipline.*
-

To maximize ROADS students' learning and achievement, the School will create a school culture tailored specifically to its student population. At the heart of the School's culture lie its core beliefs—shared values that are vital to supporting students:

1. *Our students are capable learners and leaders—regardless of the challenges and setbacks they may have faced.* All of our students can learn to read, write, think, and speak at high levels, and all deserve rigorous educational experiences to prepare them for future success. Our students are among the most entrepreneurial, creative, and leadership-oriented in the school system. We help students channel their innate abilities and hard-fought life lessons toward positive, tangible outcomes that match their interests, preferences, and passions.
2. *We expect all of our students to succeed academically.* We unwaveringly commit to setting and maintaining high expectations for our students' academic excellence. While achieving success may require innovative approaches, we fundamentally believe that our students can reach the highest standards of academic competency.
3. *Customization and individualization is critical for our students.* Most students report "not being known" as a chief reason for dropping out of school. To successfully reengage students, we must first understand where these students are—both academically and personally—and then meet their individual needs with a tailored program supported by an Individual Life Plan (ILP). Customization is especially important for students who need to accelerate learning and make rapid progress.
4. *Our model must simultaneously and seamlessly integrate academic rigor, job readiness skills, and socio-emotional supports.* Some students "disconnect" from school because they are struggling academically, either because of their own learning challenges and/or because their previous school failed to reach them. Others disconnect due to challenges with the law, addiction, homelessness, family hardship, or early pregnancy. Still others disconnect because of financial constraints. Because many face multiple "risk factors," it is vital that we support their academic skill development with robust socio-emotional and career supports.
5. *Our learning environment has to be engaging, relevant, empowering, and feel radically different from students' previous school experiences.* School must feel relevant to students. Rather than replicate previously unsuccessful school experiences on a more intimate scale, we strive to build a school culture that *engages and empowers* students by connecting academic work to relevant, real-life environments.

A primary mechanism for communicating these beliefs and laying out the envisioned school culture will be the intensive "start-up" training for incoming staff. During this initial training, the School Leader will articulate core beliefs and expectations, train staff to understand and use the key program elements that actualize our core beliefs (including our academic model, three Development Phases, Real World program, social-emotional supports, and other school elements described in this petition), and prepare staff to understand and implement the School's approach to discipline and classroom management.

Attachment 16: School Culture and Discipline

After this initial training, the School Leader will continue to help staff shape school culture through weekly staff meetings, ongoing professional development, informal discussions, and a host of other systems and practices to create an environment in which these core values are felt by students.

School Culture

The cornerstone to the ROADS school culture is a *positive* learning environment. Staff will create this positive environment through two major ways: a *positive attitude* and a *personal connection* with students. If either is absent, the entire school culture, discipline structure, and classroom management approach will be lacking.

All ROADS Charter School staff will take steps to know and care about students, build positive student-staff relationships, and solicit student perspectives. They will communicate the belief that each student can succeed in school, and will create guidelines for success that emphasize respect, effort, a positive attitude, and responsibility. They will set—and maintain—high expectations for every student's success.

The opportunity for staff to create this positive culture of high expectations exists at every turn. Certain activities and school practices will be especially instrumental in shaping culture, setting expectations, and creating a supportive and nurturing learning environment:

- **New student orientation:** Incoming students will participate in a 1-week long orientation with their fellow entering classmates (their “cohort”), an experience that will set the school tone, introduce the school learning model, and establish school culture rituals and traditions.¹ Throughout the week, students will participate in youth development activities to foster a trusting community and build cohort cohesion. The week will also expose students to the School's purpose, model, structure, and high expectations.
- **Ongoing cohort activities:** Throughout the school year, students' cohorts will continue to be an important component of their school experience. Ongoing community building activities, cohort outings, and other periodic check-ins will foster continued cohort interactions and a sense of community.
- **Primary person model:** Every student will be connected with a “primary person”—an adult staff member who establishes a strong, meaningful relationship with the student. Primary persons will support students in all areas of student development and achievement (academic, workforce, and socio-emotional). Informal support will be encouraged on a frequent and informal basis; formal check-ins will be required on a bi-weekly basis.
- **Student Advisory:** Students' weekly schedules will include an Advisory section with 12-15 of their peers, held three times a week for 30 minutes. Advisory will be a time to support student growth, encourage student voice, and engage in peer-to-peer, small group work related to character development and life skills. It will also be an opportunity for students to learn the skills, practices, norms, and lessons of the school culture.

The school culture will also be fostered through its extracurricular programs, leadership opportunities, and student council. Periodic School ceremonies, rituals, and other traditions will further create a learning atmosphere that is positive, student achievement-oriented, empowering, and enjoyable.

¹ Orientation sessions will take place at the beginning of each trimester; however, new students may be enrolled at any time if an empty spot opens up (See Attachment 36 – Admissions Policy). If a student enrolls after classes for that trimester have already begun, he/she will be considered part of the cohort starting at the next trimester and will participate in orientation at that time.

Attachment 16: School Culture and Discipline

Approach to Discipline

It is essential that every adult in the School community is on the same page about culture, safety and discipline. Many of the School's students may have had prior negative experiences with ineffective discipline policies, and another experience with a counterproductive policy could cause serious setbacks in student achievement.

ROADS Charter School's discipline policy will reflect the discipline philosophy, principles, and practices outlined in Randall Sprick's work, *Discipline in the Secondary Classroom: A Positive Approach to Behavior Management*. The work has been used effectively with District 79 school leaders, classrooms and students, and promises to be a valuable tool to assist staff as they work with students at ROADS.

The key to this approach is being proactive. ROADS Charter School staff will develop specific plans for correcting early-stage misbehavior. Staff will initially use proximity, gentle verbal reminders, discussion, family contact, appropriate humor and restitution. They will plan to implement corrective consequences consistently—regardless of how they might feel about the behavior when it occurs.

Consequences will fit the severity of the misbehavior and will be mild enough so that teachers feel comfortable implementing them each time a student exhibits an irresponsible behavior. Importantly, staff will implement the selected consequence unemotionally. Because students oftentimes exhibit behavior that teachers give the most attention to, staff will plan to interact only briefly with students when they misbehave—treating misbehavior as only momentary interruptions to a student's path to success. At a private and later time, teachers will talk with the student about the misbehavior as needed. Teachers will plan to interact with students at least three times more often when they are behaving appropriately than when they are misbehaving.

Teachers will learn these principles and practices during the incoming new teacher training. Incoming teachers will develop a system of consequences (i.e., loss of points, time owed, detention, etc.) to use both in their individual classrooms and across the School. They will also develop accompanying plans for how and when to involve the student's parent/guardian in discipline-related matters.

Classroom Management

Good classroom management is a central component to creating a safe learning environment and maximizing student achievement. The School Leader will use the summer training to prepare teachers to be *instructional* in their classroom management, in addition to being proactive and positive: staff will define *and teach* clear and consistent behavioral expectations for all regularly scheduled activities. On the first day of the trimester, staff will communicate behavioral expectations for in-class work, and will routinely revisit the expectations throughout the year. They will use the ACHIEVE acronym to help students understand expectations surrounding regular classroom activities.

ACHIEVE stands for:

- **Activity:** What is the activity? What is expected?
- **Conversation:** Can the students talk? With whom, about what, and for how long?
- **Help:** How should students get their questions answered during the activity? How should students get teachers' attention? Are students allowed to get out of their seats? What reasons are acceptable to leave seats and is permission needed?
- **Integrity:** Are students allowed to work together? What is considered cheating?
- **Effort:** Which behaviors demonstrate active participation? Which behaviors indicate a lack of participation?
- **Value:** How will students benefit from the activity? How should students demonstrate that they value the assignment?
- **Efficiency:** What does productivity look like?

Attachment 16: School Culture and Discipline

Teachers will develop plans to teach these expectations and will be prepared to respond consistently to student misbehavior. They will develop and display classroom rules that refer to specific, observable behaviors and that are stated positively. Students will have a clear understanding of which behaviors are expected and valued and which are not.

Staff Roles

All School staff will model the School's core beliefs and, when interacting with students, will be the primary agents of implementing a positive culture, a proactive approach to discipline, and instructional classroom management. While all School staff will participate in school-wide ceremonies, rituals, and other culture-building activities, it will be the primary responsibility of the Director of Student Support to build and foster the ROADS culture and ensure that the ROADS environment is a safe one for students and staff. Along with the Director of Student Support, other staff members will have also specific responsibilities related to school culture, discipline, and classroom management:

School Leader

- Be primarily responsible for 1) communicating the envisioned school culture and discipline approach and 2) implementing mechanisms to create, maintain, and improve it. Work closely with his/her Cabinet to establish a supportive learning environment and adjust as needed;
- Lead discussions and work sessions during summer training to lay out envisioned school culture and the School's approach to discipline;
- Take any needed steps throughout the year to ensure that staff establish and maintain a positive, supportive school culture (i.e., devote professional development days to the issue, as needed; lead weekly staff meetings, and focus on discipline and classroom management as needed; etc.);
- Lead student assemblies and other school-wide ceremonies to celebrate the achievements of ROADS students and staff; and
- Ensure that all detentions, suspensions, disciplinary probations, and expulsions are properly administered and carried out with due process (see Attachment 37).

Director of Student Support

- Oversee the development of new student orientation, to build school culture and introduce students to school traditions, practices, beliefs, and systems;
- Respond to day-to-day student emergencies and other individual student issues;
- With the School Leader, take responsibility for establishing a safe and orderly school environment;
- Manage and oversee School safety agents/security staff;
- Communicate with parents about disciplinary rules and procedures;
- Communicate with parents when individual students are subject to disciplinary action;
- Train social workers, guidance counselors and case workers to appropriately work with students and create an atmosphere in which each student feels valued, supported, and empowered;
- Be primarily responsible for creating and displaying positive visual messaging in common school spaces (hallway banners, displays of student art/exemplary work in common areas, etc.);
- Develop appropriate programs (i.e., conflict-resolution workshops, student mediators) to promote a safe school environment;
- Work with other staff members to create intervention plans for students who have particular behavioral management needs;
- Work with Advisory teachers to develop culture-building and safety lessons to be taught during Advisory;
- Work with the School Leader to plan and carry out meaningful ceremonies and rituals celebrating student accomplishments; and

Attachment 16: School Culture and Discipline

- Serve as the staff advisor to the Student Honor Board overseeing School Disciplinary Hearings and making recommendations on alternative placements to the School Leader.

Director of Curriculum and Instruction

- Assist the School Leader in leading discussions during summer training and other professional development sessions, particularly related to classroom management;
- Work with teachers to develop, implement, and refine positive, proactive, instructional classroom management plans throughout the year; and
- Support teachers in creating physical classroom spaces that are inviting, motivating, and promote learning.

Director of Partnerships

- Assist the School Leader and the Director of Curriculum and Instruction in developing staff trainings regarding how students will build job-readiness and soft employment skills to be used in Real World and job-shadowing placements.

Teachers (with the help of Teaching Assistants, as appropriate)

- Develop, implement, and refine classroom management ACHIEVE plans;
- Working with the Director of Student Support, reach out to parents and families as needed;
- Participate in new student orientation as needed; and
- Assign detentions (see Attachment 37).

Social Workers, Guidance Counselors and Case Managers

- Work with teachers and other staff to identify individual students that may need additional support, and intervene as appropriate;
- Counsel students and help them develop the behavior management skills needed to be successful in school and life;
- Assist with new student orientation, as needed; and
- Work with Advisory teachers to implement culture-building activities and workshops, as needed.

Attachment 17(a): Draft Accountability Plan

(a) *Goals and Measures*

Using the Institute template submit a draft Accountability Plan for the proposed school that includes at a minimum the Institute's required goals and measures. If the school will open with early elementary or high school grades, provide benchmark indicators that can be used to measure progress towards the required goals. The Accountability Plan may also contain any optional goals and measures you choose to include. The Accountability Plan template can be found at: <http://newyorkcharters.org/schoolsAccountability.htm>

ROADS Charter School I - Proposed Accountability Plan (Accountability Period 2011-12 to 2015-16)

Before describing the ROADS approach to accountability for student achievement in greater detail, it is critical to recognize that ROADS Charter School is being founded explicitly to serve the unique segment of the student population who are being left behind. These over-aged, under-credited students (i.e., 15-17 year olds who typically are reading below a 4th-5th grade level at time of entry) are among the most difficult to serve. Moreover, existing accountability frameworks unwittingly create a disincentive to serve these students by holding schools accountable for progress against a 4-year graduation cohort. As a result, these students' needs often go unmet—forever stunting their prospects for college, career, and personal success.

At the same time, ROADS fully recognizes and appreciates the strict accountability frameworks that must be used to hold all schools accountable, especially charter schools that are being granted enhanced flexibilities. ROADS is committed to these frameworks and intends to hold itself, and its students, to the highest standards for performance. However, if ROADS were to simply accept all SUNY "required" accountability measures, the School would – almost immediately and by definition – be out of compliance as a result of the student population being prioritized. For instance, a 17-year-old who reads at a 4th grade level upon entering ROADS Charter School in Fall 2011 would be considered part of the 2012-13 federal and state Accountability Cohort. While we understand the rationale for a "cohort", one year clearly would not provide enough time for this hypothetical student to reach college ready competence or meet state seat time requirements sufficient to earn a high school diploma.

Nonetheless, ROADS is committed to collecting and reporting progress on all required measures. In addition, this Plan proposes a modified accountability framework that is as detailed and rigorous as that required by SUNY charter provision, but provides a better tool for assessing ROADS' effectiveness in driving gains on measures of student success. If ROADS is fortunate enough to receive a charter, Year One of the School will likely include significant collaboration with SUNY officials to modify our Accountability Plan to adhere with all appropriate federal, state and SUNY accountability provisions.

Therefore, the following is true of this proposed plan:

1. ROADS needs to define a different "Accountability Cohort" (because, by definition, ROADS students will not be able to graduate with their federal accountability cohort as it is currently defined). Upon intake into ROADS, each student will be assigned an expected graduation date based on their age, number of credits, and performance on diagnostic assessments in reading and math (this may be in 3, 4, 5, or 6 years). The Expected Graduation Cohort (EGC) will be the total number of students slated to graduate that school year as per this calculation. For example, though ROADS may enroll 100 students in SY 2011-2012, some of those students will be in the EGC 2014-2015 and others may be in EGC 2016-2017 – making the EGC a different number each year. This is the only fair way to set absolute measures while meeting students where they are and moving them over a high bar.

Attachment 17(a): Draft Accountability Plan

2. Specific percent targets must be set in conjunction with the SUNY team by looking at comparable data – which will take time and nuanced data analysis. For example, there are over 40 transfer schools (and at least one charter school) in New York City that enroll over 10,000 students over-aged under-credited students. We need to perform the following types of analysis:
 - Of all of the students with 0 to 11 credits who enroll in these schools, how many graduate in 4 years? 5? 6?
 - Of all of the students who scored a level 1 in the 8th grade who enroll in these schools, how many graduate in 4 years? 5? 6?
 - How many ultimately sit for and pass the ELA regents, math regents, etc.?These percentages will provide a fair baseline against which ROADS staff can collaborate with SUNY to set “stretch” targets.
3. ROADS is predicated on the notion that to goal for all of our students is a Regents Diploma. The school should be measured progress against that goal as well as academic gains of all students.

ACADEMIC GOALS

Goal I: English Language Arts

Goal: Despite falling significantly behind their peers, ROADS Scholars will demonstrate college-ready, career-relevant competency as readers and writers of the English language.

Absolute Measures

Required: Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

- Proposed Alternatives:
- Each year, 75 percent of students in *Ready for College* will score at least 65 on the New York State Regents English exam.
- Each year, 75 percent of students in the EGC will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

Required: Each year, 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year in the cohort.

- Proposed Alternative: Each year, 75 percent of students in *Ready for College* who scored at Level 1 or 2 on their New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English.
- Proposed Alternative: Each year, 75 percent of students in the EGC who scored at Level 1 or 2 on their New York State 8th grade English language arts exam will score at least 65 on the New York State Regents English exam by the completion of their fourth year at ROADS Charter School

Attachment 17(a): Draft Accountability Plan

Required: Each year, the Performance Index (PI) on the New York State 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.

- Proposed Alternative: Each year, the Performance Index (PI) on the New York State Regents English exam of students in the EGC will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system. Safe harbor provisions will be used to ensure NCLB compliance.

Comparative Measures

Required: Each year, the percent of students in the high school Accountability Cohort passing the New York State Regents English exam with a score of 65 or above after four years will exceed that of students in the high school Accountability Cohort from the local school district.

- Proposed Alternative: Each year, the percent of students in *Ready for College* passing the New York State Regents English exam with a score of 65 or above after four years at ROADS Charter School will exceed that of similar students (i.e., age, credits, scores upon on intake) attending school elsewhere across the DOE.

Optional: Each year, the percent of students in *Ready for College* passing the New York State Regents English exam with a score of 65 or above after four years at ROADS Charter School will exceed that of similar students (i.e., age, credits, scores upon on intake) attending school elsewhere across the DOE.

Growth Measures

Required: Each year, the group of students in their second year of high school who have taken a norm-referenced literacy test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

- Proposed Alternative: Each year, the group of students in their second year at ROADS Charter School who have taken the NWEA-MAP norm-referenced literacy test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Optional: 75% of all students at ROADS Charter School – in *Building Core Skills, Approaching Competency, and Ready for College* – will make two years of gains on the NWEA-MAP norm-referenced literacy test for each year they are enrolled.

Goal II: Mathematics

Goal: Despite falling significantly behind their peers, ROADS Scholars will demonstrate college-ready and career-relevant competency in the understanding and application of mathematical computation and problem solving.

Absolute Measures

Attachment 17(a): Draft Accountability Plan

Required: Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents Mathematics exam by the completion of their fourth year in the cohort.

- Proposed Alternative: Each year, 75 percent of students in *Ready for College* will score at least 65 on a New York State Regents Mathematics exam by the completion of their fourth year at ROADS Charter School.

Required: Each year, 75 percent of students in the high school Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade Mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year in the cohort.

- Proposed Alternative: Each year, 75 percent of students in *Ready for College* who scored at Level 1 or 2 on their New York State 8th grade Mathematics exam will score at least 65 on a New York State Regents mathematics exam by the completion of their fourth year at ROADS Charter School.

Required: Each year, the Performance Index (PI) on the New York State Regents Mathematics exams by 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.

- Proposed Alternative: Each year, the Performance Index (PI) on the New York State Regents Mathematics exam of students completing their fourth year at ROADS Charter School will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system. Safe harbor provisions will be used to ensure NCLB compliance.

Comparative Measures

Required: Each year, the percent of students in the high school Accountability Cohort passing a New York State Regents Mathematics 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.

- Proposed Alternative: Each year, the percent of students in *Ready for College* passing the New York State Regents Mathematics exam with a score of 65 or above after four years at ROADS Charter School will exceed that of similar students (i.e., age, credits, scores upon on intake) attending school elsewhere across the DOE.

Optional: Each year, the percent of students in *Ready for College* passing the New York State Regents Mathematics exam with a score of 65 or above after four years will exceed that of similar students (i.e., age, credits, scores upon on intake) attending school elsewhere across the DOE.

Growth Measures

Required: Each year, the group of students in their second year of high school who have taken a norm-referenced mathematics test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Attachment 17(a): Draft Accountability Plan

- Proposed Alternative: Each year, the group of students in their second year at ROADS Charter School who have taken the NWEA-MAP norm-referenced mathematics test for two years will reduce by one-half the difference between their previous year's average NCE and an NCE of 50. Groups that already achieved an NCE of 50 in the previous year will show an increase in their average NCE.

Optional: 75% of all students at ROADS Charter School – in *Building Core Skills, Approaching Competency, and Ready for College* – will make two years of gains on the NWEA-MAP norm-referenced mathematics test for each year they are enrolled.

Goal III: Science

Goal: Despite falling significantly behind their peers, ROADS Scholars will demonstrate competency in understanding and applying scientific concepts and methods.

Absolute Measure

Required: Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents Science exam by the completion of their fourth year in the cohort.

- Proposed Alternative: Each year, 75 percent of students in *Ready for College* will score at least 65 on a New York State Regents Science exam by the completion of their fourth year at ROADS Charter School.

Comparative Measures

Optional: Each year, the percent of students in *Ready for College* passing the New York State Regents Science exam with a score of 65 or above after four years at ROADS Charter School will exceed that of similar students (i.e., age, credits, scores upon on intake) attending school elsewhere across the DOE.

Goal IV: Social Studies

Goal: Despite falling significantly behind their peers, ROADS Scholars will become responsible, productive citizens with the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Absolute Measures

Required: Each year, 75 percent of students in the high school Accountability 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.

- Proposed Alternative: Each year, 75 percent of students in *Ready for College* will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year at ROADS Charter School.

Required: Each year, 75 percent of students in the high school Accountability 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.

- Proposed Alternative: Each year, 75 percent of students in *Ready for College* will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year at ROADS Charter School.

Attachment 17(a): Draft Accountability Plan

Comparative Measures

Optional: Each year, the percent of students in *Ready for College* passing the New York State Regents U.S. and Global History exams with a score of 65 or above after four years at ROADS Charter School will exceed that of similar students (i.e., age, credits, scores upon on intake) attending school elsewhere across the DOE.

Goal V: NCLB

Goal: The school will make Adequate Yearly Progress.

Absolute Measure

Required: Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year – including via reliance on safe harbor provisions for target student subgroups.

Goal VI: High School Graduation

Goal: Despite falling significantly behind their peers, ROADS Scholars will graduate from high school thoroughly prepared to excel academically, professionally, and personally.

Absolute Measures

Required: Each year, 75 percent of students in each high school Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.

- Proposed Alternative: Each year, 75 percent of students in each Developmental Phase – *Building Core Skills, Approaching Competency, and Ready for College* – will pass their core academic subjects by the end of August and be promoted to the next Developmental Phase, as consistent with the "promotion target" contained in each student's Individual Life Plan#.

Required: Each year, 75 percent of students in the high school Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.

- Proposed Alternative: Each year, 75 percent of students in *Approaching Competency* will score at least 65 on at least two different New York State Regents exams required for graduation after three years at ROADS Charter School.
- Proposed Alternative: Each year, 75 percent of students in *Ready for College* will score at least 65 on at least three different New York State Regents exams required for graduation after three years at ROADS Charter School.

Required: Each year, 75 percent of students in the high school Graduation Cohort will graduate after the completion of their fourth year in the cohort.

- Proposed Alternative: Each year, 75 percent of students in *Ready for College* will graduate after the completion of their fourth year at ROADS Charter School.

Attachment 17(a): Draft Accountability Plan

Required: Each year, 95 percent of students in the high school Graduation Cohort will graduate after the completion of their fifth year in the cohort.

- Proposed Alternative: Each year, 95 percent of students in *Ready for College* will graduate after the completion of their fifth year at ROADS Charter School.

Comparative Measure

Required: Each year, the percent of students in the high school Graduation Cohort graduating after the completion of their fourth year will exceed that of the high school accountability cohort from the local school district.

- Proposed Alternative: Each year, the percent of students in *Ready for College* graduating after the completion of their fourth year at ROADS Charter School will exceed that of the similar students (i.e., age, credits, scores upon on intake) attending school elsewhere across the DOE.

Goal VII: College Preparation

Goal: Despite the potential difficulty in imagining this as a possibility that is available to them, ROADS Scholars will be exposed to, prepare for, apply to, and have the opportunity to participate in post-secondary education.

Required: 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.

- Proposed Alternative: Each year, the average performance of students in *Approaching Competency* will exceed the state average on the PSAT tests in Critical Reading and Mathematics.

Required: 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.

- Proposed Alternative: Each year, the average performance of students in *Ready for College* will exceed the state average on the SAT or ACT tests in reading and mathematics.

Optional: Each year, 75 percent of students in *Ready for College* will visit at least five college campuses.

Optional: Each year, 75 percent of students in *Ready for College* will complete at least three college applications.

Optional: Each year, 75 percent of students in *Ready for College* will receive at least one college acceptance letter.

Optional: Each year, 75 percent of students in *Ready for College* who receive a college acceptance letter will enroll in college.

Optional: Each year, 75 percent of students who enroll in college will complete their first year.

Goal VIII: Optional Academic Goal(s)

Attachment 17(a): Draft Accountability Plan

Goal: All ROADS Scholars will demonstrate an integrated understanding and application of skill and content mastery, 21st Century skills, and leadership.

Optional: All students at ROADS Charter School will design, complete, and defend a “Capstone Project” before a panel of faculty and experts.

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

Goal I: Optional Non-Academic Student Goal(s)

Goal: ROADS Scholars will gain exposure to, and develop, market-relevant workforce skills and certifications that increase their success in college and career.

Optional: Each year, 75 percent of students in *Ready for College*, after the completion of their fourth year at ROADS Charter School, will have:

- Benefited from meaningful support from an adult mentor;
- Participated in five job shadowing experiences;
- Received at least two job readiness certifications; and
- Completed at least two internships.

Goal: ROADS Scholars will develop knowledge of, and personal efficacy regarding, their academic, professional, and personal life path.

Optional: Each year, 75 percent of students in *Ready for College*, after the completion of their fourth year at ROADS Charter School, will have contributed to the development and ongoing maintenance of their Individual Life Plan (ILP), which details life goals, personal strengths, potential obstacles, and tangible strategies to overcome them.

Goal II: Optional Organization Goal(s)

Goal: ROADS Charter School will be a financially viable and fiscally healthy organization.

Optional: Each year, ROADS Charter School will meet or exceed all fundraising targets and will operate within +/- 5% of all operating budgets.

Goal: Students and parents will be satisfied with the quality of the ROADS Charter School education program and environment.

Optional: At least once every two years, a survey of student and parents (or guardians) reveals that 75% of respondents agree or strongly agree that “ROADS Charter School exemplifies the core beliefs described in its charter.”

Attachment 17(b): Graduation Requirements

(b) *Graduation Requirements*

If the proposed school will serve students in the 12th grade within the charter term, describe your school's specific requirements for graduation beyond the basic Regents requirements including whether or not the proposed school would offer or require an advanced Regents diploma.

Regents Diploma

It will be the ultimate aim of ROADS to graduate every student with a Regents Diploma. The School will abide by New York State Commissioner's Regulation 100.5 concerning High School Diploma Requirements, which mandate a minimum of 44 earned credits. Further, ROADS will hold students to Regents Diploma requirements: students will be required to attain a score of 65 or above on each of the following required Regents examinations in order to earn a diploma: English, Global History & Geography, US History & Government, Science (life science or physical science), and Mathematics.

In addition to the Regents Diploma requirements, ROADS will require all students to complete the following before graduating:

- Participate in job-shadowing opportunities;
- Participate in *Real World* internships;
- Apply to college; and
- Design, complete and defend a culminating "Capstone" project.

Other Diploma Options

ROADS will not offer an Advanced Regents Diploma.

With some select special education students, a local diploma option may be offered. The local diploma will follow the New York State criteria, requiring 44 credits and passing of the following 6 regents competency tests (RCT): Reading, Writing, Global Studies, US History & Government, Science, and Mathematics.

Attachment 18: Progress Monitoring

- (a) *Accountability Plan Goals*
Explain how the school will monitor its progress towards meeting its Accountability Plan goals and how that information will be shared with and used by stakeholders, including parents, teachers, board members and school leaders.
- (b) *Mission Accomplishment*
Explain the process and criteria that will be used to monitor and evaluate the extent to which the school is achieving its mission throughout the charter term.
-

Progress Philosophy

Ultimately, the ability of ROADS Charter School to monitor its progress – as well as to understand, analyze, reflect upon, and determine refinements and mid-course corrections as result of this ongoing monitoring – is at the core of launching and managing an effective school. It requires the constant synthesis and integration of the vast majority of the strategies and policies outlined in this application. In short, ROADS believes the ability to *make progress* against its ambitious vision will require a symphony of mission, model, metrics, data, engaged stakeholders, and the dogged pursuit of results.

Throughout this petition, process for monitoring progress towards goals is highlighted. For example, the three Standing Committees of the Board of Trustees will be responsible for continually monitoring the School's progress in the areas of fiscal management, mission integrity and performance management. While planned audits of the fiscal and programmatic strength of the school will occur on an annual basis, the ROADS Board (or subcommittees thereof) will also spend time at quarterly Board meetings to discuss the schools' progress towards meeting stated goals.

These quarterly programmatic reports will prepared by the School Leader or a designee and submitted to the ROADS Board of Trustees. These reports may include:

- Demographic information;
- Student performance on standardized exams and state assessments;
- Number of detentions and suspensions issued;
- Student enrollment and withdrawal data;
- College enrollment statistics;
- Internships and job shadow opportunities completed;
- Participation in community service and other service-learning programs;
- Number of mentor and community interactions; and
- Other required information.

The ROADS Board will be responsible for developing solutions if there are problems, suggestions if there are roadblocks and other creative proposed action steps to enable the School to meet its goals.

As such, this constant monitoring filters down to all levels of the School. The founding group anticipates that school staff will use the existing structures already planned in the school model for monitoring progress:

- School mission and governance – while the School Leader serves at the please of the Board and is responsible for overall school management decisions, all staff will be consulted on any material changes being proposed to or by the Board of Trustees that would require modification to the school charter;
- School leadership team – staff in director level positions, will advise the School Leader on school matters;
- Weekly staff meeting – administrative issues will be addressed during 30-60 minute all staff meeting held during common planning time;

Attachment 18: Progress Monitoring

- Quarterly all staff meeting – strategic discussions and decisions will be addressed during (at least) quarterly meetings that are scheduled to enable full staff participation; and
- Committees – staff will form ad-hoc or standing committees, as appropriate to address school priorities.

Elements of Progress Monitoring

Mission

Everything begins and ends with a laser focus on the purpose of ROADS Charter School: to ensure that disconnected youth—over-age, under-credited students aged 15-17 in New York City—graduate from high school thoroughly prepared to excel academically, professionally, and personally. Any discussion of the School's progress must be anchored to this singular objective.

Model/Strategy

The above mission will not be achieved – indeed, it cannot be achieved – without a clear model, strategy, and plan for implementing it. In any given year, the School Leader and faculty may choose to prioritize one element of the model over another, but the core of the ROADS Charter School model is clear. As progress is monitored over time, it will be important to distinguish between the model and its implementation. For example, if the proposed model is implemented with fidelity – but it fails to produce the quality results for students – then changes to the core model are justified. However, if review of progress reveals inconsistencies, ROADS may be better served by investing in improved implementation of the ROADS school-wide strategy. Keeping this distinction in mind will help ensure that ROADS Charter learns quickly and deliberately what will be required to meet the complex need of students.

Metrics/Accountability

ROADS Charter will be driven by data as a key tool to support students' success and adult learning. The School will capture and report data on the full range of goals and measures outlined in its Accountability Plan (see Attachment 17(a) - Draft Accountability Plan for more information). In addition, ROADS will also capture an even richer set of metrics from the various assessment strategies outlined in Attachment 12 - Assessment. These data hold the potential insights need to be more effective on behalf of students, but they are only valuable in efforts to monitor progress if ROADS has the ability to manipulate and learn from them.

Data Systems

It is critical to ROADS Charter's success to develop integrated – ideally, enterprise-level – data management tools to capture, store, analyze, and report against the full range of data and metrics the School will want and need to leverage on behalf of student success. The Individual Life Plan (ILP) represents the vision for such an integrated data platform – synthesizing all data about each aspect of a student's academic, professional, and personal growth. Please refer to Attachment 8(a) - Key Design Elements for additional detail on the objectives of the ILP platform. Because the founding group is familiar with the current state of the market for technology-enabled data management platforms, it is not optimistic that an existing data management solution will be capable of meeting the School's needs. At the same time, it will require investment of time and resources to develop a customized system. For this reason, initially the founding group anticipates utilizing less sophisticated (and likely less well integrated) systems to support data management, analysis and reporting needs.

Engaged Stakeholders

Once clear, actionable data – that are aligned with the ROADS Accountability Plan, assessment framework and school-wide organizational objectives – can be captured and reported, it is essential to engage as many key stakeholders as possible (and appropriate) to determine how best to leverage the learnings on behalf of students. The School Leader and faculty of ROADS Charter are the primary consumers of this data and regular management structures (i.e., weekly, monthly, or quarterly meetings) will be need to be created to facilitate the right discussions regarding what actions steps make the most sense. Where possible, parents, students and families should also be

Attachment 18: Progress Monitoring

engaged around ROADS progress data. Finally, both SUNY and our Board of Trustees will need to rely on the range of performance data to perform their critical accountability functions on behalf of ROADS Charter School.

Focus on Results

Consistent with the need to start with mission, the ROADS strategy for monitoring progress must end with a focus on achieving tangible, life trajectory-altering results for the vast majority of students who have an opportunity to attend ROADS Charter School.

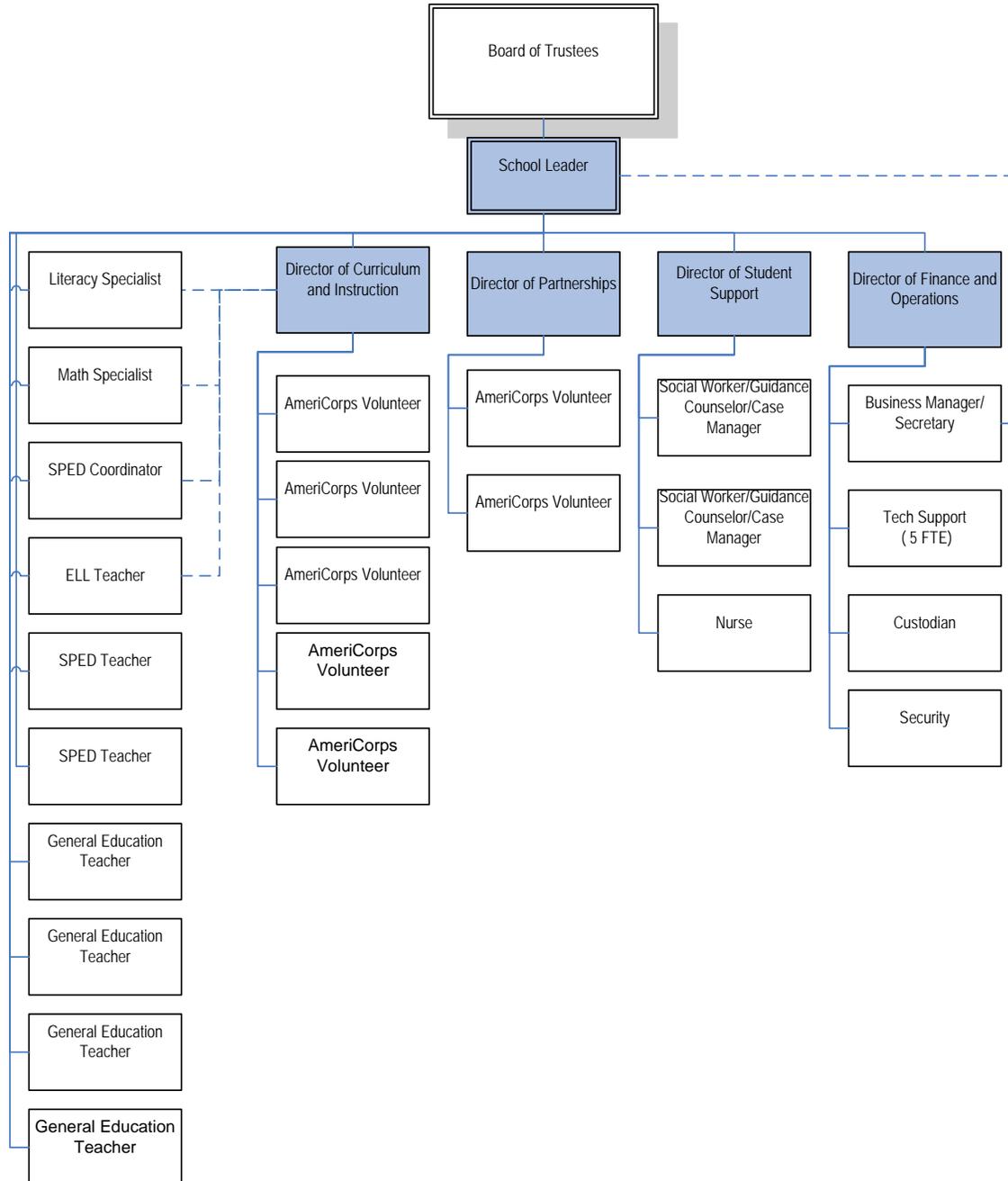
In fairness, what is portrayed above as a “beginning” and an “end” more accurately represents an iteration against a continuous cycle of improvement. If the School focuses on the right goals, with the right strategy, the right metrics, and the ability to engage with key stakeholders, then regular progress monitoring should reveal which practices should be kept (because they are working) and those that should not. Through this approach, the founding group believes ROADS has the best opportunity to support as many students as possible.

Attachment 19: Organizational Chart

Provide an organizational chart for the school and a narrative description of the chart.

- The chart should clearly indicate the reporting structure of school leader(s) to the board of trustees and staff to the school leader(s). If the charter school intends to contract or partner with an entity for management or educational services, the organizational chart should also reflect that relationship.
- The narrative should explain the lines of reporting and accountability, your rationale for choosing this structure, and the roles of any management or partner organizations.

Organizational Chart



Attachment 19: Organizational Chart

Management Structure

The Board of Trustees will hold ultimate authority and responsibility for the ROADS Charter School. The School Leader will report to the Board, bearing ultimate responsibility for the day-to-day management of the school and its programmatic success. The School Leader will supervise the Director of Finance and Operations, charged with managing all non-academic areas of school performance and operations. Instructionally, the School Leader will supervise all Teachers (including the Literacy and Math Specialists and the Special Education Coordinator), as well as the Director of Curriculum and Instruction, the Director of Partnerships and the Director of Student Support. The Director of Curriculum and Instruction and the Director of Partnerships will manage all of the AmeriCorps teaching assistants. The Director of Finance and Operations will manage all non-instructional personnel, including the School Business Manager, Custodian and all operations-related vendors (i.e., legal, accounting, facilities, etc).

Management Organization

While the ROADS model has been developed around several levels of collaboration and partnership, ROADS Charter School launch operating independently from a charter management organization. Should ROADS determine, at a later date, that a formal partner organization is appropriate, modifications/amendments will be sought consistent with the SUNY process at that time.

Friends of ROADS

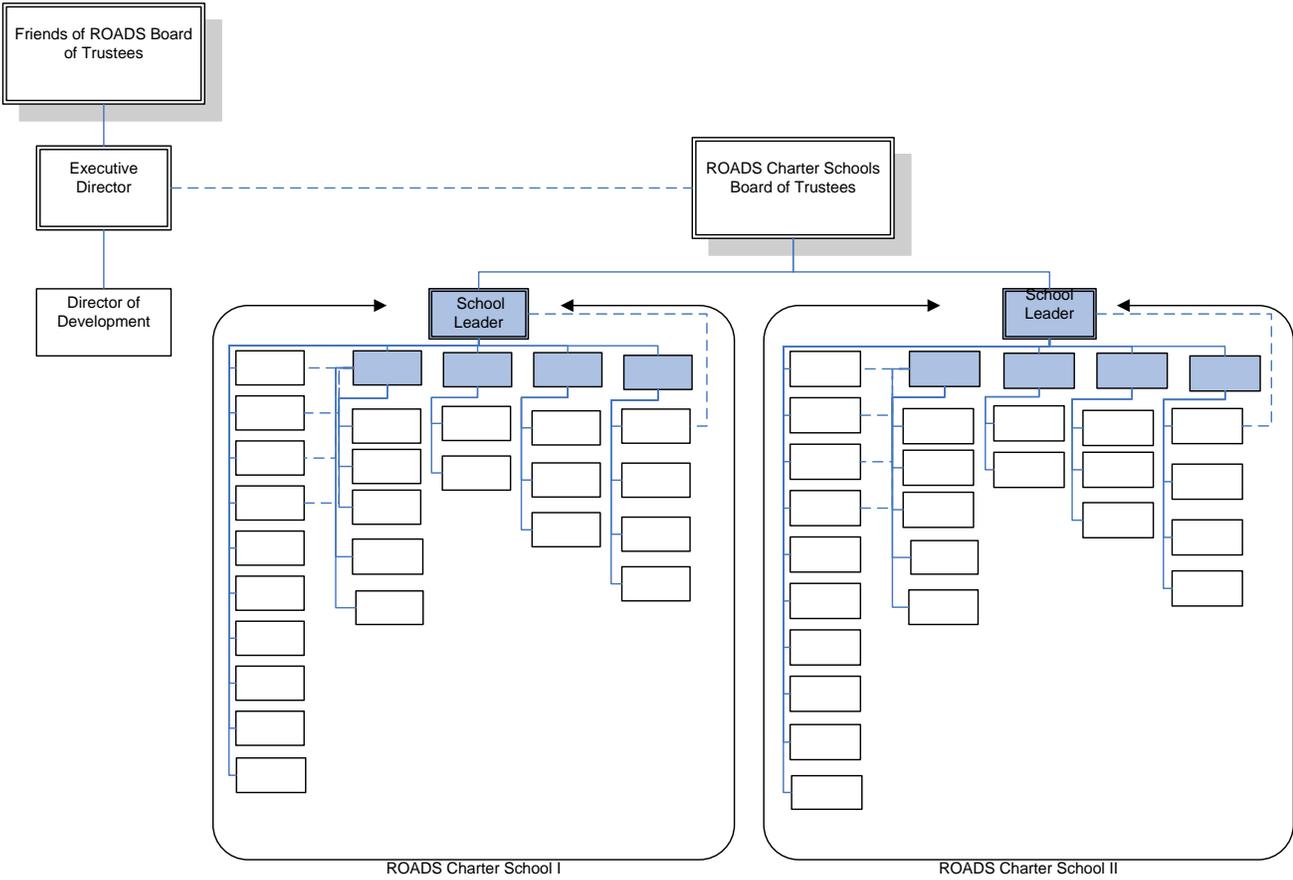
It is worth noting that founding group is currently setting up the Friends of ROADS – which will be incubated by the Blue Ridge Foundation, has received a 250K contribution, and is applying to utilize the fiscal conduit services of FJC, a foundation of philanthropic funds. Friends of ROADS is recruiting and seeking an Executive Director who will ensure key aspect of the schools are accomplished during the “launch” years. These include but are not limited to the following:

1. Fundraising (Friends of ROADS will be responsible for soliciting/applying for/raising all private money for both charter schools);
2. External Partnerships (as mentioned above, the ROADS model relies on effective collaboration in many ways; it will be imperative to have a central entity building these citywide partnerships for in areas such as internships, mentors, mental health services); and
3. Capacity Building and Student Recruitment Support (Friends of ROADS will be responsible for finding a high quality pool of applicants for key leadership positions such as the school leaders, school cabinet members, and other school-based staff, in addition to helping to recruit eligible students).

Organization Chart of Friends of ROADS and ROADS Charter Schools

The Executive Director of Friends of ROADS will initially act as a liaison to the Board of Trustees of ROADS Charter Schools. Once a board is developed for Friends of ROADS, the Executive Director of Friends of ROADS will be held accountable to the Board of Trustees of the Friends of ROADS. The Executive Director will also work closely with the School Leader of each School, but the School Leaders will be accountable to the Board of Trustees of ROADS Charter Schools. This diagram illustrates the interaction between Friends of ROADS and ROADS Charter Schools:

Attachment 19: Organizational Chart



Attachment 20(a-c): Governance

(a) School Board Roles and Responsibilities

Describe the roles and responsibilities of your school's board of trustees. Your response should at least explain the role of the board in:

- *Selecting school leader(s) (and partner or management organizations, if any);*
- *Monitoring school performance;*
- *Evaluating school leaders (and partner or management organizations, if any); and*
- *Holding school leaders (and partner or management organizations, if any) accountable for achievement of the school's mission and goals.*

Overall Philosophy

ROADS Charter School is a staff-driven organization. The Board aims to hire exemplary leaders and will hold them accountable for results in fiscal health, mission integrity (including accountability targets and core beliefs) and Performance Management, while at the same time giving them broad latitude for day-to-day operations and decision-making.

While ROADS I will be opening in Fall 2011 and ROADS II is scheduled to open in Fall 2012, there will be one common Board for both schools. During school year 2011-2012, the Board will be responsible all enumerated duties for ROADS I, as well as for start-up responsibilities for ROADS II. In school year 2012-2013, the Board will take on all responsibilities for both schools.

Selecting School Leaders

The ROADS Board of Trustees¹ will be assisted with the recruitment and selection of the founding school leader by the Executive Director of Friends of ROADS (an umbrella entity that will manage certain ROADS start-up functions). With advice of the ROADS Board, the Executive Director will be responsible for conducting outreach through varied recruitment methods (e.g., online postings, word of mouth, stakeholder conversations/ recommendations, etc.). Candidates solicited will have experience and strengths consistent with the description of the school leaders in this petition. The Executive Director will develop a job description, interview protocol and hiring rubric to be approved and used by the ROADS Board to narrow down and select a school leader from a pool of high quality applicants. The ROADS Board will ultimately be responsible for selecting the school leaders for both ROADS Charter Schools.

Monitoring School Performance

One of the main roles of the ROADS Board will be to monitor school performance, especially ensuring that students are making progress consistent with the school's Accountability Plan. While planned audits of the fiscal and programmatic strength of the school will occur on an annual basis, the ROADS Board (or subcommittees thereof) will also spend time at each of the monthly board meetings to discuss the schools' progress towards meeting stated goals. The ROADS Board will be responsible for developing solutions if there are problems, suggestions if there are roadblocks and other creative proposed action steps to enable the schools to meet their goals.

¹In this document, the ROADS Board of Trustees ("ROADS Board") will be distinguished from the Board of Trustees of Friends of ROADS, as they will be two separate entities with different roles and responsibilities.

Attachment 20(a-c): Governance

Evaluating the School Leader and Holding the School Leader Accountable

Consistent with the methods for monitoring school performance explained above, the ROADS Board will evaluate and hold the School Leader accountable in three primary areas:

Mission Integrity

The ROADS Board will ensure that the School fulfills its mission in ensuring disconnected youth graduate from high school college-ready. Focus will be paid to two main metrics: first, that students make adequate progress on accountability targets and second, that the School exemplifies the core beliefs articulated in this petition.

To meet this goal, the ROADS Board will:

- Review data dashboards to commend staff for progress and recommend mid-course corrections;
- Conduct an annual review of accountability targets;
- Review results of annual survey to recommend changes for the following year;
- Recommend promising practices from other sectors and/or charter schools; and
- Fully investigate (with school staff) and respond to complaints from students and families if necessary (see details below).

The ROADS Board will also hold school staff accountable for:

- Refining core beliefs as necessary;
- Training the school-based staff, students and parents on the core beliefs;
- Establishing communications systems between staff, families, and students consistent with core beliefs;
- Conducting and reporting results of annual survey (to staff, families, and students) aligned to core beliefs;
- Responding to complaints from students and families and escalating to the Board as appropriate;
- Establishing data systems to track: (1) credit accumulation, (2) attendance (overall and in first 30 days), (3) academic gains in reading and math, and (4) student progress on Individual Life Plans (ILP);
- Developing a data dashboard to share quarterly progress with the Board in all four areas; and
- Conducting a year-end analysis of the school's accountability plan.

Fiscal Health

The ROADS Board will be responsible for (1) ensuring that the budget is sufficient to meet the goals of the school and (2) liaising with the Friends of ROADS Board of Trustees (through direct communication or through the Friends of ROADS Executive Director) to ensure that the annual fundraising plan meets the needs of the school beyond what has been allocated through public funds.

In furtherance of these goals, the Board will:

- Review budgets to ensure efficiency;
- Review annual fiscal reports to ensure economic well-being;
- Analyze BTA reports to ensure fiscal efficiency;
- Conduct quarterly meetings with Friends of ROADS to monitor progress of fundraising efforts; and
- Intervene or recommend mid-course corrections, as necessary.

The Board will also hold the staff accountable for:

- Refining the school budget as necessary and communicating those changes to the ROADS Board;;
- Completing an analysis on budget to actual spending bi-annually; and
- Presenting an annual fiscal report.

Performance Management

As explained above, the ROADS Board will ensure that the School Leader (and through his/her leadership, all school-based staff) is high quality and delivers against the goals and plans articulated in this petition.

Attachment 20(a-c): Governance

In this capacity, the ROADS Board will:

- Interview and hire the School Leader²
- Delegate authority to the School Leader to hire school staff;
- Conduct an annual review of the School Leader focusing on four main areas (fiscal health, accountability targets, core beliefs, and hiring);
- Raise profile of the school (e.g., advocacy, media opportunities, introductions to key stakeholders)

The Board will hold the School Leader responsible for:

- Preparing annual strategic plans by focus area (fiscal health, accountability targets, core beliefs, and hiring);
- Recruiting, selecting, and retaining high-quality staff;
- Preparing job descriptions, hiring rubrics and other relevant documents needed to hire staff; and
- Seeking the input of the Board on key hires, as needed.

Assessing Key School Partnerships

As the ROADS model has partnerships at its core, the ROADS Board will also be ultimately responsible for ensuring the quality delivery of services from key partners. It will be the School Leader who will cultivate school relationships with service providers, ensure that communication occurs and relationships are collaborative and oversee day-to-day operations to make partnerships a success. The ROADS Board, upon advice from the School Leader, will be responsible for ensuring that partner services are aligned to key school goals, appropriate issues are addressed in a timely manner should significant problems with partners arise that the School Leader cannot resolve and for assessing when partnerships are no longer viable and ultimately, should be terminated. Some of these relationships include interactions with Friends of ROADS, District 79 and providers of socio-emotional and wrap around supports.

Reviewing and Resolving Complaints

Consistent with the Charter Law, the Board will oversee complaints made regarding the School (i.e., allegations that the School has violated a term of its charter or the law). Procedures to be followed are outlined in Attachment 39, Complaint Policy.

Ensuring Successful Board Operations

In addition to ensuring school success, ROADS Board Members will also be responsible for meeting basic expectations for participating in an active and efficient charter school board of directors. These operational obligations are outlined in the By-Laws attached herein and include the following:

1. The Board will meet every month at the school location. For school year 2011-2012, the Board will meet at the ROADS I school location. Then, with the opening of ROADS II, the actual meeting location will alternate between the two schools and video conferencing will be available at the other site – the location at which the actual meeting is not occurring, pursuant to the Open Meetings Law. If necessary, it is possible that a meeting will take place at a space other than one of the school locations. Such space and other meeting logistics shall be determined by the Board of Trustees or the Chairperson and designated in the notice or waivers of notice of the meeting. Monthly Board meetings will take place on the first Wednesday of each month, unless it should fall on a holiday. In that case, the meeting will be held on the first school day following the holiday. Special meetings of the Board of Trustees may be called at any time by the Chairperson, or in his or her absence by the senior Trustee, on written request of three Trustees or may be called as otherwise determined by the Board of Trustees.

²The ROADS Board will also be responsible for hiring the Friends of ROADS Executive Director (ED); however, as soon as the ED cultivates and selects a Board of Directors of Friends of ROADS, that separate body will be responsible for monitoring the EDs performance and progress towards the enumerated goals for Friends of ROADS.

Attachment 20(a-c): Governance

Board members who do not reside in New York, or cannot be present at the school site on the date of the meeting, will participate by video conference in order to be counted for the quorum and vote on relevant matters. The school budget will accommodate any costs incurred by Board members associated with this function. Appropriate notice and access will be given to the public such that they can be present at the meeting if they desire. Members may participate by phone, but will not be included as part of the quorum and will not be permitted to vote on pending issues.

2. The Board will be broken into four standing committees to fulfill the duties described above: an executive committee, a committee for mission integrity, fiscal health committee and one overseeing performance management.
3. The Chairperson and Secretary of the Board, along with the assistance of the Executive Director of the Friends of ROADS and the School Leader (or Leaders, after school year 2011-2012), will be responsible for developing and distributing an agenda for meetings, notifying the public and ensuring that Board Members have all necessary information to ensure appropriate preparation for meetings.
4. The Annual Meeting of the Board of Trustees shall be held in the month of November of each year at one of the school locations, 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.

Attachment 20(a-c): Governance

(b) School Board Design

Describe and provide rationale for the proposed design of the school's board of trustees. Your response should address:

- *Number of trustees;*
- *Qualifications to be a trustee;*
- *Trustee recruitment and selection process and criteria;*
- *New trustee orientation process;*
- *Officer positions;*
- *Standing committees (if any);*
- *Ex-officio members (voting and non-voting);*
- *Frequency of board and committee meetings;*
- *Delegation of authority;*
- *Procedures for publicizing and conducting school board meetings and taking and maintaining board and committee meeting minutes;*
- *Procedures for handling complaints, including from staff and parents;*
- *Board training and development.*

Note that many of these elements should also be enshrined in the school's proposed by-laws submitted as Request No. 34.

Number of trustees

The number of voting Trustees on the Board of Trustees shall not be less than five and not more than thirteen, or such other maximum number (no greater than 25 members) designated from time to time by a two-thirds vote of Board of Trustees, after notice of the proposed action in the call for a meeting. The Board will start with eleven active members, all of whom are entitled to vote. Members will include the eight named members in this section and three spots to fill for the Reserved Spots (a student, a parent and a community member). As it is likely that all three of these spots will be filled by representatives from ROADS I, it will be important for subsequent members to be nominated/voted upon from a pool of candidates from both ROADS I and II.

Qualifications to be a trustee

Trustees must meet the following qualifications:

- Each Trustee shall be at least eighteen years of age, with the exception of the student member who will be at least 16 years old.
- No person shall be ineligible as a Trustee by reason of sex.
- No person with an interest in a for-profit contract may serve on the Board.
- Teachers, administrators and other school employees will not be permitted to serve on the Board unless such teachers and administrators are covered by a collective bargaining agreement.
- Trustees may also have other qualifications as may be prescribed by the By-laws or Certificate of Incorporation.

Each Trustee will be responsible for meeting the following requirements:

- Attending no less than 80% of board meetings per year, not including telephonic participation;
- Serving as member of at least one committee per term;

Attachment 20(a-c): Governance

- Familiarizing themselves with all board and school policies, procedures and by-laws; both initially and during all future reviews;
- Making themselves available as a resource to the School Leader, school, and other Trustees;
- Making at least annual submissions of contacts for the purposes of fundraising and marketing; and
- Demonstrating, both historically and at the time of nomination, a proven commitment to education reform and social justice.

As a group, the Board should at all times exhibit expertise in the following areas:

- Education, specifically secondary education and curricular design;
- Educational assessments, data and metrics;
- Learning technologies;
- Financial management and when possibly, non-profit finance;
- Law, and whenever possible, charter school and/or Education Law;
- Marketing;
- Fundraising;
- Organizational leadership; and
- New York City politics as relating to education, facilities and community engagement.

Trustee recruitment and selection process and criteria

Individuals for the three Reserved Spots and any additional Trustees, as determined by the Board, will be recruited and cultivated by Members of the Board (with the assistance of the Executive Director of Friends of ROADS and the School Leader, if necessary). Prospective Board Members will be invited to attend School events, participate in fundraising opportunities or join in relevant activities, as determined by the existing Board.

As explained in the By-laws, there will be separate selection processes for the three Reserved Spots:

- The student member will be selected by a majority vote of the students enrolled in the School. When ROADS II launches, the vote will be collective in that a pool will be nominated from both schools, students from both schools will vote, and one student ultimately will be selected to serve on the Board.
- The parent representative will be selected by a majority vote of the members of the Parent Teacher Association. Starting in school year 2012-2013, there will be two PTA's (one for each school), but the vote for the parent representative will be comprised of members from both groups.
- The community member will be selected by a vote of the Board. Preference will first be made for a member working with the same population of students as will likely be enrolled at ROADS Charter School and second made to someone who lives or works in a geographic area in proximity to the location of one of the schools.

All other new members of the Board of Trustees will be selected through nomination by the Nominating Committee of the Board and by a vote of the existing Board.

New trustee orientation process

New Trustees will be responsible for becoming familiar with all school policies and procedures as outlined in the Charter, as well as any additional operating procedures developed by the school. Additionally, all new Trustees will be responsible for reviewing and understanding their obligations under the New York Charter Law. Additional orientation procedures will be determined as necessary.

Attachment 20(a-c): Governance

Officer positions

Chairperson

The Chairperson will 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. The Chairperson shall perform such other duties as may from time to time be assigned to him or her by the Board of Trustees.

Vice Chairperson

If the Chairperson is absent or if there is a vacancy in the office of the Chairperson, then the Vice Chairperson shall perform all the duties of the Chairperson and in so acting shall have all the powers of and be subject to all the restrictions upon the Chairperson. The Vice Chairperson will also perform such duties as may from time to time be assigned to such Vice Chairperson by the Board of Trustees or the Chairperson.

Treasurer

The Treasurer shall be responsible for preparing the annual budget of projected Board expenses which, upon approval by the Board, shall be submitted to the Director of Finance and Operations. The Treasurer will also ensure that all Board expenditures follow policies established by the Board. Additionally, the Treasurer, with assistance from the Finance and Audit Committee, will be responsible for the review and acceptance of all interim un-audited Financial Statements prepared by the Director of Finance and Operations. Such interim financial statements should be presented to the full Board no less than once per financial quarter. The review of Financial Statements will include balance statements, budget-versus-actual statements, cash flow projections and all School bank account reconciliations for the corresponding financial reporting period.

Secretary

The Secretary will act as secretary of all meetings of the Board of Trustees and of the Executive Committee, and shall keep the minutes. The Secretary will be responsible for ensuring that all notices required to be given by the Board and the school are duly given. The Secretary will maintain the books, records and papers of the school. The Secretary will see that the reports, statements, and other documents required by law are properly kept and filed. The Secretary will also perform such other duties as may from time to time be assigned to the Secretary by the Board of Trustees or by the Chairperson.

Standing committees (if any)

There will be four standing committees of the Board of Trustees. All 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. Committees will be responsible for monitoring the performance/outcomes of both schools.

Executive Committee

The Executive Committee will be comprised of the Chairperson, the Vice Chairperson, the Treasurer and the Secretary. The Member who holds the Parent Seat will also be a member of the Executive Committee (unless otherwise agreed by a majority vote of the entire Board). The Executive Committee, in intervals between the meetings for the Trustees, may transact such business of the school as the Trustees may authorize, except to grant degrees or to make removals from office.

Mission Integrity Committee

The Mission Integrity Committee may exercise the authority, without limitation, to:

- Request academic reports and measures from the School Leadership;
- Review with the School Leadership: curricula, assessments, assessment results and graduation/matriculation requirements; and

Attachment 20(a-c): Governance

- Review/request result of annual surveys.
- The Mission Integrity Committee is also responsible for ensuring the effective implementation of the school's complaint policies (details of which are included in Attachment 39).

Fiscal Health Committee

The Finance and Audit Committee will be responsible for the following:

- Recommending the annual appointment of the School's auditors;
- Reviewing, 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;
- Reviewing detailed monthly and quarterly financial statements as prepared by the Director of Finance and Operations
- Taking all actions necessary and appropriate related to fiscal health in light of, and in order to comply with, all applicable statutes, rules and regulations of regulatory agencies and bodies; and
- Performing such other matters as the Board may assign from time to time.

Performance Management Committee

The Chairperson of the Board of Trustees shall be ex officio chairperson of the Performance Management Committee, and the Secretary of the Board of Trustees shall act as secretary thereof. This committee will be responsible for ensuring that the School Leader (and through his/her leadership, all school-based staff) is high quality and delivers against the goals and plans articulated in this petition. The committee will review School Leader action plans, ensure the School Leader is making progress toward his/her goals and if not, recommend appropriate steps to be taken (including, if necessary, termination of the School Leader). Such action steps will be voted on by the entire Board.

Ex-officio members (voting and non-voting)

There will be no ex-officio members of the Board of Trustees upon commencing operations. However, if the Board so determines, the By-laws may be amended to include such a provision.

Frequency of board and committee meetings

As noted above, the Board will meet every month at the school location for the first year of the school's operations. Starting in school year 2012-2013, with the launch of ROADS II, the meetings will be alternate between both school locations, 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. These meetings will take place on the first Wednesday of each month, unless it should fall on a holiday. In that case, the meeting will be held on the first school day following the holiday. Special meetings of the Board of Trustees may be called at any time by the Chairperson, or in his or her absence by the senior Trustee, on written request of three Trustees or may be called as otherwise determined by the Board of Trustees.

All 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.

Delegation of authority

The Board of Trustees will be responsible for establishing the four standing committees and any other committees it determines necessary and will delegate its authority appropriately. Each Committee member, to the extent provided in the By-laws or the resolution establishing the Committee, 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;

Attachment 20(a-c): Governance

- The final approval of recommendations regarding formal complaints filed by individuals or groups against the school (pursuant to Attachment 39);
- 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 repealable.

Procedures for publicizing and conducting school board meetings and taking and maintaining board and committee meeting minutes

Publicizing meetings

Monthly Board meetings will be publicized in the following ways:

- Information regarding upcoming meetings will be posted on the school's website (including information about the agenda, location, how to access meetings through video conference locations, etc.);
- General information about regular meetings will be printed in annual school publications for parents;
- Email list-serves/bulletin boards;
- Announcements at school functions (including announcing the next meeting at the end of the current meeting); and
- Other methods that will encourage parent and community participation.

Delivering Notice of Meetings

Annual, regular and special meetings of the Board of Trustees shall be held on notice to the Trustees. 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 mailed to each Trustee not less than five nor more than ten days before the meeting to the usual address of every Trustee.

Conducting meetings

In school year 2011-2012, Board meetings will take place at the school location of ROADS I. After the launch of ROADS II, monthly Board meeting locations (including the Annual Meeting) will typically alternate between school facilities, 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. A majority of the entire Board of Trustees will constitute a quorum for the transaction of business or of any specified item of business. Notwithstanding any other provisions of these By-laws, the School shall comply with the New York Open Meetings Law.

Procedures for handling complaints, including from staff and parents

Consistent with the Charter Law, the Board will oversee complaints made regarding the School (i.e., allegations that the school has violated a term of its charter or the law). Procedures to be followed are more fully outlined in Attachment 39, Complaint Policy, but shall, at a minimum, include the following steps:

1. All complaints will be commenced by making an appeal in writing to the School Leader.
2. The School Leader will notify the Chairperson of the Board of the type and nature of the complaint and his/her approach to investigating the complaint.
3. During the investigation, the investigator will gather all relevant evidence to fairly assess the situation and develop an understanding of what happened.
4. The School Leader will present the recommended action steps at the next monthly meeting of the Board of Trustees who will be responsible for approving or denying the School Leader's recommendations.
5. The School Leader will send notification to the individual or group making the complaint in writing about the action steps approved by the Board of Trustees.

Attachment 20(a-c): Governance

6. If the complainant deems the complaint not adequately addressed, the individual or group may first present that complaint to the Charter Schools Institute of the State University of New York (the Charter Entity) and subsequently, may present that complaint to the Board of Regents, which shall investigate and respond.

Board training and development

As part of the agenda for at least two Board meetings annually, a component of board development will be presented. The issues discussed during these training sessions will vary and will be selected by the Board Chairperson. The Chairperson will either conduct these sessions or will designate that responsibility to another individual (including other Board Members, school staff, external consultants and others). Topics might include:

- Charter law and other applicable laws and regulations;
- Updates about innovative strategies being piloted by school staff; and/or
- Effective collaboration with school partners.

Attachment 20(a-c): Governance

- (c) *Proposed Founding Board of Trustees*
 Complete the following table for all members of the proposed founding school board, including any currently vacant seats.

A minimum of five members must be identified when the proposal is submitted.

Explain the capacity of this founding board to govern the proposed school and ensure the achievement of its mission, including the relevant skill sets and experiences of the proposed board members.

Note: Each proposed trustee should submit a resume or biographical statement in response to this request. Each proposed trustee who is named must also complete, sign and submit the "Request for Information from Prospective Charter School Board Members" form in response to this request. This form can be found on the Institute's website at: <http://newyorkcharters.org/schoolsBOT.htm>.

Founding Board

The proposed ROADS Charter School Board of Trustees will begin with ten active members, including the following:

Name	Voting	Ex-Officio	Officer Position and/or Committee Membership	Length of Initial Term
Richard Barth (President/CEO, KIPP)	Y	N	TBD	TBD
Jemina Bernard (Vice President of Regional Operations, Teach For America)	Y	N	TBD	TBD
Rich Buery (President/CEO, Children's Aid Society)	Y	N	TBD	TBD
James Forman, Jr. (Professor of Law, Georgetown University)	Y	N	TBD	TBD
Marguerite Roza (Director, Bill and Melinda Gates Foundation)	Y	N	TBD	TBD
Kim Smith (CEO, Bellweather Partners)	Y	N	TBD	TBD
William J. Snipes (Partner, Sullivan and Cromwell and Co-Founder, Winning Strategies for Black Men)	Y	N	TBD	TBD
Mark T. Gallogly (Co-founder and Managing Principal, Centerbridge Partners)	Y	N	TBD	TBD
Student Member (vacant)	Y	N	TBD	TBD
Parent Member (vacant)	Y	N	TBD, Member of the Executive Committee	TBD
Community Member (vacant)	Y	N	TBD	TBD

All Board members will serve three year staggered terms. The length of the initial term will be determined by the Chairperson of the Board at the end of the first year of operation. This decision will be based upon whether the Board member was able to meet their goals, the extent to which they participated in Standing Committees and other considerations the Chairperson deems relevant.

Attachment 20(a-c): Governance

The Executive Committee will be comprised of the Chairperson, the Vice Chairperson, the Treasurer, the Secretary and the Parent Member of the Board. The Chairperson and Secretary will also participate in the Performance Management Standing Committee. At this stage, no other designations have been made as to Board roles. The Request for Information and resumes for founding Board Members are attached hereto.

Background Information on Identified Members

Richard Barth, President/CEO, KIPP Foundation

Richard Barth joined KIPP in December of 2005. As president and CEO of the KIPP Foundation, Barth has overseen the growth of the network from 45 to 99 schools and has led the development of a new set of imperatives to meet the varying challenges of the growing network; these imperatives will exist as KIPP's operating principles through the 2015-16 school year. During this time he has overseen the significant expansion of KIPP's leadership development programs, recruited new outside directors to the board, advocated for high performing charter schools on Capitol Hill, built a strong leadership team and secured over \$50 million in new, long-term philanthropic commitments as well as \$50 million in federal funding. He also serves as president of the KIPP Foundation board of directors. Barth came to KIPP from Edison Schools, where he served as President of District Partnerships and managed school partnerships serving over 40,000 students. Prior to joining Edison, Barth was one of the founding staff members at Teach For America. He earned a BA in American History from Harvard University. Barth is an Aspen Institute-New Schools Fellow. He currently sits on the board of directors of The Broad Center for the Management of School Systems and Be the Change, Inc.

Jemina Bernard, Vice President of Regional Operations, Teach For America

A graduate of Yale University with an M.B.A. from the Columbia School of Business, Jemina began her career as an associate program officer for the Upper Manhattan Empowerment Zone Development Corporation, where she developed and managed a \$1.5 million technical assistance program to help clients write business plans and assisted in the creation of a \$25 million investment strategy for art and cultural organizations in the area. She joined the New York City Department of Education in 2003 where she oversaw Chancellor Joel Klein's reform initiatives designed to increase parental involvement in the city's more than 1,300 schools, managing a central budget of nearly \$10 million. In 2006, she became chief operating officer for the Office of New Schools, joining the leadership team tasked with the effort to create new small secondary schools throughout the city. In November 2007, was appointed as the Executive Director of Teach For America in New York, which supports over 1000 corps members serving over 40,000 students in New York. In June 2010, Jemina was promoted to Vice President, Regional Operations where she manages the executive directors in a portfolio of five regions that include: D.C. Region, Detroit, Newark, NJ, New York, and Mid-Atlantic Region that covers Philadelphia, PA, Camden, NJ and Wilmington, DE.

Richard R. Buery, Jr., President/CEO, Children's Aid Society

Born and raised in the East New York section of Brooklyn, New York, the son of a retired New York City public school teacher and a retired lab manager, Richard R. Buery, Jr. has dedicated his life to improving educational opportunity and life outcomes for young people in America's most disadvantaged communities.

In October 2009, Mr. Buery was named the tenth President and Chief Executive Officer of The Children's Aid Society. He is the first black leader of Children's Aid and the youngest since Charles Loring Brace founded the agency in 1853. Children's Aid is an independent, not-for-profit organization established to serve the children of New York City. Its mission is to provide comprehensive supports for children in need, from birth to young adulthood, and for their families, to fill the gaps between what children have and what they need to thrive. Children's Aid serves New York's neediest children and their families with a network of services and programs that support children and their families from before birth through young adulthood.

Mr. Buery previously co-founded and served as executive director of Groundwork, Inc., a nonprofit organization serving the children and families of Brooklyn public housing developments. Groundwork was the third nonprofit organization Mr. Buery founded. While still an undergraduate at Harvard, he co-founded the Mission Hill Summer Program, an enrichment program for children in the Mission Hill Housing Development in the Roxbury section of Boston. More recently, he co-founded and served as executive director of iMentor, a technology education and mentoring program

Attachment 20(a-c): Governance

that each year connects New York City middle and high school students with professional mentors through on-line and face-to-face meetings. Already one of the largest youth mentoring organizations in New York City, iMentor is currently undergoing a national expansion.

A graduate of Harvard College and the Yale Law School, Mr. Buery has a background in law, education, and politics. Prior to founding iMentor, Mr. Buery was a staff attorney at the Brennan Center for Justice. He also served as a law clerk to Judge John M. Walker, Jr. of the Federal Court of Appeals in New York City, as a fifth grade teacher at an orphanage in Bindura, Zimbabwe, and as Chief Political Officer and campaign manager to Kenneth Reeves, the Mayor of Cambridge, Massachusetts. He has also served as an adjunct lecturer at the Baruch College School of Public Affairs.

The recipient of many honors and awards, Mr. Buery was a 1992-1993 Michael Clarke Rockefeller Fellow, in 2000 was named one of Ebony Magazine's Thirty Leaders of the Future under Thirty, and in 2009, was named one of Crain's New York Business' 40 Leaders of the Future under 40 in recognition of his contributions to the life of New York City.

He also received the Mary McLeod Bethune Recognition Award from the National Council of Negro Women; the Extraordinary Black Man Award for Humanitarianism from the United Negro College Fund, and the inaugural outstanding alumnus award from the Phillips Brooks House Association at Harvard University. He has been honored by the Rush Philanthropic Arts Foundation, the Brooklyn Borough President, and others. He lives with his wife Deborah, a law professor, and his two sons, [REDACTED]

James Forman, Jr., Professor of Law, Georgetown University

Professor James Forman, Jr. is a graduate of Brown University and Yale Law School. While attending law school, he was active in BLSA and was a book reviews editor for the Yale Law Journal. Following graduation, he served as a judicial clerk for U.S. Supreme Court Justice Sandra Day O'Connor. Professor Forman worked for six years with the Public Defender Service in Washington, D.C., where he represented juveniles and adults in serious felony cases. In 1999, Professor Forman was promoted to training director for new attorneys at the agency and developed the inaugural training program for the independent CJA bar. Professor Forman's interest in educational programs for at-risk and court-involved youth led him to start, along with a colleague, the Maya Angelou Public Charter School in 1997. The school is recognized as one of the most successful programs of its kind in the country, combining rigorous education, job training, counseling, mental health services, life skills, and dormitory living for school dropouts and youth who have previously been incarcerated.

Professor Forman teaches and writes in the areas of criminal procedure and education law. He has worked with students to provide course and career guidance to other students interested in criminal law and education law and policy. Students interested in those careers should check out these sites he has created, which include resources for finding full time and summer jobs in those fields.

Professor Forman serves on the board of the American Constitution Society, the Children's Defense Fund, the Education Trust, and the Maya Angelou Charter School.

Marguerite Roza, Senior Scholar, Center on Reinventing Public Education

Marguerite Roza, Ph.D., has joined the foundation as a senior data and economic advisor in the U.S. Program, working across the foundation's College-Ready and Postsecondary Success initiatives. Roza is a highly-regarded, innovative researcher whose work has informed education policy at the local, state, and national levels. In her new role, she will focus on current and future foundation research and lead efforts to help build the field of education finance while continuing to be a valuable resource to others.

Roza joins the foundation from the University of Washington's College of Education, where she served as a research associate professor, as well as a senior scholar at the university's Center on Reinventing Public Education. Her research work has focused primarily on education finance and the effects that fiscal policies at the federal, state, and district levels

Attachment 20(a-c): Governance

have on resources in classrooms and schools, as well as the direct impact that education policies have on education budgets and spending inside schools and within districts. Her calculations of dollar implications and cost equivalent tradeoffs have prompted changes in education finance policy at all levels in the education system. She has also been engaged in additional research that explored fiscal tradeoffs of wages and layoffs, cost implications of digital learning, likely results of proposed changes to Title I, and state-by-state projections of education spending.

Roza holds a B.S. from Duke University and a Ph.D. in education from the University of Washington. Previously, she served as a lieutenant in the U.S. Navy teaching thermodynamics at the Naval Nuclear Power School and has studied at the London School of Economics and the University of Amsterdam.

Kim Smith, CEO, Bellwether Education Partners

Kim Smith is co-founder and CEO of Bellwether Education Partners, a non-profit organization working to improve educational outcomes for low-income students. She is widely recognized as an innovative and entrepreneurial leader in education, and was featured in *Newsweek's* report on the "Women of the 21st Century" as "the kind of woman who will shape America's new century." After serving as a founding team member at Teach For America, she went on to found and lead an AmeriCorps program for community-based leaders in education as well as a business start-up and worked in marketing for online learning. After completing her M.B.A. at Stanford University, she co-founded and led NewSchools Venture Fund, a venture philanthropy firm focused on transforming public education, where she helped to create a new, bipartisan, cross-sector community of entrepreneurial change agents.

Ms. Smith has helped to incubate numerous education and social change organizations and has served on a range of boards, which currently include those of Bellwether, NewSchools, Rocketship Education, ROADS Charter School, and ImpactAssets. She has authored a number of publications about the entrepreneurial education landscape, including "What Is Educational Entrepreneurship?" in *Education Entrepreneurship: Realities, Challenges, Possibilities*, "Social Purpose Capital Markets in K-12" in *The Future of Educational Entrepreneurship: Possibilities for School Reform*, "Creating Responsive Supply in Education" in *More Than Just Schools: Rethinking the Demand for Educational Entrepreneurship* and "Innovation in Education: Problems and Opportunities." She is based in the San Francisco Bay Area, where she lives with her husband and two daughters.

William J. Snipes, Partner, Sullivan and Cromwell

William Snipes is a member of the Firm's Litigation Group. His practice is focused on representing clients in complex commercial, securities, banking and products liability litigation and in investigations and proceedings before federal and state regulatory authorities.

Mr. Snipes has represented a broad range of U.S. and foreign industrial and financial services clients. He has represented financial institutions in major regulatory and internal investigations, as well as regulatory enforcement actions, involving financial derivative instruments, mutual fund trading and allegations of money laundering. He has been involved in antitrust litigation concerning the crude oil industry and the National Football League. He represented a law firm defendant in the national tobacco litigation and the world's largest spirits manufacturer in youth marketing litigation. He represents the New York State Banking Department in a dispute with the former Republic of Yugoslavia over the state's regulatory authority to liquidate insolvent Yugoslavian banks. Mr. Snipes also represents companies, board committees, officers and directors in securities fraud and derivative actions arising from (i) collapse of the energy trading market; (ii) financial statement fraud; and (iii) options back-dating.

Mr. Snipes is the co-chair of the Firm's Diversity Committee.

Mark T. Gallogly, Cofounder and Managing Principal of Centerbridge Partners

Mark T. Gallogly is Cofounder and Managing Principal of Centerbridge Partners. Centerbridge is an investment firm with over \$15 billion of assets under management. The firm is focused on private equity and credit investing. Prior to founding Centerbridge in partnership with Jeffrey H. Aronson in October 2005, Mr. Gallogly was with the Blackstone

Attachment 20(a-c): Governance

Group for 16 years. At Blackstone, he was most recently a senior managing director, the head of private equity and a member of the firm's management committee and the private equity group's investment committee.

Throughout his 30 year career in investing and finance, Mr. Gallogly has been involved in a broad spectrum of industries, businesses and investment cycles. He has served on numerous public and private company boards of directors, and currently serves on the advisory council of the Hamilton Project, an economic policy group at the Brookings Institution, Columbia Business School board of overseers, the board of directors of the Dana Corporation, is a partner of the Partnership for New York and member of the Economic Club of New York. Mr. Gallogly also serves on President Obama's Council on Jobs and Competiveness.

Mr. Gallogly graduated with honors from the University of Notre Dame and attended Sophia University in Tokyo. He received his MBA from Columbia Business School in 1986. He lives in New York City with his wife, Lise Strickler, and their three daughters.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. **FOAPS**
2. Full name: **JAMES FORMAN**
 Home Address: [REDACTED]
 Business Name and Address: [REDACTED] **Brooklyn**
 Home telephone No.: [REDACTED]
 Work telephone No.: **Yale Law School**
 E-mail address: [REDACTED] **M/ 11213**
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 charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, 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, **See 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 school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, **Richard Barth**
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. 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 charter school (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 school. 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 school. 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 school 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 school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the school 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 school 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 charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school 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 school's 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 school'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 to relevant authorities

Other

18. Please affirm that you have read the school board'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 Charter Schools Institute's review.

Certification

I, James Forman, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the _____ Charter School is true and correct in every respect.

[Signature]
Signature

1-10-11
Date

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

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.ed



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the Request for Information Form

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

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 a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

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 to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

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

- When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- The charter school board secretary or other administrator should review the school 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 school 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.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following:
 - a) 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 State University Trustees);
 - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
 - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
 - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
 - 4) By-laws, which may:
 - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - b) 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.);
 - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
 - d) 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 be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, 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 school for an updated list of school trustees.
<input type="checkbox"/>	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. ROADS
2. Full name: Richard Barth, Jr
Home Address: [REDACTED]
Business Name and Address: [REDACTED] New York, 10018
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 charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, 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 school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, *through the work of the board.*
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. 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 charter school (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 school. 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 school. 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 school 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 school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the school 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 school 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 charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school 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 school's 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 school'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.

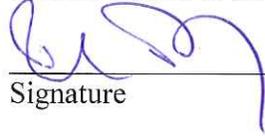
Other

I would ask for the person to resign from the board.

18. Please affirm that you have read the school board'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 Charter Schools Institute's review.

Certification

I, Richard Barth, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the ROADS Charter School is true and correct in every respect.


Signature

1/10/11
Date

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

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.ed

RESUME

While we already have a copy of your submitted biography, please forward an electronic version of an updated resume to the following email address: _____

Thank you for your assistance.



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

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 a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

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 to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

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

- When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- The charter school board secretary or other administrator should review the school 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 school 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.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following:
 - a) 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 State University Trustees);
 - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
 - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
 - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
 - 4) By-laws, which may:
 - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - b) 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.);
 - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
 - d) 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 be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, 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 school for an updated list of school trustees.
<input type="checkbox"/>	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee.
2. Full name: *William J. Snipes*
Home Address: [REDACTED] *Montclair, NJ 07042*
Business Name and Address: [REDACTED] *NY NY 10004*
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 charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, 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, *Board of Trustees, The New School University*
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 school trustees, or prospective or former school 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, a school employee. 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 charter school (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 school. 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 school. 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 school 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 school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the school 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 school 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 charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school 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 school's 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 school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

18. Please affirm that you have read the school board'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 Charter Schools Institute's review.

Certification

I, William T. Sripas, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the KSADS Charter School is true and correct in every respect.

Signature

Date

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

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

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 a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

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 to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waivable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

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

- When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- The charter school board secretary or other administrator should review the school 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 school 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.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following:
 - a) 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 State University Trustees);
 - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
 - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
 - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
 - 4) By-laws, which may:
 - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - b) 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.);
 - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
 - d) 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 be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, 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 school for an updated list of school trustees.
<input type="checkbox"/>	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. **ROADS**
2. Full name: **Kimberly Smith**
Home Address: [REDACTED] **Napa, CA 94558**
Business Name and Address: **Bellwether Education Partners**
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 charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, 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 school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, **professional colleagues**
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. 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 charter school (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 school. I / we do not know any such persons. Yes.

other than Todd Kern who serves as consultant whom I know as a professional colleague.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. 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 school 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 school does not contract with a management company or charter management organization.

I / we do not know any such persons.

Yes,

13. If the school 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 school 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 charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school 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 school's 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 school'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 raise the issue with uninformed board members (ideally the chair) and work to identify appropriate steps.

Other

18. Please affirm that you have read the school board'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 Charter Schools Institute's review.

I have served on the boards of a number of very high quality charter school organizations, including Aspire Public Schools in California, as well as numerous other nonprofit boards. I take this responsibility seriously, and I am excited by the educational potential of ROADS and its plans to serve the most disadvantaged students in a high quality way.

Revised May 21, 2007

Certification

I, Kimberly Smith, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the ROADS Charter School is true and correct in every respect.

Kimberly Smith
Signature

August 12, 2010
Date

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

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

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 a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

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 to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

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

- When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- The charter school board secretary or other administrator should review the school 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 school 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.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following:
 - a) 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 State University Trustees);
 - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
 - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
 - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
 - 4) By-laws, which may:
 - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - b) 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.);
 - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
 - d) 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 be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

Institute Actions:

The Institute will approve or reject such proposed trustee in writing within 45 days of submission of *all* of the above required documentation (complete RFI with Charter School Trustee Contact Information form, 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 school for an updated list of school trustees.

- The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. *Roads Charters*
2. Full name: *Marquerite VM Roza*
Home Address: [REDACTED] *Seattle WA 98199*
Business Name and Address: [REDACTED] *es Foundation, Seattle WA*
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 charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, 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, *St. Joseph School*
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 school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, *Through Aspen Inst, New School Venture Fund events*
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. 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 charter school (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 school. 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 school. 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 school 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 school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the school 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 school 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 charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school 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 school's 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 school'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

Report to City's Conflicts Board
and to the SUNY Authorizer after notifying
the charter school board.

18. Please affirm that you have read the school board'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 Charter Schools Institute's review.

Certification

I, Marguerite Roza, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Roads Charter School is true and correct in every respect.


Signature

Aug 12 '10
Date

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

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu

August 2009

Marguerite Roza, Ph.D.



Education:

University of Washington, 1992-1995

Ph.D. and Masters in Education: Leadership and policy studies with emphases in economics of education, finance policy, fiscal accounting, and quantitative methods.

Duke University, 1984-1988

B.S. Math, Economics Minor, Magna Cum Laude

Studies Abroad/Other

The London School of Economics, semester abroad in international economic policy

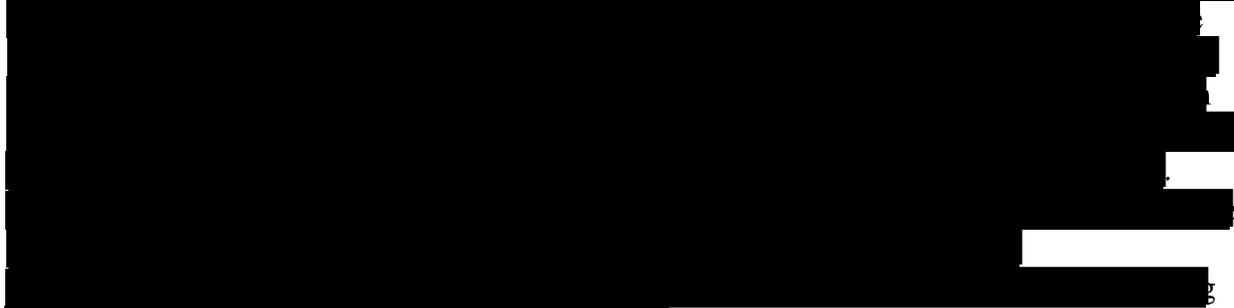
University of Amsterdam, semester abroad in global economics

Teacher's Certificate in Secondary Mathematics

Areas of Specialization:

Fiscal and economic aspects of public education policy, productivity in education, financial data and modeling for strategy, policy analysis, and economics of education.

Professional Experience:



August 2009

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Selected Appointments:

- The Brookings Institute, Non-Resident Senior Fellow (2009 to present)
- Education Sector, Non-Resident Senior Fellow (2005 to present)
- Advisor to Chancellor Joel Klein on proposed finance model (2006)
- Seattle Superintendent's Community Advisory Group on District Finance (2005-06)
- Consultant to Philadelphia Mayor's Education Advisory Task Force (2006-present)
- Advisor to Washington State's Superintendent of Public Instruction (2007)
- Texas Public Education Legislative Roundtable, Recommendations for State Policy (2007)

Selected Scholarly Publications:

Roza, M. *What We Pay for in Education*. Urban Institute Press. (Forthcoming 2009).

Roza, M. (2009). *The Tradeoff Between Teacher Wages and Layoffs to Meet Budget Cuts*. Center on Reinventing Public Education, University of Washington.

Roza, M. and Miller, R. (2009). *Separation of Degrees: State-By-State Analysis of Teacher Compensation for Master's Degrees*. Center on Reinventing Public Education, University of Washington, and Center for American Progress, Washington, DC.

Roza, M. (2009). *Ranking the States: Federal Education Stimulus Money and the Prospects for Reform*. Center on Reinventing Public Education, University of Washington.

Roza, M. (2009). *Projections of State Budget Shortfalls on K-12 Public Education Spending and Job Loss*. Center on Reinventing Public Education, University of Washington.

Roza, M. (2009). *Seniority-Based Layoffs Will Exacerbate Job Loss in Public Education*. Center on Reinventing Public Education, University of Washington.

Roza, M., Hill, P., and Harvey, J. *Facing the Future: Financing Productive Schools*. Center on Reinventing Public Education, University of Washington.

Roza, M. and Miles, K. H. (2008). *Taking Stock of the Fiscal Costs of Expanded Learning Time*. Center for American Progress.



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the *Request for Information Form*

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

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 a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

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 to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

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

	<ul style="list-style-type: none"> <input type="checkbox"/> When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, <i>and</i> who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) <i>and</i> school by-laws requirements. <input type="checkbox"/> The charter school board secretary or other administrator should review the school 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 school 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. <input type="checkbox"/> The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member: <ol style="list-style-type: none"> 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following: <ol style="list-style-type: none"> a) 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 State University Trustees); b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO); 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof; 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information; 4) By-laws, which may: <ol style="list-style-type: none"> a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member; b) 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.); c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or d) 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 be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
	<ul style="list-style-type: none"> <input type="checkbox"/> The school board or corporate member elects or appoints the <i>prospective</i> school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. <input type="checkbox"/> Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a <i>Request for Information from Prospective Board Members</i> (RFI). <input type="checkbox"/> After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.
Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, 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 school for an updated list of school trustees.
	<ul style="list-style-type: none"> <input type="checkbox"/> The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. ROADS Charter Schools
2. Full name: Richard R. Buery, Jr.
Home Address: [REDACTED] New Rochelle, NY 10801
Business Name and Address: [REDACTED] NY, NY 10010
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 charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, 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 school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes, my wife know James Foreman professionally; they are both law professors.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. 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 charter school (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 school. I / we do not know any such persons. Yes, I know Todd Kern professionally. He is a partner in the firm that helped develop the school. I am a friend of the charter applicant, Cami Anderson.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. 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 school 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 school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the school 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 school 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 charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school 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 school's 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 school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would bring the conflict to the disinterested board members to act on the self-dealing.

Other

18. Please affirm that you have read the school board'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 Charter Schools Institute's review.

Certification

I, Richard Buery
Richard Buery, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the ROADS Charter Schools Charter School is true and correct in every respect.

Richard Buery
Signature

8/12/10
Date

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

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.edu



Charter Schools Institute
The State University of New York

Request for Information from Prospective Charter School Trustees

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the Request for Information Form

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

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 a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

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 to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

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

	<ul style="list-style-type: none"> <input type="checkbox"/> When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, <i>and</i> who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) <i>and</i> school by-laws requirements. <input type="checkbox"/> The charter school board secretary or other administrator should review the school 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 school 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. <input type="checkbox"/> The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member: <ol style="list-style-type: none"> 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following: <ol style="list-style-type: none"> a) 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 State University Trustees); b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO); 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof; 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information; 4) By-laws, which may: <ol style="list-style-type: none"> a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member; b) 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.); c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or d) 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 be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term. <input type="checkbox"/> The school board or corporate member elects or appoints the <i>prospective</i> school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. <input type="checkbox"/> Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a <i>Request for Information from Prospective Board Members</i> (RFI). <input type="checkbox"/> After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.
<p>Institute Actions:</p>	<p>The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, 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 school for an updated list of school trustees.</p>
<p><input type="checkbox"/></p>	<p>The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.</p>

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. ROADS Charter School
2. Full name: Jemina Bernard
Home Address: [REDACTED] New York, NY 10031
Business Name and Address: [REDACTED] New York, NY 10018
Home telephone No.: [REDACTED]
Work telephone No.: [REDACTED]
E-mail address: Jemina.Bernard@teachforamerica.org
3. A brief educational and employment history (you may attach a resume):
 Bio attached.
4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, 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 school trustees, or prospective or former school 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, a school employee. 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 charter school (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 school. I / we do not know any such persons. Yes, Teach For America provides teachers to schools (Corps Members) and I worked with various charter schools.

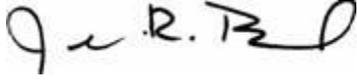
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the school 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 school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, .
13. If the school 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 school 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 charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school 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 school's 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 school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Other

18. Please affirm that you have read the school board'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 Charter Schools Institute's review.

Certification

I, Jemina R. Bernard, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the ROADS Charter School is true and correct in every respect.



1/13/11
Signature

Date

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

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.ed



Charter Schools Institute
The State University of New York

**Request for Information
from Prospective
Charter School Trustees**

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277
Fax: 518/427-6510

Guidance regarding the Request for Information Form

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

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 a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

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 to the public pursuant to FOIL (home address, telephone number, etc.).

* A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:

- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

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

- When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, *and* who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) *and* school by-laws requirements.
- The charter school board secretary or other administrator should review the school 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 school 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.
- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
 - 1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (§ 2.10 in recent charters) for the following:
 - a) 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 State University Trustees);
 - b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
 - 2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
 - 3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
 - 4) By-laws, which may:
 - a) state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
 - b) 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.);
 - c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
 - d) 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 be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
- The school board or corporate member elects or appoints the *prospective* school trustee at a duly convened meeting of the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.
- Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a *Request for Information from Prospective Board Members* (RFI).
- After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.

Institute Actions:	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, 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 school for an updated list of school trustees.
---------------------------	---

- The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to serve as a trustee. ROADS Charter School
2. Full name: Mark Timothy Gallogly
Home Address: [REDACTED] New York, New York, 10024
Business Name and Address: [REDACTED] New York, New York 10152
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 charter school's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, 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 school trustees, or prospective or former school 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, a school employee. 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 charter school (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 school. I / we do not know any such persons. Yes, .

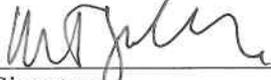
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the school 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 school does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, .
13. If the school 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 school 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 charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school 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 school's 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 school'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. *Immediately bring it to the attention of the Board and relevant authorities.*

Other

18. Please affirm that you have read the school board'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 Charter Schools Institute's review.

Certification

I, Mark Gallogly, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the ROADS Charter School is true and correct in every respect.



Signature

2/25/2011
Date

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

Charter Schools Institute
State University of New York
41 State Street, Suite 700, Albany, NY 12207
Telephone: 518/433-8277; Facsimile 518/427-6510
E-mail: charters@suny.ed

Attachment 20: Board Member Resumes

AFFILIATIONS

- Board Member, The Broad Center, for the Management of School Systems
- Board Member & Treasurer, Be the Change, Inc.
- Aspen Institute New Schools Fellow

Attachment 20: Board Member Resumes

RICHARD R. BUERY, JR.
[REDACTED]
New Rochelle, New York 10801
[REDACTED]
[REDACTED]

EXPERIENCE

[REDACTED]

[REDACTED]

[REDACTED]

Attachment 20: Board Member Resumes

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Zimbabwe

[REDACTED]

Attachment 20: Board Member Resumes

**Teacher/Michael Clarke Rockefeller Fellow
June 1993**

August 1992 –

EDUCATION

YALE LAW SCHOOL, J.D., June 1997

Honors: Coker Fellow, Connecticut Bar Foundation Fellow

Clinics: Director, Advocacy for People with Disabilities; Student Lawyer, Prison Legal Services

Teaching: Teaching Assistant to John Simon (Contracts); Teaching Assistant to Hon. Fleming Norcott (Civil Rights)

Journals: Editor, *Yale Law and Policy Review* and *Yale Journal of International Law*

Research: Research Assistant to Professor Owen M. Fiss

Summer: NAACP LDF; Lawyer's Committee for Civil Rights; D.C. Public Defender Service

Other: Community Affairs Chair, Black Law Students Association; Director, Greenhaven Prison Project; Board of Directors, Morris Tyler Moot Court of Appeals

HARVARD COLLEGE, B.A. in Afro-American Studies, *cum laude*, June 1992

Honors: Michael Clark Rockefeller Memorial Fellowship; Stride-Rite Public Service Scholarship; John Harvard and Harvard College Scholarships for Highest Academic Achievement; Dean's List all semesters.

Activities: Steering Committee, Phillips Brooks House Association; Founder & Director, Mission Hill Summer Program; Director, Mission Hill After-school Program; Kuumba Singers Gospel Choir; First Year Urban Program; Editorial Board, *Connections Magazine*; Volunteer, Greater Boston Legal Services; Membership Director, Harvard-Radcliffe Democrats

HONORS AND COMMUNITY ACTIVITIES

Selected Honors: *Crain's New York Business* 40 Under 40 Rising Stars; Thirty Leaders of the Future Under Thirty (*Ebony Magazine*); Extraordinary Black Man Award for Humanitarianism (United Negro College Fund); Mary McLeod Bethune Award (National Council of Negro Women); NY1 New Yorker of the Week; Aspen Institute Ideas Fellow.

Selected Boards of Directors: Achievement First Charter School; Leadership Preparatory Charter School; beginning with children; iMentor; the Center for After School Excellence; the New York State Children's Camp Safety Group.

Selected Advisory Boards (Current and Former): Friends of Bank Street College Division of Continuing Education; Program Council of the Partnership for After School Education; City Year New York.

Other Activities: Founding President, Brooklyn Freedom Civic Association; Member, Association of the Bar of the City of New York (Civil Rights Committee, Council on Children); Member, New Rochelle Planning Board; Traveled extensively throughout Africa and Europe; Admitted to New York Bar; Frequent speaker on topics including social change, youth development, education reform, and urban poverty.

PUBLICATIONS

Building Electronic Bridges to Connect Mentors and Young People, Tech News, Dec. 1999, at 2; *"Bizarre" Districts*; *Double Standard*, Nat'l L. J., Feb. 15, 1999, at A21; *GOP Census Politics*, The Nation, Dec. 7, 1998, at 6.

Attachment 20: Board Member Resumes

James Forman, Jr.

Georgetown Law • [REDACTED] Washington, DC • 20001

Experience

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Education

Yale Law School

J.D., 1992

Activities: Book Reviews Editor, Yale Law Journal (1991-1992)
National Runner-Up, Frederick Douglass Moot Court Competition, National Black Law Students' Association (1992)

Student Note: *Driving Dixie Down: Removing the Confederate Flag from Southern State Capitols*, 101 YALE L.J. 505 (1991); awarded the Michael Egger Prize for best student note or comment on current social problems in the Yale Law Journal

Attachment 20: Board Member Resumes

Brown University

A.B., *Magna Cum Laude*; Degree with Honors; 1988

Honors: Claiborne Pell Award for Excellence in American History

Honors Thesis: "A Comparative Analysis of the Origins of Racial Protest Movements in Brazil and the United States"

Junior Year: Federal University of Bahia, Salvador, Brazil (1986-1987)

Academic Publications

Racial Critiques of Mass Incarceration, work-in-progress

A Circle of Trust: The Story of the See Forever School, (co-authored with David Domenici), in *STARTING UP: NEW SCHOOLS IN NEW TIMES* (Marv Hoffman & Lisa Arrastia, eds., Teachers College Press, forthcoming 2011)

What It Takes to Transform a School Inside a Juvenile Facility: The Story of the Maya Angelou Academy, (co-authored with David Domenici), in *JUSTICE FOR KIDS: KEEPING KIDS OUT OF THE JUVENILE JUSTICE SYSTEM* (Nancy Dowd, ed., NYU Press, forthcoming 2011)

Why Care About Mass Incarceration? 108 *MICH. L. REV.* 993 (2010) (reviewing PAUL BUTLER, *LET'S GET FREE: A HIP-HOP THEORY OF JUSTICE* (2009))

Exporting Harshness: How the War on Crime Helped Make the War on Terror Possible, 33 *N.Y.U. REV. L. SOC. CHANGE* 331 (2009)

The Rise and Fall of School Vouchers: A Story of Religion, Race and Politics, 54 *UCLA L. REV.* 547 (2007)

Do Charter Schools Threaten Public Education? Emerging Evidence from Fifteen Years of a Quasi-Market for Schooling, 2007 *U. ILL. L. REV.* 839 (2007)

The Secret History of School Choice: How Progressives Got There First, 93 *GEO. L.J.* 1287 (2005)

Race and Class in the 21st Century: From Martin Luther King, Jr. to Bill Cosby, 50 *VILLANOVA L. REV.* 213 (2005)

Juries and Race in the Nineteenth Century, 113 *YALE L.J.* 895 (2004)

Community Policing and Youth as Assets, 95 *J. OF CRIM. L. & CRIMINOLOGY* 1 (2004)

Children, Cops and Citizenship: Why Conservatives Should Oppose Racial Profiling, in *INVISIBLE PUNISHMENT: THE COLLATERAL CONSEQUENCES OF MASS IMPRISONMENT* (Marc Mauer & Meda Chesney-Lind, eds., 2002)

Attachment 20: Board Member Resumes

A Little Rebellion Now and Then is a Good Thing, 100 MICH. L. REV. 1408 (2002) (reviewing NICHOLAS N. KITTRIE, *REBELS WITH A CAUSE: THE MINDS AND MORALITY OF POLITICAL OFFENDERS*) (2000))

Driving Dixie Down: Removing the Confederate Flag from Southern State Capitols, 101 YALE L.J. 505 (1991) (student note)

- Reprinted in *CONFEDERATE SYMBOLS IN THE CONTEMPORARY SOUTH* 195-223 (J. Michael Martinez, et al., eds. 2000)

Other Publications

Education for Liberation, 2 HARV. L. & POL'Y REV. 75 (2008)

No Ordinary Success: The Boundaries of School Reform, BOSTON REV., May/June 2009

Out of Jail and Into Jobs, EDUC. NEXT, Fall 2008, at 44-51

Why Prison Instead of Preschool?, 161 ARCHIVES PEDIATRICS & ADOLESCENT MED. 809-810 (2007)

Foreword: Separate but Equal: The Status of America's Public Schools Symposium, 8 MICH. J. RACE & L. 151 (2002)

Arrested Development: The Conservative Case Against Racial Profiling, NEW REPUBLIC, Sept. 10, 2001, at 24.

- Reprinted as *Law Enforcement Agencies Should Eliminate Racial Profiling*, in *CRIME AND CRIMINALS: OPPOSING VIEWPOINTS* (James D. Torr ed., 2004)

Bar Memberships

Member, District of Columbia Bar

Non-profit Boards

The American Constitution Society

The Children's Defense Fund

The Education Trust

The Maya Angelou Public Charter School

Principal, The BJA Executive Session on Police Leadership

Academic Presentations and Panels

"Racial Critiques of Mass Incarceration," Faculty Workshop, NYU Law School, New York, NY, November 29, 2010

"Black Elites, the Black Poor, and America's Prisons," Public Law Workshop, Columbia Law School, September 17, 2010

"Race, Class, and Incarceration in a Majority-Black City," Acknowledging Race in a Post-Racial Era Conference, Cardozo Law School, New York, NY, April 30, 2010

Attachment 20: Board Member Resumes

“Race, Class, and Incarceration in a Majority-Black City,” Faculty Workshop, Loyola Law School, Los Angeles, CA, April 22, 2010

“Race, Class, and Incarceration in a Majority-Black City,” Faculty Workshop, St. John’s Law School, Queens, New York, April 19, 2010

“Race, Class, and Incarceration in a Majority-Black City,” Junior(ish) Faculty Workshop, Georgetown Law School, April 14, 2010

“Race, Class, and Incarceration in a Majority-Black City,” Over-Criminalization Symposium, Pace Law School, White Plains, NY, April 9, 2010

“Race, Class, and Incarceration in a Majority-Black City,” Faculty Workshop, University of Miami Law School, April 7, 2010

“Isolation, Empathy, and the Politics of Crime,” Education and Citizenship Seminar (taught by Professors Robin West and Judith Lichtenberg), Georgetown Law School, Washington, D.C., April 5, 2010

“Engaging Students in Unexpected Ways: Global, Interdisciplinary, Community-Based, and Activist Models,” Society of American Law Teachers (SALT) Conference, San Francisco, CA, March 20, 2010

“Race, Class, and Incarceration in a Majority-Black City,” Critical Race Theory Conference, UCLA Law School, March 13, 2010

“At-Risk Students: The Children Left Behind?” Harvard Journal on Legislation Symposium, Cambridge, MA, February 25, 2010

“Disproportionate Minority Contact in a Majority-Black City,” Juvenile Justice Project Conference, University of Florida Law School, Gainesville, FL, February 19, 2010

“Class (blindness), Race and Criminal Law,” Northeast People of Color Legal Scholarship Conference, Buffalo Law School, Buffalo, NY, October 24, 2009

“Isolation, Empathy, and the Politics of Crime,” LatCrit XIV, Washington, D.C., October 2, 2009

“Isolation, Empathy, and the Politics of Crime,” Faculty Workshop, University of Virginia Law School, Charlottesville, VA, September 18, 2009

“Isolation, Empathy, and the Politics of Crime,” Faculty Workshop, Georgetown Law School, Washington, D.C., September 15, 2009

“Isolation, Empathy, and the Politics of Crime,” Summer Faculty Workshop, Georgetown Law School, Washington, D.C., July 7, 2009

Attachment 20: Board Member Resumes

- “Wars on Crime and Terror,” Center for Transnational Legal Studies, London, England, February 23, 2009
- “Obama and the War on Terror,” University of Pennsylvania Law School, Philadelphia, PA, January 29, 2009
- “The End of Integration: The Roberts Court and *Parents Involved in Community Schools v. Seattle*,” Waseda University, Tokyo Japan. September 28, 2008
- “Exporting Harshness: How the War on Crime Helped Make the War on Terror Possible,” Summer Faculty Workshop, Georgetown Law School, Washington, D.C., July 8, 2008
- “Critical Scholarship in the 21st Century,” Inaugural Symposium of Georgetown Global Critical Race Project, Georgetown Law School, Washington, D.C., April 2008
- “Comments on the 20th Anniversary of Charles Lawrence’s *The Id, Ego and Equal Protection*,” Univ. of Conn. Law School, Hartford CT, November 2, 2007
- “Comments on the 50th Anniversary of *Cooper v. Aaron*,” St. Louis Law School, St. Louis, MI, October 5, 2007
- “Race and Criminal Justice 40 Years After the End of Jim Crow,” Criminal Practice Institute, Washington, D.C., November 18, 2006
- “Do Charter Schools Threaten Public Education?,” Faculty Workshop, Georgetown Law School, Washington, D.C., April 2006
- “Race and Class in the 21st Century: From Martin Luther King, Jr. to Bill Cosby,” Martin Luther King, Jr. Lecture, Villanova Law School, Philadelphia, PA, January 19, 2005
- “The Secret History of School Choice: How Progressives Got There First,” Faculty Workshop, Georgetown Law School, Washington, D.C., September 30, 2004
- “The Progressive History of School Choice,” *Bolling v. Sharpe* Symposium, Georgetown Law School, Washington, D.C., April 13, 2004
- “The Progressive Case for School Vouchers,” Michigan Law School, Ann Arbor, MI, February 9, 2004
- The Progressive Case for School Vouchers,” American Constitution Society, Yale Law School, New Haven, CT, December 3, 2003
- “Juries and Race in the Nineteenth Century,” Faculty Workshop, Georgetown Law School, Washington, D.C., October 20, 2003
- “Juries and Race in the Nineteenth Century,” Legal History Forum, Yale Law School, New Haven, CT, September 30, 2003

Other Panels and Presentations

Attachment 20: Board Member Resumes

“Race and Education: The Color and Caste of Achievement in the Classroom,” NYU Law School, New York, NY, April 13, 2010 (with Professor Pedro Noguera)

“Commenter: Respect: Nourishing Goodness in Education, by Sarah Lawrence Lightfoot,” Woodrow Wilson International Center for Scholars, Washington, D.C., Mar. 25, 2010

“Commenter: Why Can’t You Teach Me to Read?, by Beth Fertig, Hunter College, New York, NY, Mar. 16, 2010

“Commenter: The Black-White Achievement Gap, by Roderick Paige,” Fordham Institute, Washington, DC, Feb. 24, 2010

“School Choice and Civil Rights,” Art of Social Change Course, Harvard Law School, Cambridge MA, October 1, 2009

“Education for Liberation,” Florida Association of Charter Schools, Orlando, FL, November 21, 2008

“Can Alternative Education be Excellent Education?” NAACP Legal Defense Fund’s Airlie Conference, Warrenton, VA, Oct. 2008

“Schools and Justice,” BPI Annual Dinner Celebration, Chicago, IL, Oct. 2008

“Successful Alternative Education,” Bridgespan Consulting Group Annual Retreat, Cambridge MA, May 2008

“A Conversation with DC Schools Chancellor Michelle Rhee and Prince George’s County Superintendent John Deasy,” Teach for America Alumni Meeting, Washington, D.C., April 2008

“A Civil Rights Agenda for Our Generation,” Martin Luther King, Jr. Day Lecture, Michigan Law School, Ann Arbor, MI, January 21, 2008

“Race and Affirmative Action in the United States,” Federal University of Ouro Preto, Ouro Preto, Brazil, Nov. 2007
Lecture delivered in Portuguese

“Charter Schools and Juvenile Justice,” National Association of Public Charter Schools Annual Meeting, Savannah, GA, October 23, 2007

“Social Activism in the Law,” Brown University, Providence, RI, April 2007

“What Works in Educating Vulnerable and Disconnected Youth,” Youth Transitions Funders Group, Washington, D.C., May 8, 2007

“The Promise and Limits of Education Reform: A Response to Richard Rothstein” Child Advocacy Program, Harvard University, Cambridge, MA, April 14, 2007

“African American Males and Schools,” Congressional Black Caucus, Washington, D.C., April 16, 2007

“The State of the African-American Male,” Kaiser Foundation, Washington, D.C., July 18, 2006

Attachment 20: Board Member Resumes

“The Plight of the African-American Male,” Guest Sermon, St. Timothy’s Episcopal Church, Washington, D.C., 2006

“Educating Adjudicated Youth,” Yale Law School, Rebellious Lawyering Conference, February 25, 2006

“Law and Entrepreneurship: Building a School,” Alumni Weekend, Yale Law School New Haven, CT., November 4, 2005

“Making a Difference in Education Through Law,” Teach for America Alumni Conference, Washington, D.C., 2005

Educating Under-Served Youth,” University of the District of Columbia Law School, Washington, D.C. October, 2004

“Innovative Solutions to a Juvenile Justice Crisis: the Maya Angelou Way,” DC Family Court Conference, Washington, D.C., 2004

“The Legacy of *Brown v. Bd. of Education*” University of Iowa Law School, Iowa City, Iowa, March 26, 2004

Attachment 20: Board Member Resumes

Marguerite Roza- See PDF

Mark T. Gallogly

Professional Experience

2005 – Present **Centerbridge Partners, L.P.** **New York, NY**

Managing Principal

- Co-founder of the investment firm with over \$15 billion of assets under management.

1989 - 2005 **The Blackstone Group** **New York, NY**

Head of Private Equity

- Head of Blackstone's Private Equity group from January 2003 to September 2005.
- President and CEO of Blackstone Communications Advisors from June 2000 to September 2005.
- Member of The Blackstone Group's Management Committee from 1999 to September 2005.

Education

1987 **Columbia Business School** **New York, NY**

- Masters of Business Administration

1979 **University of Notre Dame** **Notre Dame, IN**

- Bachelor of Arts

Attachment 20: Board Member Resumes



PUBLICATIONS

- Smith, Kim and Petersen, Julie Landry. "What is Educational Entrepreneurship?" in *Educational Entrepreneurship: Realities, Challenge, Possibilities*. Edited by Frederick Hess. Harvard Education Press, 2006.
- Smith, Kim, et al. "A Building Need: Charter Schools in Search of Good Homes." *Education Next*, Spring 2004. <http://www.hoover.org/publications/ednext/3288126.html>
- Smith, Kim; Colby, Susan; Shelton, Jim. "Expanding the Supply of High-Quality Public Schools." Published by The Bridgespan Group, 2005. <http://www.bridgespangroup.org/PDF/ExpandingtheSupplyofHighQualityPublicSchools.pdf>

SELECT CURRENT BOARDS AND COMMUNITY ENGAGEMENTS

Education Sector Board; African Leadership Foundation (African Leadership Academy US board); National Council on Teacher Quality; EdVoice Advisory Board; Stanford Graduate School of Education Advisory Board.

EDUCATION

MBA, Stanford Graduate School of Business, Stanford, CA
BA, Political Science and Psychology, Columbia College, Columbia University, New York, NY

Jemina Bernard- Does not have a resume
William Snipes- Does not have a resume

Marguerite Roza, Ph.D.
Research Associate Professor
College of Education
Univ _____ ngton

Education:

University of Washington, 1992-1995

Ph.D. and Masters in Education: Leadership and policy studies with emphases in economics of education, finance policy, fiscal accounting, and quantitative methods.

Duke University, 1984-1988

B.S. Math, Economics Minor
Magna Cum Laude

Studies Abroad/Other

The London School of Economics, semester abroad in international economic policy
University of Amsterdam, semester abroad in global economics
Teacher's Certificate in Secondary Mathematics

Areas of Specialization:

Fiscal and economic aspects of public education policy, productivity in education, financial data and modeling for strategy, policy analysis, and economics of education.

Professional Experience:

[REDACTED]



Selected Appointments:

- The Brookings Institute, Non-Resident Senior Fellow (2009 to present)
- Education Sector, Non-Resident Senior Fellow (2005 to present)
- Advisor to Chancellor Joel Klein on proposed finance model (2006)
- Seattle Superintendent's Community Advisory Group on District Finance (2005-06)
- Consultant to Philadelphia Mayor's Education Advisory Task Force (2006-present)
- Advisor to Washington State's Superintendent of Public Instruction (2007)
- Texas Public Education Legislative Roundtable, Recommendations for State Policy (2007)

Selected Publications:

Books

Roza, M. *Tightening the Link Between School Spending and Student Outcomes*. Urban Institute Press. (Forthcoming 2009).

Refereed Journal Articles

Roza, M., Guin, K., Gross, B., and DeBurgomaster, S. (2007). Do Districts Fund Schools Fairly? *Education Next*. Fall 2007. V. 7, n. 4; pp. 68-73.

Roza, M. and Swartz, C. (2007). School Spending Profiles: A Framework to Enlighten Resource Allocation Decisions. *Public Budgeting and Finance*. Spring 2007. V. 27, n. 1; pp. 69-85.

Miles, K. H. and Roza, M. (2006). Understanding Student-Weighted Allocation as a Means to Greater School Resource Equity. *Peabody Journal of Education*. V. 81, n. 3; pp. 39-62.

Miller, L., Roza, M., and Swartz, C. (2005). A Cost Allocation Model for Shared District Resources: A Means for Comparing Spending Across Schools. *Developments in School Finance: 2004*. NCES # 2005-865.

Roza, M. and Hill, P. (2004). Pennywise and Pound Foolish in Education. *Public Administration Times*. V. 27, n. 9.

Miles, K. H., Ware, K., and Roza, M. (October, 2003). Leveling the Playing Field: Creating Funding Equity Through Student-Based Budgeting. *Phi Delta Kappan*. V. 83, n. 2; pp. 114-119.

Invited Book Chapters

Roza, M. (2006). "How Districts Shortchange Low-Income and Minority Students." In *The Education Trust Funding Gaps, 2006*. The Education Trust.

Roza, M. and Hill, P. (2006). "How Can Anyone Say What's Adequate if Nobody Knows How Money Is Spent Now?" In E. Hanushek (Ed.), *Courting Failure: How School Finance Lawsuits Exploit Judges' Good Intentions and Harm Our Children*. Hoover Press.

Hill, P. and Roza, M. (2007). "Resource Management." In P. Petersen (Ed.), *Reforming Education in Florida: A Study Prepared by the Koret Task Force on K-12 Education*. Hoover Press.

Roza, M. (2005). "Apples-to-Apples Fiscal Comparisons." In R. Lake and P. Hill (Eds.), *Hopes, Fears, & Reality: A Balanced Look at American Charter Schools in 2005*. National Charter School Research Project, Center on Reinventing Public Education, University of Washington.

Roza, M. (2005). "District Fiscal Practices and Their Effect on School Spending." Prepared for the Aspen Institute's 12th Congressional Program: *The Challenge of Education Reform: Standards, Accountability, Resources and Policy*.

Roza, M. (2004). "Rethinking Data Capacity." In P. Hill and J. Harvey (Eds.), *Making School Reform Work*. Brookings Institute.

Roza, M. and Hill, P. (2004). "How Within-District Spending Inequities Help Some Schools to Fail." In D. Ravitch (Ed.), *Brookings Papers on Education Policy 2004*. pp. 201-218.

Selected Research and Technical Reports:

Roza, M. (2009). *Seniority-Based Layoffs Will Exacerbate Job Loss in Public Education*. Center on Reinventing Public Education, University of Washington.

Roza, M. and Miles, K. H. (2008). *Taking Stock of the Fiscal Costs of Expanded Learning Time*. Center for American Progress.

Roza, M. (2008). "What if We Closed the Title I Comparability Loophole?" In *Ensuring Equal Opportunity in Public Education*. Center for American Progress.

Carey, K. and Roza, M. (2008). *School Funding's Tragic Flaw*. Center on Reinventing Public Education, University of Washington.

Timar, T. and Roza, M. (2008). *A False Dilemma: Should Decisions About Education Resource Use Be Made at the State or Local Level?* University of California Davis.

Roza, M. (2007). *Frozen Assets: Rethinking Teacher Contracts Could Free Billions for School Reform*. Education Sector.

- Guin, K. and Roza, M. (2007). "Lessons from the Headlines: Key Questions for Districts Attempting to Close Schools." *American School Board Journal*. Oct. 1, 2007.
- Roza, M. (2007). *Allocation Anatomy: How District Policies that Deploy Resources Can Support (or Undermine) District Reform Strategies*. School Finance Redesign Project Working Paper 24, Center on Reinventing Public Education, University of Washington.
- Cross, C. and Roza, M. (2007). *How the Federal Government Shapes and Distorts the Financing of K-12 Schools*. School Finance Redesign Project Working Paper 1, Center on Reinventing Public Education, University of Washington.
- Roza, M., Davis, T. and Guin, K. (2007). *Spending Choices and School Autonomy: Lessons from Ohio Elementary Schools*. School Finance Redesign Project Working Paper 21, Center on Reinventing Public Education, University of Washington.
- Roza, M., Guin, K., and Davis, T. (2007). *What is the Sum of the Parts? How Federal, State, and District Funding Streams Confound Efforts to Address Different Student Types*. School Finance Redesign Project Working Paper 9, Center on Reinventing Public Education, University of Washington.
- Hassel, B. and Roza, M. (2007). *Funding the Child: Getting Results in South Carolina Through Weighted Student Funding*. South Carolina Policy Council.
- Hansen, J. and Roza, M. (2005). *Decentralized Decision-Making for Schools: New Promise for an Old Idea?* Rand Occasional Papers. OP153.
- Roza, M., Miller, L., and Hill, P. (2005). *Strengthening Title I to Help High-Poverty Schools: How Title I Funds Fit Into District Allocation Patterns*. Center on Reinventing Public Education, University of Washington.
- Roza, M. with Celio, M. B., Harvey, J., and Wishon, S. (2003). *A Matter of Definition: Is There Truly a Shortage of School Principals?* Center on Reinventing Public Education, University of Washington.

Other Publications:

- Roza, M., Goldhaber, D., Hill, P. "The Productivity Imperative: Getting More Benefits From School Costs in an Era of Tight Budgets." *Education Week*. January 5, 2009.
- Hill, P. and Roza, M. "Financing Schools for Results." *School Business Affairs*. September 2008.
- Roza, M. "Must Public Education Suffer from Baumol's Disease?" *The Denver Post*. August 1, 2008.
- Roza, M. and Hill, P. "The End of School Finance As We Know It." *Education Week*. April 30, 2008.
- Roza, M. "Does This Spending Help Students?" *The Providence Journal*. January 25, 2007.

- Roza, M. "Must Enrollment Declines Spell Fiscal Chaos for Districts?" *Education Week*. August 30, 2006.
- Roza, M. and Hill, P. "Comparability: What It Does (and Doesn't Do!) for Equity." *Title I Monitor*. March 2006.
- Roza, M. and McCormick, M. "Where the Money Goes: District Allocations and High Poverty-Schools." *School Business Affairs*. 72(1). January 2006.
- Roza, M. and Hill, P. "Equalizing Education Dollars." *The Washington Post*. August 21, 2005.
- Hansen, J. and Roza, M. "Trying Decentralization for Real This Time." *Education Week*. August 10, 2005.
- Roza, M. and Hill, P. "Why Equal Education Funding Isn't as Easy as Apple Pie." *The Christian Science Monitor*. March 7, 2005.
- Roza, M. "The Challenge for Title I." *Education Week*. April 4, 2001.
- Roza, M. "It's the Teachers, Stupid." *Christian Science Monitor*. April 19, 2001.
- Roza, M. "Policy Inadvertently Robs Poor Schools to Benefit the Rich." *Seattle Post Intelligencer*. September 24, 2000.
- Roza, M. (1998). "A Toolkit For Using Data to Improve Schools." Education Development Center, Inc. Newton, MA

Selected Presentations:

- Roza, M. (2007). Keynote Speaker, National Comprehensive Center for Teacher Quality's Annual Issue Forum.
- Roza, M. (2007). "Adequacy Lawsuits: Is the Adequacy Principle Dead?" Presented at the Association for Public Policy Analysis and Management (APPAM) Annual Conference.
- Roza, M. (2007). "How District Allocation Practices Result in Fiscal Instability Amidst Enrollment Declines." Paper presented at the American Education Research Association's (AERA) Annual Conference.
- Roza, M. (2006). "Designing Finance Systems That Accommodate School-Based Reform." Presented at the Education Writers Association's Annual Conference.
- Roza, M. (2005). Research presented to members of Congress at the Aspen Institute's 12th Congressional Program: *The Challenge of Education Reform: Standards, Accountability, Resources and Policy*.
- Roza, M. (2004). "Where Is the Money Going?" Presentation to the Annual Meeting of the Business Roundtable.

Roza, M. (2004). "Decoding District Spending." Presentation to the Annual Meeting of the Education Writers Association.

Roza, M., Miles, K. H. (2004). *The Implications of Student-Based Budgeting on Resource Allocation*. Paper presented at the American Education Research Association's Annual Conference.

Roza, M. (2004). Symposium Chair for the American Education Finance Association's Symposium on the Implications of Studying Within-District Spending. Presented *The Role of Centrally Controlled Spending in Understanding Within-District Spending Patterns*.

Roza, M. and Hill, P. (June, 2003). "How Within-District Spending Inequities Help Some Schools to Fail." Presented at the 2003 Brookings Institute's Education Policy meeting.

Roza, M. and Swartz, C. (April 2003). *Principal Shortages: Fact or Fiction?* Paper presented at the annual meeting of the American Educational Research Association, Chicago.

Roza, M. and Miles, K. H. (2003). *Student-Based Budgeting: A Means to More Strategic Spending and Greater Equity*. Paper presented to the American Education Finance Association.

Roza, M., Miles, K. H., and Folley, E. (2003). *Within-District Spending: A Set of Practical Tools for Unmasking Funding Inequities Across Schools*. Paper presented to the American Education Finance Association.

Roza, M. (2002). *Using Data to Close the Achievement Gap*. Presentation at the Center for Education Leadership's Principals' Institute.

Attachment 21: School Leader Resume

ROADS Charter School has not yet hired a School Leader.

Attachment 21(a-e): Personnel

(a) Staffing Chart and Rationale

Use the table below to provide a list of all staff positions in the school during the first five years of operation and provide a narrative that explains the rationale for your staffing structure and numbers. Identify and distinguish classroom teachers, teaching aides or assistants, special education teachers and ESL teachers, as well as any other specialty teachers.

	Number in Position				
	Year 1	Year 2	Year 3	Year 4	Year 5
Grades Served:	9	9-10	9-11	9-12	9-12
Enrollment:	150	200	250	250	250
Position					
School Leader	1	1	1	1	1
Director of Curriculum and Instruction	1	1	1	1	1
Director of Partnerships	1	1	1	1	1
Director of Student Support	1	1	1	1	1
Director of Finance and Operations	1	1	1	1	1
General education teachers	4	6 ¹	7	7	7
Special education teachers	2	2	2	2	2
ELL teachers	1	1	1	1	1
Literacy specialist	1	1	1	1	1
Math specialist	1	1	1	1	1
Special education coordinator	1	1	1	1	1
AmeriCorps volunteers	7	7	7	7	7
Nurse	1	1	1	1	1
Social Workers/ Guidance Counselors/Case managers	2	3	3	3	3
Business Manager	1	1	1	1	1
Technology Support	.5	.5	.5	.5	.5
Secretary	0	0	1	1	1
Security guard	1	1	1	1	1
Custodian	1	1	1	1	1
Total	28.5	31.5	33.5	33.5	33.5

¹ As the number of teachers grows, the School Leader will determine whether general education teachers should be hired or whether teachers with specialized degrees (special education, ELL) will fill in empty spots based on student need.

Attachment 21(a-e): Personnel

Instructional Staff

The ROADS model is premised upon not being too top-heavy but also giving each staff member an appropriate load of work. As student enrollment increases, the focus will be on bringing on more instructional staff to maintain student to teacher ratios. Additionally, additional student support staff will also be brought on as the School grows. In most cases, there will be one teacher in each Seminar classroom in addition to a teaching assistant who will split time between classrooms and small pull-out groups or functional roles (i.e. supporting Real World activities). In each Academic PBL block, there will be two teachers (one ELA or MA specialist and an experienced practitioner).

The list of instructional staff is as follows:

- School Leader
- Director of Curriculum and Instruction
- Director of Partnerships
- Special Education Coordinator
- Literacy and Math Specialists
- Teachers (General Education, Special Education and ELL)
- AmeriCorps Teaching Assistants\

Non-Instructional Staff

As the School grows, more support staff members will be brought on. Additionally, as the School reaches maximum enrollment, the Business Manager will cease having administrative assistant responsibilities and a full-time Secretary will be hired.

The list of administrative staff is as follows:

- Director of Finance and Operations
- Business Manager
- Secretary (Year 3)
- Social Workers/Guidance Counselors/Case Managers
- Custodian
- Nurse
- Security guard

Attachment 21(a-e): Personnel

(b) School Leader

Describe the qualifications required for your school leader.

- *If you have already identified a school leader, explain the process that was used to recruit this person and the criteria that were used to select him or her. In addition, attach a resume or biography for this person.*
- *If you have not yet identified a school leader, explain the process and criteria that will be used to select this person, including who will be involved and the role of the board (and management organization, if any) in the process.*

School Leader Qualifications

The School Leader will focus his/her attention on the academic and programmatic success of the school, leaving operational matters to other administrative staff as much as possible (the Director of Finance and Operations, who runs the operations team will report to the School Leader). As such, the skill set desired in the ROADS School Leader skews dramatically towards academics and the cultivation of effective teaching and building and managing a strong, positive school culture. Given the unique needs of the school's population, experience with youth development and job readiness programs are strongly desired.

Specific attributes for the ROADS Charter School Leader include:

- A proven commitment to urban education
- A proven track record of successful organizational leadership
- A documented history of driving high academic achievement
- At least 3 years of full-time high-school classroom teaching experience
- An ability to attract, retain, and cultivate teaching talent
- An orientation towards creating and fostering strong student cultures
- Familiarity with, and enthusiasm for, data-driven instruction
- A desire to create a professional culture of feedback and continuous improvement
- An ability to communicate respectfully and directly with students, parents, and staff
- A willingness to wear many hats, though never at the expense of academics

Additional attributes desired, though not essential, in a School Leader include:

- Leadership experience in a high-achieving charter school
- Experience in a youth development or job readiness capacity
- Familiarity with curriculum design
- Experience with rigorous project based learning
- Familiarity with Special Education best practices and NYS regulations
- Ability to converse, or preferably write, in Spanish
- Proven success in integrating learning technologies into the classroom

Selection Process

The Executive Director of Friends of ROADS will be responsible for identifying candidates, recruiting interested individuals and setting up interview logistics with respect to the hiring of the School Leader; however, ultimate responsibility for selecting and hiring the school leader will lie with the Board of Trustees of ROADS Charter Schools.

Attachment 21(a-e): Personnel

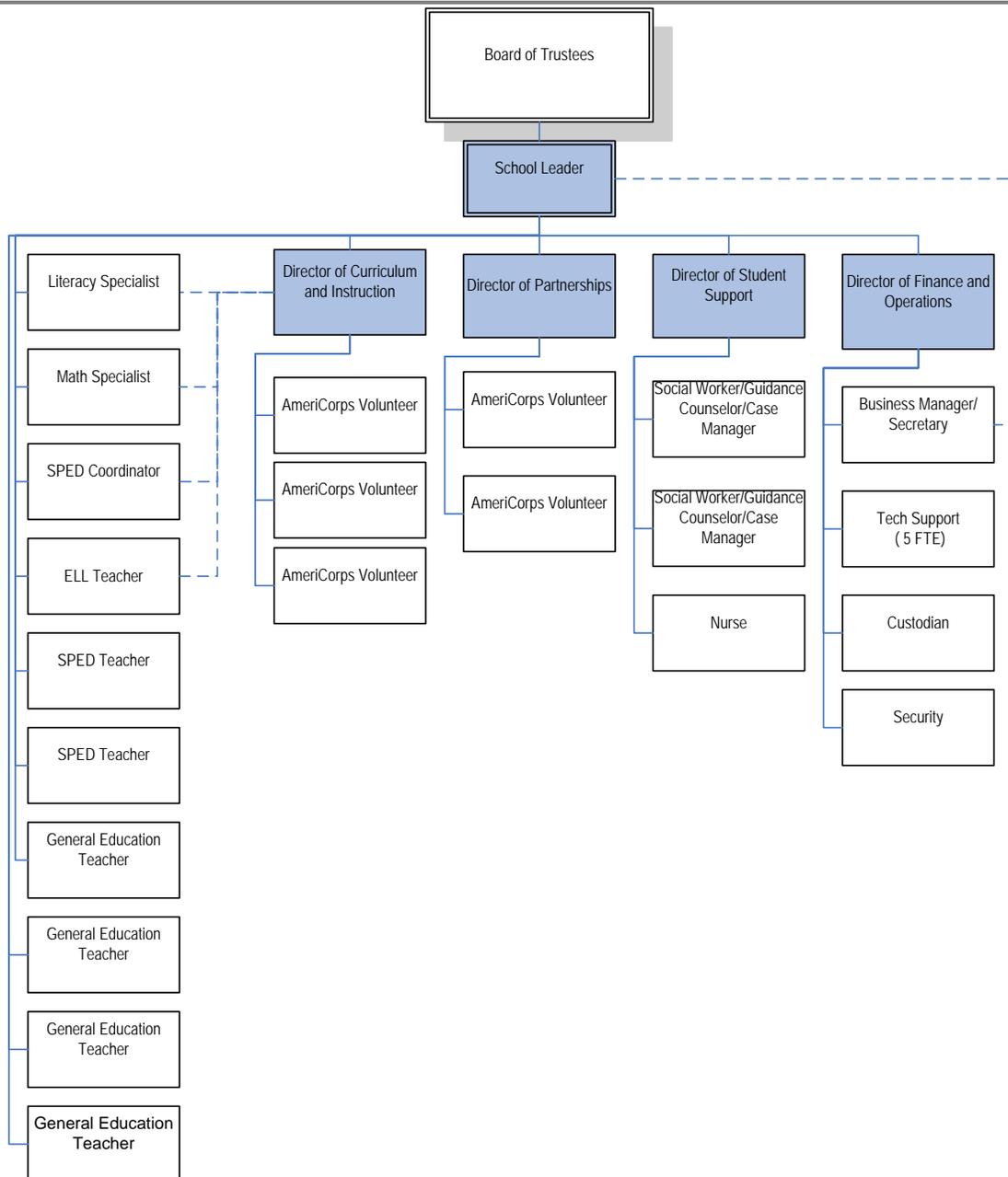
The list of qualities/attributes above will be the main criteria used to select this person and the Executive Director will be responsible for creating a formal job description, interview process and hiring rubric based on these criteria. The Board of Trustees will advise on these documents and processes, as well as helping to assist the Executive Director in identifying high quality candidates and reaching out about the positions to those individuals. Candidates will be identified from a vast recruiting pool including outreach to Teach For America alumni, partnerships with organizations that recruit and train school leaders, networks of contacts possessed by the Lead Applicant, the founding group and the Board of Trustees and other methods of public advertising and postings on education job sites.

Attachment 21(a-e): Personnel

(c) Management

Explain the management structure of the school. Your response should address:

- Roles and responsibility for managing at least the academic program, finances, hiring and operations;
- Management practices and procedures, i.e., how the school will set priorities and make key organizational decisions;
- If the school will work with a management organization, explain the relationship between employees of the school and that organization; and
- Evaluation procedures for staff in management positions.



Attachment 21(a-e): Personnel

Management Responsibilities

As shown in the graphic above, the Board of Trustees will hold ultimate authority and responsibility for the ROADS Charter School. The School Leader will report to the Board, bearing ultimate responsibility for the day-to-day management of the school and its programmatic success. The School Leader will supervise the Director of Finance and Operations, charged with managing all non-academic areas of school performance and operations. Instructionally, the School Leader will supervise all Teachers (including the Literacy and Math Specialists and the Special Education Coordinator), as well as the Director of Curriculum and Instruction, the Director of Partnerships and the Director of Student Support. The Director of Curriculum and Instruction and the Director of Partnerships will manage all of the AmeriCorps teaching assistants. The Director of Finance and Operations will manage all non-instructional personnel, including the School Business Manager, Custodian and all operations-related vendors (i.e., legal, accounting, facilities, etc).

Staff Involvement

ROADS Charter School is built on the premise that a school's professional culture is essential to its success. While this is arguably true in any school, it will be especially true for ROADS. ROADS Charter School represents a bold experiment and assertion that the over-aged, under-credited students served are capable of much greater successes than most believe possible. This sense of possibility—and the ability to deliver against that promise—is made possible by building and maintaining a committed teacher core. All staff will be 12-month employees who receive competitive salaries and from whom much is expected. Most, if not all, teachers (as well as other staff members) will play multiple roles within the school—including collaborating as co-teachers in a project-based environment (most likely in different combinations across day, week, subject and student development phase over time); delivering instruction and academic supports in large group, small group or 1:1 settings; managing cohorts of students (against ILP); serving as critical friend and “professional developer” among faculty; and any number of other roles.

As a relatively small team with an audacious agenda, it will be critical that communication structures are efficient and effective, and that every team member feels that he/she has an authentic voice within the school—particularly with regard to governance and administration. This core principle needs to be reflected in formal structures at the school level.

Additionally, leadership responsibilities and roles will be assigned to high-performing staff members as their supervisors deem it appropriate. For example, some staff members will be identified to participate in the School's hiring committee responsible for selecting new staff.

ROADS anticipates that school staff would likely arrive at governance structures that adhere to the following broad principles and functions:

- School mission and governance – while the School Leader serves at the pleasure of the Board and is responsible for overall school management decisions, all staff will be consulted on any material changes being proposed to or by the Board of Trustees that would require modification to the school charter;
- School Leader's Cabinet – staff in director level positions, will advise the School Leader on school matters;
- Instructional Leadership Team - staff in “lead teacher” positions (Literacy and Math Specialists, Special Education Coordinator) will advise the Director of Curriculum and Instruction on academic-related matters;
- Weekly staff meeting – administrative issues will be addressed during 30-60 minute all staff meeting held during common planning time;
- Quarterly all-staff meeting – strategic discussions and decisions will be addressed during (at least) quarterly meetings that are scheduled to enable full staff participation; and
- Committees – staff will form ad-hoc or standing committees, as appropriate to address school priorities.

Attachment 21(a-e): Personnel

(d) *Staff Recruitment and Retention*

Describe how you will recruit and retain staff, particularly high quality teachers. Your response should provide:

- *The qualifications you will require of teachers and other staff;*
- *The process you will use to recruit and hire teachers and other staff;*
- *The strategies you will use to retain high quality teachers;*

Note: Personnel policies will be submitted separately as Attachment 41.

Staff Qualifications

ROADS will look for the following qualifications in each staff hire:

- A proven commitment to urban education
- A proven track record of leadership and high expectations for students
- Enthusiasm for data-driven instruction
- A strong desire to participate in the school's primary person program (matching students and adults to form meaningful relationships)
- A desire to create a professional culture of feedback and continuous improvement
- An ability to communicate respectfully and directly with students, parents, and staff
- A willingness to wear many hats, though never at the expense of academics

Each specific role will also have independent requirements:

Director of Finance and Operations

- The ability to create and implement operational systems
- A proven track record in management of teams and individuals
- The ability to work with data, including the creation and the presentation of operational and financial metrics to staff and Trustees
- A strong desire to recruit, hire and cultivate extraordinary operational personnel
- Experience creating, implementing and managing financial and student information record keeping systems
- The ability to conduct the annual fiscal and programmatic audit
- Experience maintaining financial records, employee benefits, payroll and human resources systems
- The ability to manage all non-academic reporting requirements, fire and safety systems, emergency plans, grant applications
- Operational experience sufficient to manage day-to-day school issues, to cultivate and maintain effective partnerships and to enable the individual to coordinate with service providers

Business Manager

- The ability to laterally manage teams and individuals
- The ability to support effective financial and student information record keeping systems, as well as to provide data in support of the annual fiscal and programmatic audit
- Strong project management and implementation skills
- Experience applying for and managing grants
- Experience coordinating with school partners and service providers
- Until Year 3, take on the roll of an administrative assistant to the School Leader (see below)

Attachment 21(a-e): Personnel

Secretary (Year 3 and beyond)

- Strong communications skills and a desire to greet parents and students
- Experience managing individual requests and problem solving
- Experience working with financial and/or student information systems
- Knowledge of record retention policies or a desire to learn
- Basic computer skills
- The desire to manage transportation, admission and food and other logistical/operational school functions
- Assist School Leader, as needed

Director of Curriculum and Instruction

- Proven experience researching, reviewing and selecting assessments and curricula
- The ability to lead the process of developing and customizing curriculum, particularly in support of Academic PBL blocks
- Experience with various knowledge management tools, especially dealing with high quality resources for teachers
- Experience developing and managing ongoing Professional Development
- Experience as a classroom teacher and the desire to spend at least part of the day in the classroom
- The ability to manage and coach teachers and teaching assistants, as needed

Director of Partnerships

- The ability to select, manage, and support viable, high quality partnerships for internships and job shadowing
- Experience designing and leading Professional Development
- A strong desire to create and manage a high quality mentorship program
- Experience as a classroom teacher and the desire to spend at least part of the day in the classroom
- The ability to successfully manage others

Special Education Coordinator

- Knowledge of Special Education requirements and instructional practices to ensure all Special Education students receive the services required by their IEPs and manage the school's relationship with the CSE
- The ability to lead pull-out groups or serve as a push-in teacher, as needed
- The ability to maintain relevant special education records
- Quality communication skills to allow for productive meetings with parents, providers and stakeholders

Special Education Teachers

- The ability to deliver quality instructional practices to ensure all Special Education Students receive the services required by their IEPs
- The ability to lead pull-out groups or serve as a push-in teacher, as needed
- The ability and desire to conference with general education teachers about effective strategies for students with disabilities
- The ability to maintain relevant special education records

ELL Teacher(s)

- Experience delivering instructional services to English Language Learner students
- Deliver applicable ESL services throughout the school day

Attachment 21(a-e): Personnel

- Deliver timely and relevant data on student progress to the School Leader
- The ability to lead pull-out groups or serve as a push-in teacher, as needed
- The ability and desire to conference with general education teachers about effective strategies for ELL students

Director of Student Support

- Experience providing social work counseling to students and parents, including the ability to provide psycho-social assessment and diagnosis of behavioral disabilities with recommendations and/or environmental manipulations at the school, home and/or in the community with periodic re- evaluations
- Experience managing student emergencies, safety and school discipline policies
- Exceptional communication skills, especially regarding interactions with parents and other community members
- The ability to meaningfully organize and manage case conferences involving cooperation with other pupil personnel workers, school personnel and community agencies
- Knowledge of high-quality public and private agencies to refer students
- The ability to manage other school support professionals, including the ability to coordinate, plan and lead in-service training
- The ability to maintain appropriate school records and provides written reports and communications

Social Workers/Guidance Counselors/Case Managers

- Experience providing social work counseling to students and parents, including the ability to provide psycho-social assessment and diagnosis of behavioral disabilities with recommendations and/or environmental manipulations at the school, home and/or in the community with periodic re- evaluations
- The ability to participate in case conferences involving cooperation with other pupil personnel workers, school personnel and community agencies
- The ability to identify when high-quality external support service referrals are necessary
- The ability to maintain appropriate school records and provides written reports and communications
- Experience serving as a liaison between school, family and community resources
- Knowledge of New York graduation requirements, scheduling protocols and other duties typically the responsibility of NYC guidance counselors

General Education Teachers

- The ability to ensure each classroom is a safe, respectful and rigorous learning environment
- Experience acting as facilitator to project based learning and delivering exemplary direct and small-group instruction
- The desire to manage and coach Teaching Assistants, as needed
- The ability to collect, manage and use student data to make evidence-based decisions about assessment, programming and curriculum delivery
- Experience and interest in meeting with parents both in and out of school, as needed
- Experience working with other staff members collaboratively
- Knowledge of effective uses of classroom technology
- A strong desire to make meaningful contributions to school curricula
- An openness to performing additional non-instructional duties, such as college readiness training, internship coordination *or* job-readiness training

Attachment 21(a-e): Personnel

Teaching Assistants

- The ability to ensure each classroom is a safe, respectful and rigorous learning environment
- Experience acting as facilitator to project based learning and delivering exemplary direct and small-group instruction
- The ability to assist the teacher as needed/requested
- Experience working with other staff members collaboratively
- Knowledge of effective uses of classroom technology
- Interest in shaping the advisory period into a meaningful experience for students
- In addition to all of the aforementioned, Teaching Assistants may be assigned to a specific area for targeted assistance (i.e., Real World, Curriculum Development, Technology, Operations)

Recruiting and Hiring Staff

Recruiting Staff

Varied staff recruiting strategies will be used in order to identify and hire high quality staff members for ROADS. Some strategies will include:

- Partnering with Teach For America alumni teams to publicize the ROADS model and solicit recommendations of former corps members who achieved great results in the classrooms
- Attending job fairs to reach out to New York certified teachers who are passionate about the ROADS mission and have qualities that match the model
- Posting job opportunities on education and public interest websites
- Liaising with other education reform organizations that cultivate talent, such as New Leaders for New Schools and The New Teacher Project
- Leveraging the networks of the founding group and the Board of Trustees to identify key candidates and hires, including examining potential candidates from non-traditional careers that may have skills necessary to be successful at ROADS (such as individuals in external relations positions who could develop Real World partnerships or individuals in finance jobs to take on operations/finance roles)
- Focusing on recruiting a diverse staff, including individuals of color, staff who have overcome the challenges of poverty and applicants who have direct connections to the experiences of the ROADS student population

Hiring Process

In order to create and maintain an exemplary school, superior talent must be attracted, selected, cultivated and retained. In order to do so, the following steps must be followed when filling any position at the School.

1. Formal Resume and Cover Letter Review – All candidates, regardless of affiliation or connection to the School and/or Staff must submit a formal cover letter and resume, which will be reviewed by all members of the hiring committee. The hiring committee will contain no fewer than four persons, who are selected by the School Leader and Director of Finance and Operations.
2. Initial Telephone Interview – In order to preserve school time, candidates who pass the resume review will be contacted by the School Leader, the Director of Finance and Operations or a designee for a brief phone interview.
3. In-person Interview – Candidates who are selected via telephone interviews will be invited to the School for in-person interviews with no less than three staff members, though preferably more. Formal rubrics will be designed and completed by all interviewers for all candidates. Whenever possible, other staff members should be encouraged to observe or informally meet with potential new hires and provide feedback.

Attachment 21(a-e): Personnel

4. Live Scenarios – All staff must perform relevant work functions, under either time constraints or live observation. These scenarios will take a variety of forms, depending on the position in question and may include: sample lessons, project based-learning facilitation, lesson planning, mock-counseling sessions, mock-disciplinary scenarios, mock-parent engagement, mock-mediation, administrative tasks and/or writing samples.

While the Director of Finance and Operations is primarily responsible for coordinating the recruiting and interviewing process, all hiring decisions are ultimately at the discretion of the School Leader, who is encouraged to take all internal feedback extremely seriously. In the case of Director Level hires, the Board of Trustees will conduct additional interviews and scenarios, as if the School Leader sees fit.

At no time shall hiring decisions be influenced by considerations of: race, creed, national origin, age, handicap, gender, sexual orientation or marital status or any other attributes protected by federal, state or local law. ROADS Charter School is proud to be an Equal Opportunity Employer.

Retaining Staff

Inherent in the model, the most critical retention strategy ROADS will have is its “all hands on deck” culture as this will build investment in school outcomes at all levels and ensure that decision-making is being done fairly throughout the school environment. By hiring staff members that have the qualities highlighted above, ROADS will employ individuals who are passionate about the mission and are a good fit with the objectives and cultural aims of the school. This will help keep staff feeling supported and fulfilled and will be a critical to retaining high quality staff members. Additional retention strategies include:

- Constantly gathering and responding to staff feedback
- Paying higher salaries than other comparable schools, as well as including bonuses for exemplary work when appropriate
- Publicly recognizing successes throughout the staff so that all staff members feel recognized and supported
- Providing external professional development opportunities for continual learning and exploration by all relevant staff members
- Building sufficient time for planning into daily, weekly and annual schedules
- Working with staff to develop professional development plans and helping them make progress towards ultimate goals and outcomes

Attachment 21(a-e): Personnel

- (e) *Staff Input*
Please describe how staff will be involved in the charter school, in particular, in the governance and management of the charter school.
-

Staff input is a critical component of the ROADS model and has been built into the calendar and schedule in several ways.

Staff Meetings

Once a week, all teachers will have a school-wide check-in meeting to address issues as they arise. All of these meetings will be administrative in nature, providing an opportunity to coordinate and connect as an entire teaching staff for 30-45 minutes each week. In addition, there will be a weekly AmeriCorps member meeting facilitated by the School Leader.

There will be quarterly all-staff meetings that align to school-wide professional development days. These meetings will serve as an opportunity for both administrative and substantive debriefs, and provide real-time feedback to inform professional development. There will be specific time on the agenda during these meetings to address teacher needs and to collaborate on how to build the professional development offerings so that these needs are addressed.

Staff Input on Curriculum and Assessment

While ROADS Charter School will build from developed curriculum units where applicable, with significant curriculum development occurring during the pre-operational phase of the school, all teachers will be proficient in “backward mapping”—the skill necessary to design project-based units that are academically rigorous, aligned to state standards, and tailored to students’ academic levels and interests. With the support of dedicated curriculum development resources from the outset, as well as intensive initial trainings and ongoing professional development, teachers will provide input and continuously refine interdisciplinary units.

Every 7th week of the trimester, all staff will gather during common planning to review the results of students’ most recent math and reading interim assessment. They will analyze student achievement trends, examine student progress towards goals, and identify skills that need increased attention. They will also look for trends across individual students, groups of students, and specific classrooms. This review will simultaneously focus attention on literacy and numeracy—further driving home the School’s relentless pursuit to build ELA and math skills across the curriculum at all levels.

After examining student performance data, teachers will collaboratively develop re-teaching strategies. They will develop action plans and effectively execute proposed changes. They will also interface with school leaders and be afforded the opportunity to examine the school system as a whole—rethinking big-picture strategies, improving classroom conditions, changing the school curriculum, etc.

Between these six-week data review sessions, teachers will use staff check-ins, common planning time, and other ongoing mechanisms to collaboratively problem-solve student performance and assessment issues as they arise.

Leadership Positions

Leadership responsibilities and roles will be assigned to high-performing staff members as their supervisors deem it appropriate. For example, some staff members will be identified to participate in the School’s hiring committee responsible for selecting new staff.

Attachment 21(a-e): Personnel

As a relatively small team with an audacious agenda, it will be critical that communication structures are efficient and effective, and that every team member feels that he/she has an authentic voice within the school—particularly with regard to governance and administration. This core principle needs to be reflected in formal structures at the school level.

Attachment 22: Parent Involvement

Describe how the school will involve parents in the education of their child and in the governance and operation of the school.

Overarching Policy

Parents and/or guardians play a crucial role in the success of their children, even at the high school level. Parents have the ability to empower students with the willpower and know-how to succeed both in and out of the school building. While many of the prospective students of ROADS Charter School may not have both (or even one) parent in their lives, ROADS will establish a school culture that respects and encourages parents and guardians, as well as other adults in a student's life to be as engaged as possible so as to support the children's academic and overall development.

Some adolescents identify relatives, friends' parents, boyfriends and girlfriends, former teachers, counselors, mentors, staff from community-based organizations and other adults as people influential in their lives and helpful in assisting them to stay on track toward graduation. ROADS believes that it is fundamental to a student's success that the members of his/her "primary support network" be involved in the student's education and in the school community at large.

Types of Participation

ROADS' parent involvement policies will be inclusive of parents, guardians and other members of a student's primary support network as appropriate. Because of applicable laws, specifically the Family Educational Rights and Privacy Act, it is important to note that certain roles and responsibilities and the sharing of documents including information about individual students, will most often only be accessible by parents and guardians. Therefore, for purposes of this section, we will distinguish between these two sets of supports for students.

Parent/Guardian Participation

Parent and guardian participation may include one or more of the following:

- Holding the designated parent seat on the Board of Trustees (except that no parent employed by the school shall serve on the Board);
- Attending parent-teacher conferences;
- Engaging in initial and ongoing dialogue with school staff regarding student goals reflected in his or her Individual Life Plan (ILP);
- Contributing to all special education and ELL-meetings and decisions regarding the services to be delivered to the student;
- Monitoring student's academic and socio-emotional progress through report cards and progress reports;
- Attending meetings/hearings related to student's disciplinary proceedings;
- Serving as a member of the Parents Teacher Association (PTA); and
- Attending school events (e.g., celebrations, graduations, etc).

Primary Support Network Participation

Members of a student's primary support network may be involved in one or more of the following ways:

- Attending school events;
- Engaging in ongoing dialogue with school staff regarding student goals reflected in his or her ILP, with express parental consent; and
- Mentoring and supporting completion of schoolwork; and
- Assisting students in making sound choices.

Attachment 22: Parent Involvement

Participation by Both Groups

Both parents/guardians and members of a student's primary support network may participate in one or more of the following ways:

- Fundraising and support-gathering for student activities;
- Sponsoring of internships and other Real World opportunities;
- Volunteering time to work in the school office or at other school events;
- Contributing to Saturday enrichment classes, affinity groups and other supports that may be offered at the school during non-school hours; and
- Providing feedback on school policies and procedures via focus groups and working groups that may be created.

Other School-Based Supports to Encourage Adult Involvement

In addition to the various ways parents, guardians and members of primary support networks may be involved in the operations and decisions of ROADS Charter School, the School will also offer several additional supports that will involve parents in their children's education. For example, there will be one staff member (likely the Director of Student Support) who, among other responsibilities, will be charged with coordinating adult outreach to support students. This person will be responsible for interacting with parents, guardians and members of primary support networks on a day-to-day basis (though all other employees of the school will be responsible for this role as well, the identified staff member will act as an ombudsman for adult concerns and questions). Additionally, this staff member will monitor all school communications with parents to ensure that parents and guardians are being contacted both when the student has made progress and when the student is struggling. Parents and guardians will be contacted at least once per trimester and will be provided with an interim status update on the positive advancements and gains being made by their children.

Within the first year of the school's existence, a Parent Handbook will be created that will provide a guide to parents regarding all of the practices and procedures followed by the school. The Handbook will include information about special education services and parent participation, ESL services, Real World assignments, and more. The Handbook will also have copies of important forms both in English and Spanish and potentially other languages, as deemed appropriate by the school.

There will be a monthly newsletter sent to all interested members of the students' primary support networks that highlights the work students are doing, other activities being conducted around the school, upcoming opportunities to be involved, and more. Further, a school website will be maintained and will contain up-to-date information on all relevant issues, including, but not limited to, current contact information for various members of the school staff, students' internships and Real World assignments, student and parent rights, and information for quality service referrals. Key material on the website will also be translated for non-English speaking parents, if necessary. In addition, a parent contract that outlines parental rights and responsibilities will be considered prior to the school's launch.

A Parent Teacher Association (PTA) will be started during the school's first year of operation. One parent/guardian, selected by a majority vote of the PTA, will serve on the School's Board of Trustees.



January 12, 2011

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

To Whom It May Concern:

On behalf of Blue Ridge Foundation New York, I offer this letter to express our strong support for the ROADS Charter Schools, whose team is submitting an application for your review in early 2011. Blue Ridge identifies innovative, high-potential ideas and helps transform them into institutions that demonstrate practical, effective solutions to social problems. Since 2001, we have helped launch 16 organizations working on issues of education, criminal justice, youth development, and workforce development that help connect people living in high poverty communities to the resources, support and opportunities they need to realize their full potential.

We are excited by the innovative and important work that ROADS Charter Schools propose to undertake. We work closely with several organizations that serve young people who have disengaged from school or become involved in the juvenile justice system, and in each case these organizations struggle to find educational options which adequately meet the complex needs of their clients. There is a real need for ROADS' new approach. We believe that ROADS' holistic, research-based model is likely to help students who have been unsuccessful in traditional settings achieve their academic promise.

In supporting start-up organizations, Blue Ridge considers it essential to help new organizations build capacity. To that end, we accelerate the development of our grantees by surrounding them with resources—multi-year funding, office space, performance management tools, the community of our grantees as colleagues and collaborators, and hands on capacity building assistance from Blue Ridge staff. Typically our grantees receive funding support for three to five years before joining our alumni network.

Blue Ridge Foundation will provide our full range of support to Friends of ROADS, an umbrella organization that will initially help launch the two schools and support their operations after the launch phase. We expect our first year grant to Friends of ROADS to be for \$100,000. Additionally, we have linked Friends of ROADS to our fiscal conduit partner called FJC, A Foundation of Philanthropic Fund. We believe that supporting Friends of ROADS means re-envisioning what is possible in the field of urban education.

Blue Ridge Foundation is confident in the ROADS founding group's ability to develop and launch these charter schools and we look forward to our burgeoning partnership. Please do not hesitate to contact me if I can be of further assistance.

Sincerely,

A handwritten signature in blue ink that reads "Matthew Klein".

Matthew Klein
Executive Director

Centerbridge



Mark T. Gallogly
Managing Principal

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

January 12, 2011

To Whom It May Concern:

I am pleased to submit this letter of support for ROADS (Re-inventing Options for Adolescents who Deserve Success) Charter Schools. My wife, Lise Strickler, and I have committed \$250,000 to this effort because we are strong believers that disconnected youth in New York City deserve access to high quality educational opportunities.

Under the current system, the majority of existing schools do not adequately prepare these students for high school graduation, higher education or the workforce. Engaging this group of youth is critical and the costs of inaction are significant. For example, according to the most recent estimates, New York spends over \$240,000 per annum per incarcerated youth. Education-based solutions represent a far more cost-effective option than the alternatives.

Centerbridge Partners, the firm I cofounded, has a foundation which supports several successful charter school networks in NYC. We have seen firsthand that well run charter schools can serve as a model for innovation and reform. Though ROADS will face many challenges, I am confident in the leadership team's ability to develop a partnership and design a school structure that will give disconnected youth a better chance to achieve success. The model has the potential to be replicated in other urban areas struggling with many of the same issues.

Please carefully consider ROADS' charter application. I would be pleased to discuss my interest and support of ROADS [REDACTED] Thank you for your consideration of this important initiative.

Sincerely,

THE LEONA M. AND HARRY B.
HELMSLEY
CHARITABLE TRUST

August 12, 2010

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

To Whom It May Concern:

On behalf of The Harry B. Helmsley Charitable Trust, I write to express our strong support for the ROADS Charter Schools' application for your review this month. The Helmsley Trust is committed to a focus on serving disadvantaged students living the low-income and minority students in New York City. As a result, ROADS Charter Schools is a priority. For this reason, we were pleased to provide a planning grant. I will be happy to consider significant support should a charter be granted. The Helmsley Trust recognizes the vast need for educational opportunities for public school students – especially for low-income and minority children in urban communities.

ROADS Charter Schools' model, which is designed to deliver high results with fewer resources, pushes the existing system to re-imagine what is possible in providing a supportive environment that meets academic expectations, ROADS will ease social, economic, and racial face and address secondary pathways and employment.

Please let me know if I can be of further assistance. Sincerely,
[Redacted]

[Redacted] if you should have any questions.

Sincerely,

Richard F. McKeon
Program Director

newschools
venture fund

August 10, 2010

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

To Whom It May Concern:

For more than a decade, the NewSchools Venture Fund has been a leader in identifying, developing and supporting education entrepreneurs willing to take risks to create better solutions for students – particularly for low-income and minority children in urban communities. During this time, we have had an opportunity to make progress on a range of important education issues, and to identify the areas where the field has failed to move quickly or boldly enough.

The ROADS Charter Schools, which are submitting an application for your review this month, are addressing head-on one of the most complex challenges in the field: what to do with older students who are significantly behind their peers and at risk of dropping out. The model that ROADS has proposed appears to take advantage of the best of what we know works with this student population, and to introduce promising innovations where the answers are not yet known. Should the ROADS application be approved, NewSchools looks forward to future contact with the organization, a chance to learn more, and the opportunity to review a proposal for broader support.

Please feel free to contact me directly at the number listed below if I can be of any further assistance.

Sincerely,



Jordan Meranus
Partner
NewSchools Venture Fund



ROBIN HOOD



January 13, 2011

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

To Whom It May Concern:

Robin Hood is pleased to submit this letter of support on behalf of the ROADS leadership team's application for two ROADS charter schools.

In 2010, Robin Hood provided nearly \$130 million in grants (including capital) to organizations providing innovation solutions to the problems of poverty in New York City. We believe that education is one of the most effective tools for breaking the cycle of poverty. As a result, Robin Hood supports more than 35 high performing charter schools in New York City, allowing youngsters who would not otherwise graduate high school, the opportunity to graduate from high school and college. Since 1999, Robin Hood has given more than \$150 million to charter schools (including capital).

The ROADS charter schools will serve a population of students that Robin Hood is interested in: those students who are unlikely to graduate from a traditional public high school before the age of 21. At present, Robin Hood supports several transfer schools operated by Good Shepherd and SCO. If ROADS is granted a charter to launch in New York City in 2011, we will continue discussions to determine if there is an opportunity for us to support ROADS' efforts to serve a population of students at high risk for not graduating high school.

If we can help or provide further information, please feel free to contact us at [REDACTED] or [REDACTED]

Sincerely,



Emary C. Aronson
Managing Director, Education and Relief

826 Broadway, 9th floor New York, New York, 10003 telephone 212 227-6601 fax 212 227-6698 www.robinhood.org

Chair Alan D. Schwartz *Vice Chair* Lee S. Ainslie III *Vice Chair* Daniel S. Och Victoria B. Bjorklund Scott Bommer Peter F. Borish
Geoffrey Canada Maurice Chessa Steven A. Cohen Glenn Dubin Marian Wright Edelman David Einhorn Julius Gaudio Doug Haynes
Jeffrey R. Immelt Paul Tudor Jones II Peter D. Kiernan III Kenneth G. Langone Mary McCormick Doug Morris Gwyneth Paltrow
Robert Pittman David Puth Larry Robbins David M. Solomon Jes Staley Barry Sternlicht Max Stone John Sykes Harvey Weinstein
Brian Williams Jeff Zucker *Executive Director* David Saltzman

January 10, 2011

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

To Whom It May Concern:

I am writing in reference to the charter application from ROADS Charter Schools. Tiger Foundation, a regular supporter of charter schools in New York City, has been in conversation with ROADS representatives as they have developed their plan for the schools, and we offer this letter as a means of expressing our willingness to continue those conversations and to entertain a request for support from their organization should it be granted charters by New York State to open schools in New York City.

Tiger Foundation is committed to breaking the cycle of poverty in New York City and to improving the lives of those in need by investing in promising programs and fostering innovation. The foundation provides financial support and technical assistance to organizations operating within the five boroughs in three primary program areas: Education, Job Training, and Social Services/Youth Development. Since the passing of New York State's charter school law, we have supported a large number of charter operators (both charter management organizations and individual, non-networked schools) working to improve educational and life outcomes for New York City's students. With the recent lift of the charter cap, we are eager to continue our efforts in support of the charter school community as it grows in New York City, and we are seeking opportunities to further partner with organizations participating in this work – both those we have funded in years past and those we have not yet supported. Over the last two years (2009 and 2010) Tiger Foundation provided approximately \$5.3 million in support of New York City charter schools and their students.

Over the past several months, Tiger Foundation has been speaking with the ROADS leadership team as we share a common interest in the overage and undercredited population of New York City students who are either at risk of dropping out of school or have already done so. In addition to funding support for charter schools, Tiger Foundation provides financial assistance to several of the city's transfer high schools serving this population, and we support intermediary organizations working within a larger number of NYC DOE schools to improve educational opportunities for high school students. Because of this shared interest, and an understanding that more must be done for this population of students, we look forward to continuing our conversations with the ROADS leadership team as they further develop and launch their model.

Tiger Foundation employs an extensive due diligence process with all organizations under consideration for funding support. Thus, this letter is meant to serve as a means of

expressing our willingness to engage in the review and diligence process with ROADS, and is not, of course, intended as a commitment of financial support for the schools at this time. We look forward to following the Charter Schools Institute's review of the ROADS application and to seeing the results of SUNY's broader work in authorizing additional schools to open in New York City. We share with SUNY the goal of supporting New York City in its efforts to provide high-quality educational options for the growing number of students and families seeking the opportunities offered by the city's charter school community.

Please do not hesitate to contact me with any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Charles U. Buice', written in a cursive style.

Charles U. Buice
Senior Program Officer



January 5, 2011

**Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207**

To Whom It May Concern:

On behalf of Boys Town New York, Inc., I offer this letter to express our strong support for the ROADS Charter Schools, whose team is submitting an application for your review in early 2011. Boys Town New York has been providing care for children and their families in New York City since 1990 through our shelters and group homes. As part of our model of care for court-involved youth, we also provide a District 79 School in Brooklyn that serves 500 children per year. We understand the special challenges these children face and the attention they require to address their academic performance. We acknowledge the vast need for creating better solutions for public school students – especially for low-income and minority children in urban communities.

ROADS Charter Schools' strategic model, which is designed to achieve breakthrough results with students who have previously struggled, pushes the existing system to re-envision what is possible in the field of urban education. By providing a supportive environment with high academic expectations, ROADS will ease some of the challenges our most underserved youth face and increase their opportunity for post-secondary pathways and employment. If the ROADS Charter School Application were to be approved, we would be supportive of its long term success.

Please do not hesitate to contact me if I can be of further assistance.

Sincerely,

**Cynthia S. Armijo
President/Executive Director
Boys Town New York, Inc.**

444 Park Avenue South
New York New York 10016 | 212 725 4260
www.boystownnewyork.org

Saving Children, Healing Families



**Center for
Economic Opportunity**

January 6, 2011

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

To Whom It May Concern:

On behalf of the New York City Center for Economic Opportunity (CEO), I offer this letter to express our strong support for the ROADS Charter Schools, whose team is submitting an application for your review in early 2011. CEO was established by Mayor Bloomberg in 2006 to pilot and evaluate innovative solutions to poverty. Education is an important pathway out of poverty and over the past several years, CEO has implemented several educational programs for disconnected youth and those involved in the criminal justice system. We recognize there is a strong need to create better solutions for students – especially for low-income and minority children in urban communities.

ROADS Charter Schools' strategic model, which is designed to achieve breakthrough results with students who have previously struggled, pushes the existing system to re-envision what is possible in the field of urban education. By providing a supportive environment with high academic expectations, ROADS will ease some of the challenges our most underserved youth face and increase their opportunity for post-secondary pathways and employment. If the ROADS Charter School Application were to be approved, we would be supportive of its long term success.

Please do not hesitate to contact me if I can be of further assistance.

Sincerely,

A handwritten signature in black ink that reads 'Veronica M. White'.

Veronica M. White
Executive Director
NYC Center for Economic Opportunity



**Department of
Education**

Cathleen P. Black, Chancellor

52 Chambers Street
New York, NY 10007

+1 212 374 0200 tel
+1 212 374 5588 fax

January 6, 2011

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

To Whom It May Concern:

I offer this letter to express my strong support for ROADS Charter Schools.

In my role as Chancellor, I am struck by how critical it is that every student in New York City has access to a wide array of high-quality school options. Innovation and the creation of new educational models will bring us closer to ensuring every young person in this City obtains the 21st Century skills he or she needs to succeed.

Supporting the launch of ROADS is an extension of the DOE's commitment to over-aged and under-credited students – something I have already seen in action at transfer schools. While models like transfer schools and Young Adult Borough Centers (YABCs) are impressive and increase our ability to meet the needs of disconnected youth, we need more options nationally and locally to ensure our most struggling students can turn their lives around and achieve academic excellence. Charter schools offer additional flexibility in use of time, staffing, accountability approaches, and funding that will be helpful in reaching this often overlooked population.

ROADS is one example of the effort to rethink the standard model of what a school looks like. We must reach out to more families to involve them meaningfully in our work, improve the portfolio of school options available to families, work to place a great teacher in every classroom and develop strategies that help students meet higher standards to prepare them for college and careers. ROADS Charter Schools' focus on blended learning, competency-based pacing, workforce and youth development and holding all community members accountable at every level furthers these goals in every way.

I am confident that if approved, ROADS will meet its goals and continue its success for many years.

Please do not hesitate to contact me if I can be of further assistance.

Sincerely,

A handwritten signature in black ink that reads 'Cathleen P. Black'. The signature is fluid and cursive, with a long horizontal line extending to the right.

Cathleen P. Black
Chancellor



give a year.
change the world.

CITY YEAR NEW YORK

20 West 22nd Street, 3rd Floor
New York, NY 10010

PHONE 212.675.8881

FAX 212.647.9744

www.cityyear.org

August 10, 2010

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

To Whom It May Concern:

On behalf of City Year New York, I write to express our strong support for the ROADS Charter school application being submitted this month for your consideration.

First, based on our work in a range of school and youth-focused efforts across the New York City community, we are acutely aware of the need for better solutions for older students who have gotten off track. The ROADS model shines a light on a student population that certainly deserves more attention, while advancing an innovative approach to addressing longstanding problems.

Second, we are especially interested in ROADS schools' strategy to leverage AmeriCorps members to provide high-quality academic supports for students. As a national leader in the community service movement, we are well aware of the power of this approach. Not only does this strategy leverage federal funding at a time when states and localities are cash-strapped, but it also taps into the energy, passion and enthusiasm that AmeriCorps members bring to their service experience. The ROADS charter schools represent an exciting innovation and we stand ready to work in partnership with them to help ensure their success.

If you have any questions about our support for the ROADS schools, please do not hesitate to contact directly at the number listed above.

Sincerely,

Itai Dinour
Executive Director



NATIONAL LEADERSHIP SPONSORS



Boston • Chicago • Cleveland • Columbia, SC • Columbus • Detroit • Little Rock/North Little Rock • Los Angeles • Louisiana: Baton Rouge • Louisiana: New Orleans • Miami
Milwaukee • New Hampshire • New York • Greater Philadelphia • Rhode Island • San Antonio • San José/Silicon Valley • Seattle/King County • Washington, DC
International Affiliates: Johannesburg, South Africa and London, England



Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

August 12, 2010

Cami Anderson
Senior Superintendent
District 79

SUNY Charter School Trustees:

4360 Broadway
4th Floor
New York, NY 10033

It is with great pleasure that I submit this letter detailing District 79's intention to develop an ongoing relationship to ROADS Charters. We believe that collaborating with these proposed charters will help us meet our mission to empower students through rigorous instruction and quality support services.

P 917 521 3611
F 917 521 3649

District 79 will interface with the charter schools in three ways:

1. **Referral of students** – D79, through 5 Referral Centers for High School Alternatives and involuntary programs that serve students who are incarcerated and/or suspended, helps transition approximately 6,500 high school-aged students back to school each year. Often these students have a difficult time re-enrolling in their home schools (if they have one) or being accepted in other options for over-aged, under-credited students. Many of these students will be a good fit for ROADS charter schools. D79 staff will assist these students and families apply to the lottery.
2. **Sharing promising practices**– D79 has embarked upon many innovations and pilots to ensure disconnected youth succeed. Over the past three years, the district has amassed expertise in everything from effective literacy assessments for struggling adolescent readers, to mapping curricula with high interest to Regents content while meeting students where they are, to service learning. ROADS charter schools will undoubtedly invent promising practices as they refine their school model that are likely to be different than D79's core competencies. D79 schools and programs and ROADS charter schools will benefit from sharing promising practices in areas such as curricula, socio-emotional support, job readiness training, and staff development. In addition, from its inception, ROADS charters are envisioned as a learning lab for all professionals aiming to serve disconnected youth well. D79 staff may visit ROADS charters to observe classes in action and contemplate joint professional development. Both D79 and ROADS charters will consider collaborative efforts when it will enhance the ability of the respective organizations to meet their goals.

Some specific examples of collaboration between the two teams *may be* as follows:

- The Director of Literacy in D79 *may* meet/plan/collaborate with the Director of Literacy of ROADS charters to share promising practices on assessments and computer-based programs for adolescent non-readers.
- The Director of Student Support Services *may* collaborate with student support staff at ROADS charters to discuss everything from their approach to advisory to promising practices for managing goal-setting with students.

Cami Anderson

Senior Superintendent
District 79

4360 Broadway
4th Floor
New York, NY 10033

P 917 521 3611
F 917 521 3649

- D79 principals *may* meet with the ROADS principals to discuss tools for evaluating effective teaching and approaches for coaching teachers to get results with this unique population (including embedding youth development practices in the classroom).
- D79 staff *may* also collaborate with ROADS staff on Career and Technical Education (CTE) – sharing curricula necessary to obtain meaningful industry certifications and comparing notes on and/or contacts for securing work-based experiences that enhance student’s academic performance.

- 3. Measuring results** – ROADS charter will serve a similar population of students to D79 and other DOE programs such as transfer schools, YABCs, and the like. In order to ensure all students are succeeding at high levels, D79 and ROADS will track outcomes for all students with a specific focus on how well each is doing on graduating the “hardest to serve students” (e.g., 15 – 17 year olds, most under-credited, lowest readers). In order to track results effectively, ROADS charters – in accordance with policies and procedures set forth by the Chancellor’s Regulations – will be able to compare its success with over-aged, under-credited students to other programs in the Department of Education. ROADS charter will also benefit from D79 and DOE accountability tools that are public knowledge – such as transfer school reports cards, interim assessments, and “graduation on track” metrics.

We believe District 79 students will be better served as a result of this collaboration in the following ways:

- a) ROADS charters will be high-quality option to refer the “hardest to place” D79 students, and
- b) ROADS charters will develop model elements (e.g., curricula, teaching methodologies, advisory approach, staff recruitment/selection) that will help D79 leadership/staff envision success
- c) ROADS charters will serve as a model to see excellence in action *with a similar population of students*

Currently, District 79 staff engages in many of the activities described above with other public high schools, private schools, and charters who are getting beat-the-odds results with over-aged, under-credited students. The challenge is that there aren’t enough examples – and even places that are making impressive progress often don’t focus on 15 – 17 year old under-credited students. ROADS charters will be a welcome laboratory in the space, innovating to meet the needs of the very students D79 serves. While District 79 will continue to aggressively innovate to meet the needs of our students – ROAD charter has the benefit of being able to start something from scratch with key autonomies around staffing and time that allow for reform to be accelerated.

Sincerely,

//Cami Anderson//

Cami Anderson



NEW YORK CITY DEPARTMENT OF CORRECTION

Dora B. Schriro, Commissioner
75-20 Astoria Blvd., Suite 305
East Elmhurst, N.Y. 11370

718-546-0890
Fax 718-278-6022

May 3, 2010

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

To Whom It May Concern:

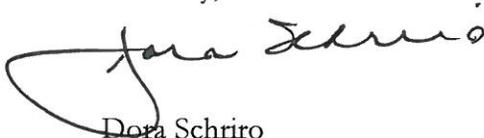
Each year, approximately 6,500 adolescents are admitted to the Department of Correction of New York City. The overwhelming majority of them have had tenuous relationships with the public school system prior to incarceration, making successful transitions back to community schools after release an improbability. Reconnecting these young people with educational options can often mean the difference between spending much of their adolescent and adult lives behind bars and leading meaningful lives as productive citizens of society.

During my tenure at the Department of Correction, I have worked closely with District 79 Superintendent Cami Anderson through the schools on Rikers Island. Superintendent Anderson and I share an interest in ensuring that younger inmates have options when they leave Rikers. The proposed network of charter schools will fill an existing gap in services for these adolescents. Incorporating the social and emotional supports that I believe this population needs while providing rigorous and engaging academic instruction and maintaining high school graduation requirements will help put these students back on track to success.

Though there are many transitional programs to combat recidivism among incarcerated adults, our younger inmates are often overlooked. Schools specifically tailored to their interests and needs will be a welcome alternative to engaging in negative behaviors.

My only concern is that the need among our youth for this kind of educational option will far outstrip the supply of services that this network of schools can provide, but I am certain that the schools' success will call for an expanded network. I look forward to the launch of these charter schools and recommend them for authorization.

Sincerely,



Dora Schriro

F·E·G·S

HEALTH AND HUMAN SERVICES SYSTEM

December 21, 2010

President
Stuart Oltchick

Chairman
Joseph Stein, Jr.

Chair, Education Services
Committee
Nancy Locker

Chief Executive Officer
Gail A. Magaliff

Executive Vice President
Ira Machowsky

Chief Financial Officer
Angela R. Falcone

Chief Operating Officer
Jonas Waizer, Ph.D.

Vice President
Education & Youth Services
Julie Farber

Associate Vice President
Education & Youth Services
Courtney Hawkins

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

To Whom It May Concern:

On behalf of FEGS Health and Human Services System, I am pleased to submit this letter of support for the ROADS Charter Schools, whose team is submitting an application for your review in early 2011. FEGS is one of the nation's largest and most diverse nonprofit health and human service agencies. Our Education and Youth Services Division provides education, career, and supportive services to 4,500 at-risk youth annually, helping them to graduate from high school, obtain a GED, explore and enter college, plan a career and obtain employment and make a successful transition to adulthood.

FEGS recognizes that there is a great need to create a variety of effective educational options for public school students – especially for low-income and minority children in urban communities. As such, we are very pleased to support the ROADS model, which pushes the existing system to re-envision what is possible for youth who have struggled in other educational settings. Importantly, the ROADS model recognizes that it is critical to set high academic expectations while at the same time providing a supportive and enriching environment. The ROADS model has great potential to ease some of the challenges our most underserved youth face and increase their opportunity for post-secondary pathways and employment. If the ROADS Charter School Application were to be approved, FEGS would be extremely pleased to explore the services and supports that an organization such as FEGS could provide to ROADS students.

FEGS encourages the Institute to respond favorably to the ROADS application. Please do not hesitate to contact me if I can be of further assistance.

Sincerely,



Julie A. Farber
Vice President, Education and Youth Services



305 Seventh Avenue, New York, NY 10001, Phone 212-243-7070, Fax 212-929-3412, TTY 800-376-0219
www.goodshepherds.org

December 30, 2010

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, New York 12207

To Whom It May Concern:

I am writing to express our strong support for the ROADS Charter Schools, whose team is submitting an application for your review in early 2011. As you may be aware, Good Shepherd Services developed the transfer school model for over-aged and under-credited high school youth and in our role as a Gates intermediary, we have created six such schools in collaboration with the New York City Department of Education, and have also worked in collaboration with New Visions for Public Education to create additional schools. We greatly appreciate the need to integrate vigorous instruction with best principles of youth development which are the cornerstones of our schools, and thus support the creation of the ROADS Charter Schools. Subsequently, we have been providing a range of multiple pathways to graduation models also in collaboration with the NYC Department of Education and we understand the need to create additional solutions for public school youth.

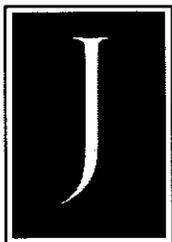
ROADS Charter Schools' strategic model, which is designed to achieve breakthrough results with students who have previously struggled, pushes the existing system to re-envision what is possible in the field of urban education. By providing a supporting environment with high academic expectations, ROADS will ease some of the challenges our most underserved youth face and increase their opportunity for post-secondary pathways and employment. If the ROADS Charter Schools Application were to be approved, we would be supportive of its long term success.

Please do not hesitate to contact me if I can be of further assistance.

Sincerely,

A handwritten signature in cursive script that reads "Paulette Lo Monaco".

Sr. Paulette LoMonaco
Executive Director



JOHN JAY COLLEGE
THE CITY UNIVERSITY OF NEW YORK
OF CRIMINAL JUSTICE

Prisoner Reentry Institute
John Jay College of Criminal Justice
555 W. 57th Street, Room 601
New York, NY 10019
<http://www.jjay.cuny.edu/pri>

January 11, 2011

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

To Whom It May Concern:

I write to you on behalf of the Prisoner Reentry Institute to support ROADS Charter School's January 2011 application. The Prisoner Reentry Institute serves as a bridge between research and practice for practitioners and policymakers in the reentry field. In this capacity, the Institute also designs and implements reentry program models that incorporate the use of education as an essential element of effective program models. We recognize the undeniable link between educational advancement, long-term success and reductions in the likelihood of (re)involvement in the criminal justice system. For this reason we also recognize there is a tremendous need to create better solutions for public school students at risk of involvement in the criminal justice system.

It is our hope that ROADS Charter School's strategic model will effectively reengage and achieve trailblazing results with youth who have been involved or are at risk for involvement with the criminal justice system. We expect ROADS's emphasis on a supportive and learning-conducive environment and high academic expectations will alleviate some of the barriers these youth face to educational achievement and long-term success. We gladly support ROADS Charter School's application and look forward to its emergence as an evidence-based model that works.

Please do not hesitate to contact me if I can be of further assistance.

Sincerely,

Ali Knight
Director

alknight@jjay.cuny.edu 646.557.4532. 555 West 57th Street, Suite 601, New York, NY 10019



THE NEW YORK CITY DEPARTMENT OF EDUCATION

JOEL I. KLEIN, *Chancellor*

OFFICE OF THE CHANCELLOR
52 CHAMBERS STREET - NEW YORK, NY 10007

May 3, 2010

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

In 2005, New York City began to rigorously study the life trajectories of the city's disconnected youth. What we discovered was a dire need to provide at-risk students, who were not well-served by traditional schools, with opportunities to get their lives back on track. Subsequently, the Department of Education implemented a range of diverse and innovative programs – Transfer Schools, Young Adult Borough Centers, and GED programs – to help these students finish high school and transition to college or the workplace. While many of these efforts to provide students with multiple pathways to graduation have been highly successful, we still lacked strong options for the most disconnected youth: students aged 15 to 17 with very few credits. As a result, I challenged Cami Anderson, the Superintendent of District 79, to think creatively about how we could reach this population.

The network of charter schools that Cami is proposing is the result of that challenge. These schools will provide over-age, under-credited students with a promising opportunity to get back on track for college and career success. Drawing on the recent successes of District 79's work with disconnected youth under Cami's leadership, the schools will incorporate a rigorous project-based learning approach infused with college and career readiness skills and social and emotional supports. The schools will also utilize extended learning time and use personnel creatively to reach students. I am excited about the potential for these schools to accelerate learning, ensure that students meet high school graduation requirements, and put them on the path to academic and life success.

I believe this network of schools is strategically positioned to leverage District 79's expertise, while maximizing the benefits of the charter structure. Since the schools are being incubated in active partnership with the NYC Department of Education, my team and I will be working closely with Cami on school development and scale-up.

There can never be too many high-quality schools, particularly for those students that deserve a second chance at becoming productive citizens of our community. It is therefore without reservation that I recommend these schools for authorization.

If I can be of any further assistance, please do not hesitate to reach out to me.

Sincerely,

A handwritten signature in black ink, appearing to read "Joel Klein", written over a light blue horizontal line.

Joel I. Klein
Chancellor

OBT OPPORTUNITIES FOR
A BETTER TOMORROW
Building careers through confidence, discipline and professionalism

January 7th, 2011

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

783 Fourth Avenue
Brooklyn, NY 11232
P: 718-369-0303
F: 718-369-1518

25 Thornton Street
Brooklyn, NY 11206
P: 718-387-1600
F: 718-387-5005

280 Wyckoff Avenue
Brooklyn, NY 11237
P: 718-381-3222
F: 718-381-3220

info@obtjobs.org
www.obtjobs.org

To Whom It May Concern:

On behalf of Opportunities for a Better Tomorrow (OBT), I offer this letter to express our strong support for the ROADS Charter Schools, whose team is submitting an application for your review in early 2011.

OBT is a 27-year-old nonprofit organization in Brooklyn, New York, that serves low income, at risk individuals who are lacking the academic, occupational, and life skills needed to attain self-sufficiency. OBT provides GED preparation, job training, job placement, retention support and college access for out of school youth, ages 17-21; internships for youth, ages 17-24; direct job placements for adults; literacy and English language classes for speakers of other languages; and referrals to needed social services. OBT has been recognized for its innovative education and employment model by the New York Times, New York Life Foundation and Robin Hood Foundation.

OBT acknowledges the need for creating diverse solutions for public school students – especially for low-income youth in urban communities. ROADS Charter Schools' strategic model aims to provide a supportive environment with high academic expectations, easing some of the challenges faced by some of the most underserved youth and increasing their opportunity for post-secondary pathways and employment. OBT was happy to participate in a ROADS' initiated discussion on best practices utilized in the field by those serving disconnected out of school youth, in order to create better in-school solutions for the academic and social challenges of this target group.

OBT supports ROADS effort to re-envision what is possible for low income youth attending public schools in an urban environment. If the ROADS Charter School Application were to be approved, we would be supportive of its long term success. Please do not hesitate to contact me, (718) 369-0412, if I can be of further assistance.

Sincerely,



Randolph Peers
Executive Director

□ **DISTRICT OFFICE**
1041 CASTLE HILL AVENUE
BRONX, NY 10472
(718) 792-1140
FAX: (718) 931-0235

□ **CITY HALL OFFICE**
250 BROADWAY, ROOM 1781
NEW YORK, NY 10007
(212) 788-6853
FAX: (212) 788-1656
apalma@council.nyc.com



THE COUNCIL OF
THE CITY OF NEW YORK

ANNABEL PALMA

COUNCIL MEMBER, 18TH DISTRICT

CHAIR
GENERAL WELFARE

COMMITTEES
LAND USE
STANDARD & ETHICS
YOUTH SERVICES

SUBCOMMITTEES
LANDMARKS, PUBLIC SITING & MARITIME USES

August 11, 2010

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

To Whom It May Concern:

I am writing to express my support for The ROADS Charter Schools, which are dedicated to meeting the needs of vulnerable students by providing innovative alternatives.

While there have been vast improvements in public education over the past decade with such advances as universal Pre-K, smaller class sizes and new small schools, many of our city's students continue to be underserved and struggle to succeed. One of the issues that seem particularly acute is the dropout crisis, as students fall out of the education system earlier and earlier.

The ROADS model will provide an opportunity for 15-17 year olds, who might otherwise end up with low paying jobs, underemployed or incarcerated, with a viable option to prepare for college and career. What strikes me most about the model is how it thoughtfully combines academic, youth and workforce development. I strongly believe that all students - and particularly this target population - require and deserve the appropriate and responsive resources the ROADS model provides.

I wholly support the ROADS Charter Schools application and would welcome any opportunity to bring ROADS into my community, including funding once the charter is approved. Please do not hesitate to contact me if I can be of any further assistance.

Sincerely,

A handwritten signature in black ink, appearing to read "Annabel Palma".

Annabel Palma
New York City Council Member
District 18, Bronx

233 Broadway, 12th Floor
New York, NY 10279

Tel: (212) 334-1300
Fax: (212) 941-9407
www.vera.org



January 7, 2011

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

To Whom It May Concern:

I am writing on behalf of the Vera Institute of Justice to express our strong support for the ROADS Charter Schools, whose team is submitting an application for your review in early 2011. The Vera Institute has a 50 year history of joining research and analysis, expert assistance, and program innovation to plan, implement and evaluate improvements in systems that deliver justice, such as courts, immigration, law enforcement and social services. We have worked in schools and on education issues, and in October 2010 released a publication entitled, *"Getting Teenagers Back to School: Rethinking New York State's Response to Chronic Absence."* Vera recognizes the urgent need to create better solutions for public school students – especially for low-income and minority children in urban communities.

The model proposed by ROADS is innovative and intelligent, bringing together established best practices in academics, workforce development, and youth development to expand the possibilities of urban education. Focusing on those least served by existing systems, ROADS will bring disconnected youth into a "second-chance" program designed to challenge them academically, preparing them for postsecondary education and employment. We at Vera know and have worked with a number of the members of its Board of Directors, and consider ROADS Charter Schools well-positioned to achieve its ambitious goals.

Please do not hesitate to contact me if I can be of further assistance.

Sincerely,

A handwritten signature in blue ink, appearing to read "MJ 76".

Michael Jacobson
President and Director

BOARD OF TRUSTEES

John F. Savarese
Chair

Michael P. Jacobson
President

James K. Bredar
Edward P. Brynn
Karen S. Burstein
Zachary W. Carter
William P. Dickey
Richard G. Dudley, Jr.
Dean M. Esserman
Saul A. Green
Robert H. Henry
Sally T. Hillsman
Sandra A. Lamb
Eric Lane
Susan Powers Lodge
Richard J. Mack
Catie Marshall
Joseph F. McDonald
Theodore A. McKee
Orlando Rodriguez
Frederick A. O. Schwarz, Jr.
Karen P. Seymour
Alan Vinegrad

HONORARY TRUSTEES

Norborne Berkeley, Jr.
Nicholas de B. Katzenbach
Richard L. Menschel
Michael E. Smith
Christopher E. Stone
Herbert Sturz
Patricia M. Wald

Attachment 23: Evidence of Community Support

Provide a plan for public outreach that conforms to the process prescribed by the SUNY Trustees (herein and in the Scoring Rubric) for the purpose of soliciting community input regarding the proposed charter school and to address comments received from the impacted community regarding student educational and programmatic needs. Discuss any methods or strategies to be used to inform the intended community stakeholders about the proposed charter school and engage them in considering its establishment. Describe methods or strategies to be used to gauge community interest and support for the proposed charter school. In addition, the plan must also indicate the related documentation to be submitted to the Institute.

The Need for a Charter School for Disengaged Youth

As we have stated elsewhere in this application, there is tremendous need for a charter school with this mission. Each year, nearly 140,000 young people in New York City become overage and under-credited, making a high school diploma all but impossible. Half remain connected to the school system with a 15% likelihood of graduating, and the other half are *entirely* disconnected from the education system with less than a 5% chance of obtaining even a GED.

Evidence of Public Outreach

The founding group has conducted a tremendous amount of community outreach since the original concept for the school was contemplated in 2009. As explained more thoroughly in "Attachment 07 - Proposal History," the founding group conducted small outreach meetings, larger community meetings, and other direct communication with community members to publicize and get feedback for the ROADS model.

While ROADS is applying to be located in a specific Community School District (CSD), the School also predicts it will draw students from all over New York City. Further, the School will connect students to internships and mentor opportunities in various locations. For purposes of community engagement, the founding group reached out to community organizations and stakeholders both in the individual CSD, as well as citywide.

Community Interest and Support

Through its outreach efforts, ROADS Charter School has received explicit support from many community stakeholders. Support has manifested in several ways: (1) through dollars pledged; (2) through suggestions of formal partnerships for services such as wrap around supports (currently being pursued); (3) through positive feedback; and (4) through suggestions for informal collaborations/partnerships.

The following Letters of Support are attached to this application:

Funder Support Letters:

- Helmsley
- New Schools Venture Fund
- Tiger
- Robin Hood
- Mark Gallogly
- Blue Ridge Foundation

Community Support Letters:

- City Year
- Department of Corrections
- Council member Palma's office
- FECS
- Good Shepherd
- John Jay College (CUNY)
- Boys Town
- CEO

Attachment 23: Evidence of Community Support

- Opportunities for a Better Tomorrow
- Vera
- District 79
- Former Chancellor Joel Klein
- Chancellor Cathleen Black

Attachment 23: Evidence of Student Demand

Looking at evidence from District 79 schools, it is clear that there is a stark demand for a school like ROADS in New York City.

The Citywide Need

Each year, nearly 140,000 young people in New York City become over-age and under-credited, making a high school diploma all but impossible. See Attachment 04 - Community Need and Impact for statistics on over-age under-credited students in New York. Due to complexity, inertia, and a lack of imagination, traditional public schools continuously fail these students, often contributing to the factors that lead them to drop out and rarely re-engaging them when they do.

This area of need has not gone without notice. The New York City Department of Education has created a set of educational options for over-age, under-credited students, primarily through the work of the Office of Multiple Pathways to Graduation (OMPG) and District 79: Alternative Schools and Programs. While significant improvement has been made over the past few years, the Department of Education's ability to serve younger, 15- to 17-year-old disconnected students is limited. State legislation prohibits younger students from enrolling in GED programs until age 17, and alternative diplomas often are not ideal outcomes for younger students. Many of the options already available for over-aged, under-credited students target students who are older and have some degree of eligibility criteria, such as a minimum number of credits. Further, even when students do connect to existing options, the effectiveness of these programs remains limited by the insufficient supply of seats available and by various regulatory requirements that were not developed with these "most at-risk, hardest to serve" students in mind. State and local requirements for schools—particularly those dealing with issues of accountability, content and scheduling—severely restrict educators' abilities to creatively meet the unique needs of disconnected youth.

An entirely new approach is needed.

Statistics Demonstrating Demand

Over-age and Under-credited Students

In 2007, there were 21,100 students in 8th grade who were one or more years older in age than their peer cohort.¹ Studies show that of these students, over 90% of them who enroll in a DOE high school become over-age and under-credited high school students. These students are overwhelmingly the students who end up disconnected from school and/or dropping out.

Over-age and under-credited students fall behind early, and once they are behind, they are substantially more likely to drop out.² According to one study, 84% of students who are 16 years old with fewer than eight credits end up leaving the system. 57% over over-age and under-credited students have fewer than 11 credits (just over 37,000 students). Many of these students are looking for alternative options. Current DOE options - transfer schools and YABCs - are often over-subscribed or have eligibility criteria that the youngest, furthest behind students cannot meet. This is where a school like ROADS provides an option.

¹ The Parthenon Group, Multiple Pathways, Follow-up Analysis, July 09, 2008.

² Office of Multiple Pathways to Graduation Study, Summary Findings and Strategic Solutions for Overage, Under-credited Youth, October 2006.

Attachment 23: Evidence of Student Demand

Students Transitioning From District 79

Data from District 79 demonstrates just how great the need is for a school like ROADS. Several thousands of New York City students under the age of 18 transition from various school settings every year and in that process many of those thousands get lost and end up disconnected. Having an option like ROADS will give those students an option designed just for them.

For example, looking at data from the first four months of this school year, District 79 Referral Centers (drop in centers to help young people connect to the right educational options) saw just under 4,000 students, almost 1,200 (30%) of whom were between the ages of 15 and 17, seeking an alternative to their current educational placement (or seeking to reengage if they were not already attending).

Indeed, data from last school year from the Referral Centers shows that of the 6,599 students visiting a Center, 33.6% (2,212 students) were under 18 years old, the overwhelming majority of which were 17. The students are ready to engage in school and they come to Referral Centers to be connected with the right option. For many of them, ROADS will be a great fit.

RC Visits SY 09-10

Age	# of Students	% of Students
14 years old & Under	6	0.1%
15 years old	32	0.5%
16 years old	196	3.0%
17 years old	1978	30.0%
18-20 years old	4286	64.9%
21 years old & Older	94	1.4%
No birth date given	7	0.1%
Total Visits	6599	

Further, even beyond looking at students who appear at Referral Centers, the following chart illustrates the substantial numbers of students transitioning from a District 79 high school transitional program (not necessarily visiting a Referral Center) who would likely be eligible and interested in attending ROADS:

	Total number discharged SY 2009-2010	Total number discharged 15-17 year olds (%) SY 2009-2010
East River Academy	2889	1082 (37.5%)
Passages	1703	1635 (96%)
Phoenix	439	329 (74.9%)
Restart	1232	888 (72.1%)

Whether counting from students transitioning from voluntary and involuntary alternative options or starting with students who are themselves determined to find a better school placement, the undeniable evidence demonstrates there is a substantial need for a school that addresses the needs of these students.

Attachment 23(a-d): Community Support

(a) *District Support*

Describe any explicit support for this proposal from the district in which the school intends to be located and provide supporting evidence. In addition, describe the school's intended strategies for establishing and maintaining an ongoing relationship with the local school district, including any foreseen opportunities or challenges.

The ROADS model enjoys strong support from the Department of Education, and will also be well-positioned to foster innovation and share practices with other high school options developed by DOE's Office of Multiple Pathways to Graduation, including transfer high schools and Young Adult Borough Centers (YABCs). ROADS will share ideas with the DOE's District 79: Alternative Schools and Programs (D79), as both organizations will serve similar types of students and face similar student issues.

District 79 will interface with the charter schools in three ways: (1) referring students, (2) sharing promising, and (3) measuring student results (specific details of which are shared throughout this application):

Referring Students

D79, through 6 Referral Centers for High School Alternatives and programs in voluntary and involuntary setting (e.g., Rikers Island, suspension centers, juvenile justice sites) helps transition approximately 6,500 high school-aged students to high school each year.

Often these students, many have a difficult time finding a suitable high school option for several reasons:

1. Some students do not have a home school to which they should return because they are new to the system or they have previously dropped out and have discharged from the system.
2. Some students who have a home school may not thrive by going back there but do not necessarily qualify for a "transfer" into a new high school.
3. Many lack the reading level, credits, or regents requirement to qualify for transfer schools and YABCs.
4. Many require additional support that a school like ROADS can provide to succeed.

Many of these students will be a good fit for ROADS Charter Schools and when appropriate, D79 staff will make students and families aware of the ROADS option.

Sharing Promising Practices

D79 schools and programs and ROADS Charter Schools will benefit from sharing promising practices in areas such as curricula, socio-emotional support, job readiness training, and staff development. There are few programs and schools in the country that have achieved the kind of breakthrough achievement results that ROADS and District 79 are aspiring to achieve. Each entity will invent pieces of models that will help moves towards their respective and shared visions. Sharing promising practices will make each entity better able to meet the needs of their students and produce results.

D79 has worked tirelessly on several innovations and practices/pilots to ensure disconnected youth succeed. Over the past three years, the District has amassed expertise in serving disconnected youth on topics including but not limited to:

- Using effective literacy assessments to focus instruction and accurately measuring gains for struggling adolescent readers;
- Developing and assessing high-quality partnerships with community-based-organizations to align with educational goals;

Attachment 23(a-d): Community Support

- Mapping curricula with high interest to Regents content and while meeting students where they are;
- Practical ways to increase the likelihood of college and career readiness;
- Scheduling staff members to maximize time in the classroom, while also allowing for time for socio-emotional supports (e.g., advisory, counseling); and
- Implementing engaging and academically relevant service learning opportunities in schools.

ROADS Charter Schools will also invent promising practices as the school model is refined. Because of the unique nature of the model, the core competencies of ROADS are likely to be different (and complimentary) to those of D79. Innovations are likely to be focused on key aspects of the school model, such as:

- Extended learning time and staggered staffing structures;
- Teacher recruitments, selection, and training;
- Flexible curriculum design and self-paced modules;
- Consistent enrollment of students all the way to graduation; and
- Mentoring and community partnerships to further educational opportunities for students.

From its inception, ROADS Charters are envisioned as a learning lab for all professionals aiming to serve disconnected youth well. D79 staff will visit ROADS Charters to observe classes in action and there will likely also be joint professional development offerings. Both D79 and ROADS Charters will consider collaborative efforts when it will enhance the ability of the respective organizations to meet their goals.

Measuring Results

ROADS Charter Schools will serve a similar population of students to D79 and other DOE programs such as transfer schools, YABCs, and the like. In order to ensure all students are succeeding at high levels, ROADS will seek the advice and cooperation of District 79 in tracking outcomes for all students with a specific focus on how well each is doing on graduating the “hardest to serve students” (e.g., 15 – 17 year olds, most under-credited, lowest readers).

In order to track results effectively, ROADS Charters – in accordance with policies and procedures set forth by the Chancellor’s Regulations – will be able to compare its success with over-aged, under-credited students with thousands of other students enrolled in DOE programs. An information sharing MOU will be entered into between the two entities and important privacy laws, including the Family Educational Rights and Privacy Act (FERPA), will be followed in sharing data.

ROADS Charters will also benefit from D79 and DOE accountability tools that are public knowledge – such as transfer school reports cards, interim assessments, and “graduation on track” metrics.

This relationship will be reciprocal and District 79 students will be better served as a result of this collaboration in the following ways:

1. ROADS charters will be high-quality option to refer the “hardest to place” D79 students;
2. ROADS charters will develop model elements (e.g., curricula, teaching methodologies, advisory approach, staff recruitment/selection) that will help D79 leadership/staff envision success; and
3. ROADS charters will serve as a model to see excellence in action with a similar population of students

Innovation is continual and consequently, the relationship between ROADS and D79 will be cultivated through frequent meetings, ongoing communication and joint professional development opportunities. As ROADS continues to develop partnerships, the schools will also focus on information sharing with DOE transfer schools, YABCs and other innovative educational models throughout the City.

Attachment 23(a-d): Community Support

In addition, once a specific location is selected for ROADS Charter School, additional outreach efforts will be made the superintendent(s) of proximate geographic districts to pursue opportunities for dialogue, data sharing, and sharing of most effective instructional practices.

For more information, please refer to "Attachment 23 - Evidence of Community Support – Letters from Chancellor Joel Klein and District 79" for additional details on the New York City Department of Education's and District 79's support for ROADS Charter School.

Attachment 23(a-d): Community Support

(b) *Community Support*

Describe any explicit support for this proposal from community stakeholders or others and provide supporting evidence.

ROADS Charter School has received explicit support from many community stakeholders through the planning process. Support has manifested in several ways: (1) through dollars pledged; (2) through suggestions of formal partnerships for services such as wrap around supports (currently being pursued); (3) through positive feedback; and (4) through suggestions for informal collaborations/partnerships.

For more information about community outreach and letters of support, please see "Attachment 07-Evidence of Community Outreach" and "Attachment 23 - Evidence of Community Support."

Attachment 23(a-d): Community Support

(c) *Student Demand*

Describe the student demand for the school that would allow you to meet your intended enrollment figures and provide supporting evidence.

ROADS aims to serve students 15-17 who have few to no credits and/or who have had some exposure to the juvenile justice system. In short, ROADS will serve the “hardest-to-reach”, the “furthest behind”, and/or the “least desirable” of the disconnected youth population. These quotes indicate direct comments often uttered by advocates, educators, and families in describing this group of students -- not the core beliefs of the founding group. The very idea for ROADS was developed not only to fill a significant student demand that is unmet but also to serve as an example for all secondary schools that every student can achieve academic excellence.

Unfortunately, the student demand for ROADS will far exceed the supply at the outset. We offer the following as evidence:

1. Demand:

- DOE students who finish 8th or 9th grade far off-track from high school completion. Each year, approximately 21,100 students in 8th grade who are one or more years older in age than their peer cohort.¹ These students are overwhelmingly the students who end up disconnected from school and/or dropping out.
- District 79 students. District 79 facilitates transitions for approximately 4,000 students (15 – 17) who are either returning to school from involuntary programs or reentering school through Referral Centers for High School Alternatives.
- Juveniles involved in the juvenile justice system. Approximately, 5,387 young people are admitted to the New York City Department of Juvenile Justice and scores more are already in the system.²

2. Lack of Supply:

- Lack of supply of schools focused on the youngest students with the fewest credits. Only 14 of 36 transfer schools, according to published admissions criteria admit the youngest students with no credits for a total of around 3800 seats (a large percentage of which do not fill their incoming classes to capacity). Wildcat Academy is the only charter that aims to serve some of these students – approximately 500 overall with less than 100 fitting the ROADS target profile.
- Letters of support from “community members” (defined as stakeholders who are dedicated to the success of students involved in the juvenile justice system). Advocates, families, other schools, and juvenile justice reformers are clear ROADS is filling a critical gap in the portfolio of offerings in NYC.

While there is some overlap in the populations described in 1 and 2 (impossible to know exactly how much) – anecdotally, it is very little. Therefore, the ROADS founding group feels that there are a tremendous number students each year need a school like ROADS and that there are only a minimum number of seats currently available for those students.

¹ The Parthenon Group, Multiple Pathways, Follow-up Analysis, July 09, 2008.

² CJIS Report from Department of Juvenile Justice Website, Fiscal Year 2010.

Attachment 23(a-d): Community Support

(d) *Proposal Opposition*

Describe any known opposition to this proposal, including the individuals or organizations and their rationale for opposing your school, and explain any efforts you have made to address or respond to their concerns. Indicate whether opposition to your school could impede your ability to successfully implement your program and, if so, how you intend to overcome those challenges.

Potential Opponents

There are three strands of potential opposition to this application, though we are not entirely clear about where the opposition is actually coming from. However, for purposes of this section, it is helpful to understand all three.

General Charter Opponents

Individuals and groups that are commonly known to oppose charter schools in New York City have questions regarding the nature of District 79's involvement with ROADS. As described in this application, District 79/the DOE supports the ROADS concept and plans to consult with ROADS in certain ways, but would not be involved in the operation or oversight of the school. District 79's mission is to provide educational opportunities for disconnected youth and as such, it is in the interest of serving the same population that these two organizations will be working together.

Alternative Metrics

There are also some opponents who might believe that ROADS cannot achieve the results it puts forth in this petition and instead believe that ROADS should have established criteria for who it will accept and what expectations it has for its students. However, the entire notion of a charter school assumes the school is open to all who are eligible (unless a random lottery is necessary) and ROADS wants to take that a step further to prioritize the students who are most behind their peers. It is a fundamental belief of the School that these students can achieve, can obtain Regents Diplomas and will be tomorrow's leaders if accessed by the right people in the right ways. It is based on this belief that ROADS specifically rejects alternative metrics for students.

Taking Students from GED Programs

Some organizations that run GED preparation programs throughout New York City are concerned that ROADS will "compete" with their programs and will take students away from them. However, this is not the case. GED reform throughout New York City is attempting to get the students for whom GED is an appropriate alternative into preparation programs and return the rest of the students to high school. ROADS is also designed to attract students for whom a high school diploma is the ultimate outcome.

Addressing the Concerns

Through public engagement and community outreach, the founding group has attempted to educate members of the opposition regarding the model and the reasons why ROADS will be a great option for students who meet the preference criteria. Additionally, as the charter is issued and plans to launch the school solidify, more meetings and outreach will be conducted to prevent opponents from serving as a block to the start of the school. Typically, in the past, when we have explained the model to individuals contemplated to be opponents, it has turned out that they are overwhelmingly supportive of the school once they understand the details. We are hoping that as we continue to discuss the model with more community partners, this will continue to be the case.

Attachment 24: Student Recruitment and Retention

(a) Enrollment

Explain how the proposed school will meet or exceed the enrollment targets established by the SUNY Trustees for (i) students with disabilities, (ii) students who are English language learners, and (iii) students who are eligible to participate in the federal free and reduced-price lunch program. Your response should address:

- *The recruitment strategies you will employ to attract students to your school, including outreach to parents in the community for whom English is not their primary language;*
- *Any at-risk admissions factors or preferences you would offer that would increase the likelihood of enrolling targeted students; and*
- *Methods for evaluating the efficacy of your recruitment and enrollment efforts during the charter period.*

Note: The school's admissions policy should be submitted separately as Attachment 36.

Admissions Factors

As the school's Admissions Policy is specifically designed to attract students that would be considered "at-risk" for purposes of this application, it is likely that the basic recruitment strategies used by the school will be helpful in identifying students with disabilities, English Language Learners and students who qualify for free and reduced-price lunch. Enrollment preferences include students with that possess one or more of the following characteristics:

- History of criminal justice involvement;
- Involvement with foster care system and/or child welfare system;
- Fewer than eight credits; and
- One year behind their graduation cohort.

Based on current trends and data from comparable populations of students, if ROADS enrolls students targeted students who have one or more of these qualifications, the school will also be targeting high percentages of students with disabilities, ELLs and students who qualify for free and reduced-price lunch. For example, District 79 enrolls disconnected and court-involved youth and has higher populations of these students than the DOE as a whole.

General recruitment strategies that will be used to generate interest in ROADS from the preferred populations include:

- Contacting social workers, probation officers, welfare officials and people in similar occupations and give them information that they in turn can give to families with whom they work;
- Focusing on general publicity strategies, such as posting fliers at local supermarkets, community centers and other locations in neighborhoods with high concentrations of over-aged, under-credited students;
- Developing partnerships with government agencies, community based organizations that serve formerly incarcerated students and/or provide transitions services for students so all staff members are able to intelligently speak about the ROADS model and help students apply;
- Working closely with staff at District 79 Referral Centers for High School Alternatives to educate their counselors about which students might be a good fit and how to apply to ROADS (these one-stop centers whose mission is to help reconnect disconnected youth to school served approximately 10,000 students last year of whom about 30% would be characterized as "at-risk" for purposes of this petition);
- Holding informational meetings to explain the ROADS model to prospective parents and to answer any questions they might have; and
- Researching and creating links with education websites that will post information about ROADS.

Attachment 24: Student Recruitment and Retention

Additionally, once the schools are launched, other strategies will also be employed:

- Using the school's website to disseminate information in multiple languages about the school model and how to apply;
- Hold monthly school tours and/or community meetings to inform interested parents (and get current parents to speak at these meetings about the school);
- Encouraging teachers and other staff members to reach out to parents of students on the waiting list to find out what the students' plans are and how they might assist in helping students, if appropriate; and
- Providing after school and weekend programs for parents and families, in addition to excellent customer service to all school community members, so that word of mouth will be one of the school's most valuable recruitment tools.

Meeting Enrollment and Retention Targets

ROADS Charter School I will be located in New York City. The founding group is currently prioritizing aligning student need (concentrations of high need student populations) with good transportation options, as it is known that students will travel to the School from a variety of neighborhoods. At this time, based on the data, the founding group is directing the search to Central Brooklyn (particularly near Crown Heights, which will enable pull from East New York, Crown Heights, and Bedford Stuyvesant). ROADS is confident, because of the prevalence of the target population throughout the City, that geography will not pose a problem, as long as there is good transportation access. ROADS Charter School is currently seeking space in Community School District (CSD) 17.

It is likely that the School will enroll a higher percentage of students with disabilities, English Language Learners and students who qualify for free and reduced-price lunch than CSD District 17. Citywide and District 79 figures are included here as a comparison.

Population	NYC District 17	NYC Citywide Percentage	District 79 Percentage ¹ (2009-2010)
English Language Learners	8.8%	14.1%	19%
Students with Disabilities	12.1%	14.0%	25%
Free and Reduced-Price Lunch Students	87.2%	76.6%	-50%

Students with Disabilities

Given the young people ROADS will serve, all recruitment strategies for disconnected youth will attract a larger than average population of students eligible for special education services. ROADS will not discriminate in admission and enrollment practices on the basis of a student having or suspected of having a disability.

Based on this data, ROADS will use the strategies outlined in the sections about Students with Disabilities, as well as the Admissions Policy to recruit, enroll and retain at least 12.1% of the student population to be students with IEPs.

As part of its recruitment of students, ROADS Charter School will use the following specific strategies to recruit students with disabilities:

¹Figure for Alternative Programs serving students 21 years and under

Attachment 24: Student Recruitment and Retention

- Reaching out directly to D79 staff, special education staff at nearby high schools, and other professionals who work with disconnected youth to explain the special education services delivery model;
- Conferencing with parents of students with disabilities to explain how the school focuses on differentiation and other teaching strategies that are typically successful for students with different learning styles;
- Forming recruiting partnerships with agencies that serve disconnected youth, paying particular attention to partnerships with organizations that work with students with disabilities;
- Conducting outreach to the organizations that support charter development in New York City to get the word out about how the ROADS model is specifically designed for students with all types of learning needs; and
- Including an explanation of the school's special education supports (e.g., focusing on self-pacing and highly individualized courses which are often effective for students with some disabilities) and will encourage all types of learners to apply at all outreach and informational events.

Attracting ELL Students

Similarly, ROADS will seek to recruit, enroll, and retain at least 8.8% ELL students. Specific strategies will include:

- Creating recruitment and application materials in English, Spanish, and Chinese. ROADS will also remain responsive to community needs and if it seems that a large percentage of applicants need those materials in other languages, they will be translated accordingly. Informational fliers on the school will be translated through the New York City government's translation services;
- Having a Spanish-speaking staff member to, or hiring a Spanish translator for, recruitment events to help promote the school and answer the questions of Spanish-speaking families and prospective students;
- Provide a Spanish-speaking staff member available to interested Spanish-speaking families to help fill out applications
- Conducting phone follow up to families of English Language Learner students who express interest in ROADS;
- Connecting with community organizations that work with immigrant and non-English speaking families to attract ELL students; and
- Providing advertisements for ROADS in Spanish and Chinese language newspapers.

Enrolling Students Who Qualify for Free and Reduced-Price Lunch

As with the other two categories of students explained above, the nature of the targeted populations (students who have had a history of criminal justice system involvement, students involved with the foster care system, students with fewer than eight credits and students who are at least one year behind their graduation cohort) is such that ROADS will naturally matriculate a large number of students who qualify for free and reduced-price lunch. ROADS will seek to enroll over 87.2% of students who qualify for free and reduced-price lunch. In addition to all the other recruiting strategies, specifically targeted actions will include:

- Posting advertisements for school events in free local newspapers, especially targeting economically disadvantaged neighborhoods throughout the city;
- Working with local churches, tenant associations, libraries, community centers and others to publicize the school and distribute application materials;
- Meeting to conduct specific outreach with organizations that work with students predominantly eligible for free and reduced-price lunch;
- Reaching out to high school guidance counselors who might be able to recommend students who would be well-suited for the ROADS model; and
- Encourage parents to spread the word to other parents of adolescents in their communities.

Attachment 24: Student Recruitment and Retention

Recruitment Strategy Evaluation

Recruitment efforts will be recorded and attention will constantly be paid to the outreach that has been conducted that is especially focused on recruiting students with disabilities, English Language Learners and students who qualify for free and reduced-price lunch. As many of the students ROADS is best suited for fall into one or more of those categories, this will be a strong part of the overall general recruitment strategy. However, if the School Leader determines that recruitment strategies are unlikely to garner applications from student sufficient to meet these targets, he/she will develop additional strategies to prevent that from happening.

Following the main school lottery and the completion of the school enrollment process, data will be collected on students with respect to basic demographics, including whether the student has a disability, is an English Language Learner or qualifies for free and reduced-price lunch. Percentages of the total school population will be determined in order to gauge how close to meeting its enrollment targets the school was. Depending on the resulting information, future recruitment strategies may focus on getting referrals of students who fall into one or more of these categories, if necessary.

Attachment 24: Student Recruitment and Retention

(b) *Retention*

Explain how the proposed school will meet or exceed the retention targets established by the SUNY Trustees for (i) students with disabilities, (ii) students who are English language learners, and (iii) students who are eligible to participate in the federal free and reduced-price lunch program. Your response should address:

- *Retention strategies or specific programmatic elements at the school that will assist in retaining the three target populations; and*
- *Methods to monitor and evaluate the retention of students in the specified sub-populations.*

Overall Retention Policy

As the ROADS model is specifically designed to meet the needs of disconnected youth, the biggest component of the retention strategies will be to create and maintain an engaging curriculum, a welcome school culture and high expectations for students, staff and school community members.

ROADS Charter Schools are designed to be individualized and self-paced learning communities that combine various modalities and take into account a variety of different strategies and learning styles; therefore, by its nature and model, ROADS will innately be well situated to retain and graduate students from all backgrounds, including students with disabilities, ELL students, and students who qualify for free and reduced-price lunch.

Retention of Students with Disabilities

While most of the school model's components are designed to engage and retain all students, specific programmatic elements that will assist in the retention of students with disabilities include:

- Evaluating all incoming students with IEPs to ensure that their prescribed program appropriately meets their needs based on the school model and environment;
- Extending the time students spend in school and using an integrated model in which students will progress through three Development Phases that maximize academic progress and learning time;
- Employing a strong focus on human capital such that the ROADS model capitalizes on many "caring adults," including well-paid, carefully trained teachers who play multiple functions;
- "Academic PBL Blocks" will be used to further develop students' literacy and numeracy skills by mixing relevant curricula, blended learning, and intensive skill development to meet students' individual academic needs;
- Advisory is built into student schedules to provide students with consistent socio-emotional supports, a strong peer network, and the chance to engage in integrated college, career, and life planning; and
- Using a mix of instructional strategies to deliver content in academic units, including lectures, the use of mixed media, and teacher-directed research.

Additional strategies that will be used to retain students with disabilities include:

- Training staff members to identify students who have not previously been identified as having disabilities and ensuring that they are receiving services and supports appropriate to meet their needs;
- Integrating soft skill development into the daily work of students so that students can learn communication, anger management, study skills and more;
- Focusing on transitions of all students in developing student goals, especially with respect to transitions after graduation for students with disabilities.

Attachment 24: Student Recruitment and Retention

Retention of English Language Learners

While most of the school model's components are designed to engage and retain all students, specific programmatic elements that will assist in the retention of English Language Learners include:

- Promoting collaborative learning allowing students to work collaboratively in teams of 2-6 towards a common goal, developing effective teamwork, communication, and management skills along the way;
- Integrating content from across subject areas so that within the same project, students move seamlessly between a few core content areas;
- Providing paid school-work and internship opportunities for students to expose them to working environments integrated with course work and to enable them to develop meaningful relationships with adult mentors not part of the school staff; and
- Utilization of a blended learning model where content and skill training is delivered using a mixture of modalities, including online tutorials, small-group work, and larger group sessions.

Additional strategies that will be used to retain English Language Learners include:

- Celebrating cultures throughout school programming so that all students feel welcome and diversity is embraced as a key piece of school culture;
- Encouraging teachers to make home visits and call home to report both student successes as well as student challenges; and
- Using multi-cultural readings and other materials that will help facilitate connections with lessons.

Retention of Students who Qualify for Free and Reduced-Price Lunch

While most of the school model's components are designed to engage and retain all students, specific programmatic elements that will assist in the retention of students who qualify for free and reduced-price lunch include:

- Encouraging parent involvement throughout the model, including through participation in the ILP goal-setting process, involvement with PTA, etc.;
- Emphasizing a college-going culture by taking students to visit colleges, helping students complete applications and providing advice to students on issues related to post-secondary education;
- Providing meals and refreshments at appropriate school events, especially in consideration of the longer school day;
- Connecting every student with a "primary person" - an adult staff member who establishes a strong, meaningful relationship with the student and supports the student in all areas of student development and achievement;
- Building counseling, advisory and other supports into each student's schedule; and
- Training teachers and administrators on building and maintaining a truly strengths-based culture so that all students feel supported and encouraged and education is focused on the student's total development, not just on performance on standardized tests.

Additional strategies that will be used to retain students who qualify for free and reduced-price lunch include:

- Involving students in school decision-making and policy committees to the extent possible to increase a sense of ownership for the school community from all members; and
- Focusing on attendance interventions to catch students having difficulty coming to school at the early phases and develop individual strategies for students that are designed to prevent truancy.

Retention Strategy Evaluation

Data regarding students who leave ROADS will be maintained so that a study of student retention can take place at least annually. The study will evaluate the number of students who left school, basic demographic information about each student (including whether the student had an IEP, was an English Language Learner or qualified for free and

Attachment 24: Student Recruitment and Retention

reduced-price lunch), academic gains made by the student and the reason for withdrawal. A summary version of this report (without student names and identifying characteristics) will be made available for and used for training of school staff and Board members. Study results will also be used to make policy decisions regarding future retention, academic and other strategies.

Additionally, prior to each lottery held by the school, an informal assessment will be made of the students who are no longer attending school at ROADS, either because they have graduated, have been absent for long periods of time or have withdrawn. This information will be used to determine whether and how many new students will be selected from the wait list/lottery to enroll in ROADS.

Attachment 25 - Facility Documents

Note: Additional facility information, such as blue prints or maps, should be submitted as Attachment 25 – Facility Documents.

New York City Department of Education D79/ROADS Instructional Footprint School program for assessment of DOE buildings

Number of Instructional Spaces for:			
HIGH SCHOOL (ungraded)	10 SECTIONS	SQUARE FOOTAGE:	RANGE/ ROOM
CAPACITY GENERATING INSTRUCTIONAL ROOMS:			
The expectation is that these rooms will be programmed for use throughout the day.			
Typical Classrooms			
Typical Seminar Classrooms	3	600	- 750
Special Studio Classrooms (doubles, moveable walls)	3	1,200	- 1,500
Science Classrooms			
Science Lab with prep	1	1,200	- 1,500
ROOM COUNT		7	
NON-CAPACITY GENERATING INSTRUCTIONAL ROOMS:			
The expectation is that these rooms will be used for pull-out services, small group instruction, etc.			
Specialty Classrooms			
Resource Room	2	300	- 375
ROOM COUNT		2	
NON-INSTRUCTIONAL ROOMS:			
In order to allow for maximum flexibility, and understanding the restrictions posed by the building floor plan, below are guidelines for the amount of space required for administrative functions.			
SLC Admin and Student Support Services			
May be used for the following positions: Assistant Principal, Guidance Office, Parent Coordinator , Community Partner , Teacher Workroom	3.5	375	- 1,500
Storage			
May be used for the following: Books, general supply, computer/AV storeroom	0.5	300	- 375
TOTAL PROGRAMMED AREA		Equivalent of 4 Classrooms	

Attachment 25(a-c): Facility

(a) *Facility Needs*

Describe the facility needs of the proposed school for each year of the charter period, including any unique features necessary to implement your school design and academic program. Your response should address:

- *The desired location of the school facility;*
 - *The number of general education classrooms required each year;*
 - *Any additional classroom space required for special education or ESL services, specialty classes and intervention or enrichment programs;*
 - *Space requirements for administrative functions, food services and physical education.*
-

Facility Needs

While the exact facility for ROADS has not yet been determined, the founding group has a good sense of the requirements to best house its educational program. The founding group aims to locate ROADS in a New York City Department of Education school facility; however, if, due to various extenuating circumstances, it is not possible to occupy public space, then the founding group will seek private space for the School. The School will need a facility of a minimum of 30,000 square feet (sf). The nature of the ROADS program requires a few key features to support the academic and job readiness components. Some of these features include:

Academic Program

- 5 oversized studios (1500 sf instead of traditional 750 sf classrooms) to provide necessary space for the Academic Project-Based Learning Blocks
- 3 seminar rooms (1000 sf)
- 1 science labs (1500 sf) with services
- 1 technology studio to enable production, Tech Seminar (1500 sf)
- 2 smaller classrooms for small group and academic pull out (375 sf)

Common Space

- 1 common area (4000 sf) for meals, school meetings, PE
- 1 designated exercise studio (1500 sf)
- 1 teacher work studio (500 sf)
- 1 administrative hub (1500 sf) housing School Leader, Director of Finance and Operations, additional administrative functions, and designated meeting space necessary for private meetings and capable of holding staff meetings
- 2 smaller administrative offices (375 sf) to house guidance and promote "soft security" by spreading adults throughout the building

Based on the needs of the academic program and the collaborative staffing model, all spaces will be equipped with recombinant furniture that enables differing teaming configurations and the infrastructure to support 1:1 computing.

Compliance

Whether ROADS is located in private or public space, ROADS will comply with the State Education Department's health, safety and sanitation requirements to the same extent as traditional public schools. ROADS will also obtain approval from the New York City Buildings Department and will have a certificate of occupancy that displays "school use G."

Attachment 25(a-c): Facility

(b) *Facility Selection*

Describe the efforts to date to secure a facility for the school.

- *If a facility has been identified, describe the facility and how it meets your needs, including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use.*
- *If a facility has not been identified, explain your plans for securing a suitable facility and preparing it for use by the time you intend to open the school, including any contingency planning.*

Note: Additional facility information, such as blue prints or maps, should be submitted as Attachment 25 - Facility Documents.

ROADS has not yet finalized a charter school facility. The founding group's plans for identifying and securing an appropriate space consists of working with a broker and an education facilities planner/strategist (the founding group is currently in conversation with a few strong candidates including Xenia Cox formerly of NYCDOE and the NYC School Construction Authority and Florence Adu who is affiliated with the New York City Center on Charter Excellence) to identify appropriate sites that align with geographic and mission requirements. Space is currently being explored in New York City Department of Education (NYC DOE) facilities, as well as in private facilities in the targeted location areas.

The founding group will notify the Charter Schools Institute and the Board of Regents within ten days of securing a facility.

Attachment 25(a-c): Facility

(c) *Conflicts of Interest*

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

If there is no NYC DOE space available, ROADS Charter School may need to lease its facility in the commercial real estate market. As part of this process, the founding group is exploring options associated with existing or emerging local and national strategies to enable cost-effective solutions to charter facilities. In order to maximize available resources that can be deployed for classroom instruction, the founding group fully intends to explore opportunities to leverage existing applicant and trustee relationships within the real estate industry (per above) – as well as the New York City Department of Education – to obtain an appropriate facility at a below-market rate. The ROADS proposed school budget has been designed to reflect costs should the School be located in a private facility.

If ROADS ends up in private leased space, the School will structure the lease arrangement in ways that avoid any potential conflicts of interest. Specifically, the lease will include provisions specifying that: 1) any cost-savings are reflected annually as a philanthropic donation; and 2) any written lease agreement will stipulate no role or relationship in the management or operations of the school. Indeed, no proposed Trustee or employee will have an ownership interest in a for-profit lease or financing arrangement, should that be required.

Attachment 26: Food Services

Describe the plans for food services to be provided by the charter school.

ROADS Charter School will provide all food services via the Office of SchoolFood. Upon finalization of a school location, the School will coordinate as necessary to provide the Office of SchoolFood staff with either a warming kitchen or sufficient space with access to sinks, electricity, and elevators for the efficient operation, storage, cleaning, and replenishment of temporary warmers, coolers, freezers, and warming bags. ROADS Charter School will utilize internally designed tracking systems to streamline the delivery and billing of food services, while complying with all Office of SchoolFood reporting requirements.

The school will provide students with additional healthy snacks and foods for special student events. Costs for such additional food are reflected in the enclosed 5-year budget model.

Attachment 27: Health Services

Describe the plans for health services to be provided by the charter school.

ROADS Charter School will ensure that evident and known student medical needs are provided for on-site. Though it is difficult to anticipate the exact nature of student needs, it is expected that even common conditions, such as diabetes, will necessitate on-site health services. In this case, the School will coordinate with the Department of Health for the provision of health services at no cost to the school.

In the unlikely event that the Department of Health determines that there is no need for on-site health services, or proves unwilling to provide such services, the Board of Trustees will vote on whether or not to provide health services.

Attachment 28: Transportation

Describe the transportation arrangements for students, including arrangements made for students who would not qualify for public school transportation under Education Law Section 3635, and any supplemental transportation arrangements planned with the school district.

Students attending ROADS Charter School shall receive transportation services for which they are eligible under §2853(4)(b) and §3635 of the New York Education Law. This transportation will, in most cases, be in the form of Student MetroCards, for use on the NYC MTA system. These MetroCards will be awarded to students in accordance with New York City commuting distance requirements pursuant to §3635(1)(a). Commuting distance is determined by measuring the distance from a student's home address, as recorded in the ATS system, and the location of the School.

ROADS may decide to provide transportation for students enrolled in the School who are not otherwise eligible. Such transportation will be arranged via the NYC Department of Education, as the District would receive state transportation aid monies for this purpose. In the event the School does not provide for transportation of ineligible students, the parents or guardians of such students will be responsible to provide transportation.

If the School is in session on days when the NYC Department of Education is not, ROADS will arrange for transportation at cost, pursuant to §2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements. Any supplemental transportation provided by the School shall comply with all applicable transportation safety laws and regulations.

Attachment 29: Programmatic Audits

Describe any planned program audits to be initiated by the school, including the area(s) to be audited and the purpose, objectives and timing of the audits.

Programmatic Audit

ROADS Charter School will produce an Annual Report, in accordance with Education Law 2857(2), that shall include an honest, transparent, and balanced compilation of all relevant programmatic findings of that year. In addition, comparisons to past performance, peer groups, and national norms should be made whenever possible. In sum, this Annual Report will contain:

1. A Charter School Report Card, including, but not limited to, graduation rates, dropout rates, performance on standardized tests, college entry rates, total spending per pupil and administrative spending per pupil;
2. A discussion of the progress made towards achievement of the goals set forth in the charter; and
3. A certified financial statement, including the revenues and expenditures for the preceding school year, a copy of the most recent independent fiscal audit of the School and any audit conducted by the Comptroller of the State of New York.

Quarterly programmatic reports will also be prepared by the School Leader or a designee and submitted to the ROADS Board of Trustees, which should lead naturally to the form and substance of the academic, operational, and cultural components of the Annual Report. These reports may include:

- Demographic information;
- Student performance on standardized exams and state assessments;
- Number of detentions and suspensions issued;
- Student enrollment and withdrawal data;
- College enrollment statistics;
- Internships and job shadow opportunities completed;
- Participation in community service and other service-learning programs;
- Number of mentor and community interactions; and
- Other required information.

Annual Report Procedures

It will be the responsibility of the Mission Integrity Committee of the Board of Trustees to ensure the Annual Report is completed (with assistance from the School Leader and the Director of Finance and Operations), reviewed by the Board of Trustees and submitted to the Chartering Authority in a timely manner. All Board members will receive a complete copy of the Annual Report within five business days following submission to the Chartering Authority or other educational entity, if not beforehand.

Attachment 30: School Partnerships

Describe any low-performing schools in the area in which the proposed charter school intends to be located, and explain how the charter school might partner with those schools to share best practices and innovations.

Although charter schools, at their inception nearly decades ago, were heralded by some as a source of competition for traditional school districts that would drive up quality in all schools. In reality, they have created some competition, but not always in ways that drive quality higher (e.g., competition for students and scarce resources). The opportunity to for learning-focused dialogue between and among charter and traditional district schools has been under-utilized. It is important to note that this dialogue should go both ways, as charters schools presumably have as much to learn from district schools as they have lessons and insights to share.

The ROADS model provides ample opportunities for consultation with the Department of Education's (DOE) alternative schools and will also be well-positioned to foster innovation and share practices with other high school options developed by DOE's Office of Multiple Pathways to Graduation, including transfer high schools and Young Adult Borough Centers (YABCs).

In addition, once a specific location is selected for ROADS Charter School, additional outreach efforts will be made the superintendent(s) of proximate geographic districts to pursue opportunities for dialogue, data sharing, and sharing of most effective instructional practices.



Charter Schools Institute
The State University of New York

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete ALL SIX tabs in BLUE
- Enter information into the GRAY cells
- Cells labeled in ORANGE contained guidance pertaining to that tab
- Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
- Funding by School District information for all NYS school districts is located on the GREEN tab

* Please note that these budget templates are the same as the ones used to submit the school's yearly and renewal budgets, as well as quarterly reports.

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
1	10100 ALBANY	11,149	11,712	11,712	14,072
2	10201 BERNE KNOX	10,653	10,814	10,814	13,371
3	10306 BETHLEHEM	10,050	12,653	12,653	12,513
4	10402 RAVENA COEYMAN	11,446	11,936	11,936	13,365
5	10500 COHOES	10,516	11,070	11,070	11,791
6	10601 SOUTH COLONIE	10,750	11,422	11,422	12,137
7	10605 NORTH COLONIE	9,640	10,541	10,541	N/A
8	10615 MENANDS	16,576	16,582	16,582	15,870
9	10622 MAPLEWOOD	11,232	11,710	N/A	N/A
10	10623 NORTH COLONIE	N/A	N/A	10,541	10,708
11	10701 GREEN ISLAND	10,390	10,997	10,997	12,662
12	10802 GUILDERLAND	10,011	10,712	10,712	11,356
13	11003 VOORHEESVILLE	11,206	12,377	12,377	12,742
14	11200 WATERVLIET	8,850	9,070	9,070	9,404
15	20101 ALFRED ALMOND	9,184	10,226	10,226	10,628
16	20601 ANDOVER	10,738	11,107	11,107	12,353
17	20702 GENESEE VALLEY	9,380	9,686	9,686	11,013
18	20801 BELFAST	8,535	10,153	10,153	11,619
19	21102 CANASERAGA	10,752	11,354	11,354	12,329
20	21601 FRIENDSHIP	11,066	11,948	11,948	12,385
21	22001 FILLMORE	7,539	8,668	8,668	9,156
22	22101 WHITESVILLE	9,180	10,241	10,241	10,904
23	22302 CUBA-RUSHFORD	10,829	10,889	10,889	12,488
24	22401 SCIO	10,157	12,133	12,133	11,968
25	22601 WELLSVILLE	9,976	11,455	11,455	11,681
26	22902 BOLIVAR-RICHBG	10,620	11,418	11,418	10,885
27	30101 CHENANGO FORKS	9,392	10,119	10,119	10,503
28	30200 BINGHAMTON	8,896	9,820	9,820	10,244
29	30501 HARPURSVILLE	7,793	9,718	9,718	9,877
30	30601 SUSQUEHANNA VA	10,413	11,919	11,919	12,156
31	30701 CHENANGO VALLE	10,699	10,906	10,906	10,665
32	31101 MAINE ENDWELL	9,864	11,002	11,002	10,197
33	31301 DEPOSIT	11,710	14,020	14,020	14,304
34	31401 WHITNEY POINT	8,922	9,883	9,883	11,324
35	31501 UNION-ENDICOTT	10,331	10,955	10,955	11,048
36	31502 JOHNSON CITY	10,865	11,182	11,182	12,050
37	31601 VESTAL	10,513	11,413	11,413	12,166
38	31701 WINDSOR	9,118	9,813	9,813	10,115
39	40204 WEST VALLEY	12,044	13,408	13,408	13,623
40	40302 ALLEGANY-LIMES	8,754	9,652	9,652	10,362
41	40901 ELLICOTTVILLE	10,443	10,206	10,206	11,491
42	41101 FRANKLINVILLE	9,899	10,696	10,696	11,351
43	41401 HINSDALE	10,311	10,640	10,640	9,952
44	42302 CATTARAUGUS-LI	11,295	11,536	11,536	11,368
45	42400 OLEAN	9,145	9,933	9,933	10,976
46	42801 GOWANDA	9,677	10,020	10,020	11,326
47	42901 PORTVILLE	9,153	9,726	9,726	10,058
48	43001 RANDOLPH	8,957	9,806	9,806	10,720
49	43200 SALAMANCA	9,448	11,211	11,211	11,582
50	43501 YORKSHRE-PIONE	10,533	10,566	10,566	11,406

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
51	50100	AUBURN	8,945	9,959	9,959	10,495
52	50301	WEEDSPORT	9,113	10,421	10,421	11,820
53	50401	CATO MERIDIAN	9,129	9,412	9,412	10,653
54	50701	SOUTHERN CAYUG	11,571	12,338	12,338	13,419
55	51101	PORT BYRON	9,418	10,138	10,138	10,865
56	51301	MORAVIA	9,540	9,940	9,940	10,202
57	51901	UNION SPRINGS	9,910	11,969	11,969	12,059
58	60201	SOUTHWESTERN	9,357	9,691	9,691	10,202
59	60301	FREWSBURG	8,436	8,965	8,965	10,206
60	60401	CASSADAGA VALL	9,694	10,976	10,976	11,359
61	60503	CHAUTAUQUA	12,818	14,330	14,330	14,457
62	60601	PINE VALLEY	10,085	11,072	11,072	11,589
63	60701	CLYMER	10,139	13,768	13,768	14,425
64	60800	DUNKIRK	11,682	12,054	12,054	12,985
65	61001	BEMUS POINT	9,766	10,726	10,726	11,810
66	61101	FALCONER	8,141	8,694	8,694	9,522
67	61501	SILVER CREEK	9,574	10,079	10,079	11,223
68	61503	FORESTVILLE	9,323	10,133	10,133	10,484
69	61601	PANAMA	10,287	10,861	10,861	11,826
70	61700	JAMESTOWN	8,983	10,157	10,157	10,164
71	62201	FREDONIA	10,159	11,242	11,242	12,037
72	62301	BROCTON	11,771	12,774	12,774	12,437
73	62401	RIPLEY	12,402	13,456	13,456	15,941
74	62601	SHERMAN	9,446	10,611	10,611	10,196
75	62901	WESTFIELD	9,929	10,983	10,983	11,891
76	70600	ELMIRA	8,624	9,965	9,965	11,012
77	70901	HORSEHEADS	8,862	9,466	9,466	10,196
78	70902	ELMIRA HEIGHTS	9,827	9,761	9,761	10,136
79	80101	AFTON	10,510	11,717	11,717	13,800
80	80201	BAINBRIDGE GUI	9,350	10,541	10,541	11,434
81	80601	GREENE	8,394	9,598	9,598	10,565
82	81003	UNADILLA	9,879	10,725	10,725	11,393
83	81200	NORWICH	8,503	9,089	9,089	9,956
84	81401	GRGETWN-SO OTS	11,634	11,700	11,700	12,871
85	81501	OXFORD	10,495	11,678	11,678	11,858
86	82001	SHERBURNE EARL	8,687	9,264	9,264	10,707
87	90201	AUSABLE VALLEY	11,112	12,302	12,302	13,185
88	90301	BEEKMANTOWN	10,124	11,410	11,410	11,708
89	90501	NORTHEASTERN	9,382	9,825	9,825	11,543
90	90601	CHAZY	9,891	10,616	10,616	11,716
91	90901	NORTHRN ADIRON	9,747	10,706	10,706	12,585
92	91101	PERU	9,860	11,126	11,126	11,849
93	91200	PLATTSBURGH	11,637	12,526	12,526	13,607
94	91402	SARANAC	8,832	9,535	9,535	11,333
95	100501	COPAKE-TACONIC	11,676	13,043	13,043	13,622
96	100902	GERMANTOWN	12,486	12,770	12,770	14,614
97	101001	CHATHAM	11,215	12,277	12,277	12,977
98	101300	HUDSON	10,975	11,982	11,982	13,401
99	101401	KINDERHOOK	9,256	10,114	10,114	11,239
100	101601	NEW LEBANON	13,101	13,441	13,441	15,792

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
101	110101	CINCINNATUS	11,091	12,195	12,195	12,691
102	110200	CORTLAND	9,347	9,778	9,778	10,142
103	110304	MCGRAW	10,128	11,222	11,222	11,248
104	110701	HOMER	9,289	10,182	10,182	11,092
105	110901	MARATHON	8,493	7,853	7,853	11,911
106	120102	ANDES	14,329	15,445	15,445	21,107
107	120301	DOWNSVILLE	13,533	16,110	16,110	17,143
108	120401	CHARLOTTE VALL	8,172	9,939	9,939	10,907
109	120501	DELHI	11,428	12,859	12,859	13,930
110	120701	FRANKLIN	11,937	12,786	12,786	13,106
111	120906	HANCOCK	12,248	13,854	13,854	14,267
112	121401	MARGARETVILLE	10,942	12,416	12,416	13,376
113	121502	ROXBURY	14,123	15,068	15,068	16,963
114	121601	SIDNEY	9,571	11,217	11,217	11,628
115	121701	STAMFORD	9,430	11,560	11,560	13,915
116	121702	S. KORTRIGHT	12,416	13,857	13,857	13,381
117	121901	WALTON	9,575	9,739	9,739	10,718
118	130200	BEACON	9,227	9,650	9,650	11,093
119	130502	DOVER	10,011	10,589	10,589	11,245
120	130801	HYDE PARK	10,162	10,965	10,965	12,052
121	131101	NORTHEAST	12,969	15,151	15,151	15,342
122	131201	PAWLING	13,989	14,556	14,556	15,571
123	131301	PINE PLAINS	11,399	12,380	12,380	14,565
124	131500	POUGHKEEPSIE	11,044	11,195	11,195	12,524
125	131601	ARLINGTON	9,976	10,651	10,651	11,469
126	131602	SPACKENKILL	13,604	14,417	14,417	16,018
127	131701	RED HOOK	10,871	12,091	12,091	13,202
128	131801	RHINEBECK	13,604	14,204	14,204	16,681
129	132101	WAPPINGERS	9,186	10,055	10,055	10,887
130	132201	MILLBROOK	10,071	11,769	11,769	12,902
131	140101	ALDEN	9,267	9,737	9,737	9,862
132	140201	AMHERST	10,520	10,138	10,138	10,721
133	140203	WILLIAMSVILLE	10,131	10,494	10,494	10,904
134	140207	SWEET HOME	10,161	10,961	10,961	11,954
135	140301	EAST AURORA	12,436	9,978	9,978	10,210
136	140600	BUFFALO	9,567	10,429	10,429	12,005
137	140701	CHEEKTOWAGA	8,832	9,733	9,733	10,235
138	140702	MARYVALE	9,452	10,025	10,025	10,433
139	140703	CLEVELAND HILL	8,396	9,946	9,946	10,428
140	140707	DEPEW	9,719	10,741	10,741	10,409
141	140709	SLOAN	10,003	10,860	10,860	11,946
142	140801	CLARENCE	8,107	8,747	8,747	9,001
143	141101	SPRINGVILLE-GR	9,615	10,053	10,053	11,347
144	141201	EDEN	8,277	8,752	8,752	9,674
145	141301	IROQUOIS	8,376	9,111	9,111	9,751
146	141401	EVANS-BRANT	10,452	11,083	11,083	11,618
147	141501	GRAND ISLAND	9,379	9,823	9,823	9,915
148	141601	HAMBURG	9,216	9,519	9,519	9,716
149	141604	FRONTIER	7,657	8,271	8,271	8,759
150	141701	HOLLAND	9,150	9,966	9,966	11,032

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
151	141800	LACKAWANNA	10,172	10,833	10,833	11,964
152	141901	LANCASTER	7,284	7,973	7,973	8,449
153	142101	AKRON	9,157	9,760	9,760	10,134
154	142201	NORTH COLLINS	11,962	10,361	10,361	13,023
155	142301	ORCHARD PARK	9,849	10,198	10,198	10,523
156	142500	TONAWANDA	9,165	9,779	9,779	10,051
157	142601	KENMORE	10,087	10,412	10,412	9,477
158	142801	WEST SENECA	8,555	8,948	8,948	10,179
159	150203	CROWN POINT	12,283	14,203	14,203	15,649
160	150301	ELIZABETHTOWN	11,453	13,228	13,228	13,358
161	150601	KEENE	18,960	18,529	18,529	19,701
162	150801	MINERVA	25,811	27,490	27,490	25,637
163	150901	MORIAH	10,413	10,922	10,922	11,855
164	151001	NEWCOMB	39,125	51,675	51,675	43,580
165	151102	LAKE PLACID	11,911	13,620	13,620	14,929
166	151401	SCHROON LAKE	14,073	16,058	16,058	15,368
167	151501	TICONDEROGA	11,278	13,258	13,258	13,455
168	151601	WESTPORT	12,345	11,244	11,244	13,649
169	151701	WILLSBORO	12,153	13,461	13,461	15,355
170	160101	TUPPER LAKE	8,797	10,281	10,281	11,474
171	160801	CHATEAUGAY	8,508	9,502	9,502	10,879
172	161201	SALMON RIVER	12,370	11,610	11,610	13,576
173	161401	SARANAC LAKE	11,656	13,140	13,140	13,999
174	161501	MALONE	9,922	10,134	10,134	10,520
175	161601	BRUSHTON MOIRA	8,985	10,152	10,152	11,399
176	161801	ST REGIS FALLS	9,824	11,664	11,664	13,886
177	170301	WHEELERVILLE	13,709	15,077	15,077	18,435
178	170500	GLOVERSVILLE	9,392	9,121	9,121	9,865
179	170600	JOHNSTOWN	8,923	9,818	9,818	10,408
180	170801	MAYFIELD	8,067	8,827	8,827	10,112
181	170901	NORTHVILLE	10,754	12,396	12,396	13,440
182	171001	OPPENHEIM EPHR	12,178	13,504	13,504	13,204
183	171102	BROADALBIN-PER	7,722	8,605	8,605	8,636
184	180202	ALEXANDER	9,501	10,005	10,005	11,325
185	180300	BATAVIA	11,169	12,503	12,503	12,293
186	180701	BYRON BERGEN	8,763	10,098	10,098	11,339
187	180901	ELBA	10,056	10,830	10,830	11,423
188	181001	LE ROY	8,741	9,837	9,837	10,757
189	181101	OAKFIELD ALABA	9,346	10,716	10,716	9,994
190	181201	PAVILION	9,698	10,273	10,273	10,682
191	181302	PEMBROKE	9,205	9,919	9,919	11,828
192	190301	CAIRO-DURHAM	8,126	9,731	9,731	10,345
193	190401	CATSKILL	10,226	11,424	11,424	14,130
194	190501	COXSACKIE ATHE	10,459	10,905	10,905	11,888
195	190701	GREENVILLE	10,371	11,269	11,269	13,454
196	190901	HUNTER TANNERS	12,946	14,001	14,001	16,482
197	191401	WINDHAM ASHLAN	15,266	14,868	14,868	18,838
198	200101	PISECO	22,241	26,736	26,736	N/A
199	200401	INDIAN LAKE	18,205	22,268	22,268	24,054
200	200501	INLET	22,241	26,736	26,736	N/A

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
201	200601	LAKE PLEASANT	28,387	28,900	28,900	25,331
202	200701	LONG LAKE	36,121	37,270	37,270	42,198
203	200901	WELLS	19,282	18,500	18,500	21,823
204	210302	WEST CANADA VA	9,181	10,384	10,384	11,723
205	210402	FRANKFORT-SCHU	9,127	9,084	9,084	9,210
206	210501	ILION	7,829	8,025	8,025	8,450
207	210502	MOHAWK	8,656	9,642	9,642	10,758
208	210601	HERKIMER	8,531	9,185	9,185	9,525
209	210800	LITTLE FALLS	10,230	10,818	10,818	11,471
210	211003	DOLGEVILLE	8,707	9,576	9,576	10,527
211	211103	POLAND	10,141	10,558	10,558	11,690
212	211701	VAN HORNSVILLE	12,184	12,211	12,211	11,991
213	211901	TOWN OF WEBB	16,513	18,823	18,823	20,143
214	212001	MT MARKHAM CSD	9,964	10,836	10,836	11,231
215	220101	S. JEFFERSON	7,368	8,069	8,069	9,183
216	220202	ALEXANDRIA	9,983	10,338	10,338	12,100
217	220301	INDIAN RIVER	7,953	8,380	8,380	6,996
218	220401	GENERAL BROWN	8,068	8,410	8,410	8,580
219	220701	THOUSAND ISLAND	10,108	11,183	11,183	12,027
220	220909	BELLEVILLE-HEN	8,798	9,652	9,652	10,030
221	221001	SACKETS HARBOR	10,255	10,726	10,726	10,104
222	221301	LYME	9,864	10,382	10,382	13,021
223	221401	LA FARGEVILLE	9,943	10,039	10,039	9,458
224	222000	WATERTOWN	7,344	7,934	7,934	8,985
225	222201	CARTHAGE	8,303	8,911	8,911	8,557
226	230201	COPENHAGEN	8,600	9,038	9,038	9,935
227	230301	HARRISVILLE	11,192	11,794	11,794	12,372
228	230901	LOWVILLE	7,979	8,403	8,403	9,602
229	231101	SOUTH LEWIS	10,725	11,777	11,777	13,513
230	231301	BEAVER RIVER	9,035	10,065	10,065	9,873
231	240101	AVON	9,000	10,726	10,726	10,465
232	240201	CALEDONIA MUMF	8,374	9,239	9,239	10,218
233	240401	GENESEO	10,353	10,819	10,819	12,257
234	240801	LIVONIA	9,786	10,725	10,725	11,356
235	240901	MOUNT MORRIS	9,744	11,101	11,101	12,120
236	241001	DANSVILLE	9,132	9,525	9,525	10,313
237	241101	DALTON-NUNDA	10,866	11,704	11,704	13,107
238	241701	YORK	8,824	9,863	9,863	10,694
239	250109	BROOKFIELD	9,758	11,515	11,515	11,171
240	250201	CAZENOVIA	9,208	9,996	9,996	10,613
241	250301	DE RUYTER	9,206	12,001	12,001	13,049
242	250401	MORRISVILLE EA	10,009	11,015	11,015	12,114
243	250701	HAMILTON	9,678	12,465	12,465	12,897
244	250901	CANASTOTA	8,830	9,135	9,135	9,837
245	251101	MADISON	10,163	10,976	10,976	10,079
246	251400	ONEIDA CITY	8,464	10,485	10,485	11,079
247	251501	STOCKBRIDGE VA	8,517	9,838	9,838	10,638
248	251601	CHITTENANGO	9,074	10,080	10,080	10,983
249	260101	BRIGHTON	11,048	12,025	12,025	12,448
250	260401	GATES CHILI	10,332	11,150	11,150	12,359

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
251	260501	GREECE	9,658	10,422	10,422	11,252
252	260801	E. IRONDEQUOIT	9,349	10,006	10,006	11,557
253	260803	W. IRONDEQUOIT	9,590	10,711	10,711	10,413
254	260901	HONEOYE FALLS	9,540	10,103	10,103	10,435
255	261001	SPENCERPORT	9,781	10,259	10,259	10,533
256	261101	HILTON	9,263	10,019	10,019	10,202
257	261201	PENFIELD	11,459	12,155	12,155	12,346
258	261301	FAIRPORT	9,679	10,220	10,220	10,647
259	261313	EAST ROCHESTER	10,970	12,418	12,418	12,585
260	261401	PITTSFORD	11,870	12,644	12,644	12,722
261	261501	CHURCHVILLE CH	8,985	9,496	9,496	10,122
262	261600	ROCHESTER	10,070	10,868	10,868	12,426
263	261701	RUSH HENRIETTA	11,226	11,738	11,738	12,330
264	261801	BROCKPORT	9,705	10,222	10,222	10,745
265	261901	WEBSTER	10,136	10,427	10,427	10,872
266	262001	WHEATLAND CHIL	12,694	14,442	14,442	15,259
267	270100	AMSTERDAM	8,584	8,887	8,887	9,443
268	270301	CANAJOHARIE	11,364	10,533	10,533	10,768
269	270601	FONDA FULTONVI	9,141	10,509	10,509	11,108
270	270701	FORT PLAIN	10,060	10,723	10,723	12,840
271	271102	ST JOHNSVILLE	9,869	10,561	10,561	11,910
272	280100	GLEN COVE	17,094	17,909	17,909	18,368
273	280201	HEMPSTEAD	16,165	17,356	17,356	18,202
274	280202	UNIONDALE	16,518	18,310	18,310	19,864
275	280203	EAST MEADOW	13,319	15,631	15,631	15,722
276	280204	NORTH BELLMORE	14,346	15,419	15,419	17,500
277	280205	LEVITTOWN	14,880	15,793	15,793	17,280
278	280206	SEAFORD	13,451	14,547	14,547	15,660
279	280207	BELLMORE	15,949	17,562	17,562	19,638
280	280208	ROOSEVELT	16,475	16,845	16,845	16,939
281	280209	FREEPORT	14,026	14,902	14,902	15,703
282	280210	BALDWIN	14,024	15,336	15,336	15,658
283	280211	OCEANSIDE	13,675	15,026	15,026	16,067
284	280212	MALVERNE	16,465	16,487	16,487	19,705
285	280213	V STR THIRTEEN	14,899	15,193	15,193	15,487
286	280214	HEWLETT WOODME	18,686	20,329	20,329	22,408
287	280215	LAWRENCE	18,845	20,562	20,562	23,002
288	280216	ELMONT	12,189	13,210	13,210	14,397
289	280217	FRANKLIN SQUAR	12,273	13,288	13,288	13,412
290	280218	GARDEN CITY	15,014	16,464	16,464	17,620
291	280219	EAST ROCKAWAY	14,837	16,680	16,680	18,375
292	280220	LYNBROOK	15,340	16,514	16,514	17,680
293	280221	ROCKVILLE CENT	16,663	17,397	17,397	18,767
294	280222	FLORAL PARK	12,106	12,852	12,852	14,937
295	280223	WANTAGH	12,237	13,441	13,441	13,593
296	280224	V STR TWENTY-F	18,799	18,886	18,886	19,237
297	280225	MERRICK	14,803	16,693	16,693	17,936
298	280226	ISLAND TREES	12,982	14,337	14,337	15,505
299	280227	WEST HEMPSTEAD	14,351	14,732	14,732	16,755
300	280229	NORTH MERRICK	15,668	16,678	16,678	17,825

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
301	280230	VALLEY STR UF	16,391	17,598	17,598	19,277
302	280231	ISLAND PARK	22,245	27,655	27,655	27,985
303	280251	VALLEY STR CHS	12,487	13,762	13,762	14,838
304	280252	SEWANHAKA	10,781	12,243	12,243	12,522
305	280253	BELLMORE-MERRI	12,191	13,037	13,037	13,768
306	280300	LONG BEACH	17,016	19,842	19,842	22,042
307	280401	WESTBURY	15,640	17,435	17,435	18,224
308	280402	EAST WILLISTON	18,840	19,814	19,814	20,780
309	280403	ROSLYN	18,741	20,081	20,081	20,898
310	280404	PORT WASHINGTO	18,011	19,475	19,475	20,028
311	280405	NEW HYDE PARK	12,037	13,585	13,585	14,771
312	280406	MANHASSET	18,864	20,254	20,254	21,235
313	280407	GREAT NECK	20,853	21,183	21,183	22,466
314	280409	HERRICKS	14,999	16,522	16,522	17,029
315	280410	MINEOLA	21,204	22,566	22,566	23,709
316	280411	CARLE PLACE	18,940	19,902	19,902	20,187
317	280501	NORTH SHORE	18,005	20,288	20,288	23,323
318	280502	SYOSSET	17,670	19,526	19,526	20,242
319	280503	LOCUST VALLEY	19,500	22,104	22,104	22,507
320	280504	PLAINVIEW	15,891	16,964	16,964	17,945
321	280506	OYSTER BAY	19,270	22,633	22,633	22,533
322	280515	JERICHO	19,561	22,601	22,601	23,911
323	280517	HICKSVILLE	12,923	14,580	14,580	14,942
324	280518	PLAINEDGE	12,076	13,977	13,977	15,701
325	280521	BETHPAGE	15,652	17,066	17,066	17,350
326	280522	FARMINGDALE	14,725	15,641	15,641	16,831
327	280523	MASSAPEQUA	14,211	15,232	15,232	16,052
328	300000	NEW YORK CITY	11,023	12,443	12,443	13,527
329	400301	LEWISTON PORTE	10,323	12,236	12,236	12,229
330	400400	LOCKPORT	9,198	10,220	10,220	9,912
331	400601	NEWFANE	8,779	9,476	9,476	10,086
332	400701	NIAGARA WHEATF	9,868	9,672	9,672	10,443
333	400800	NIAGARA FALLS	9,305	10,015	10,015	10,911
334	400900	N. TONAWANDA	9,575	9,630	9,630	10,593
335	401001	STARPOINT	8,219	9,058	9,058	9,789
336	401201	ROYALTON HARTL	8,755	9,683	9,683	10,207
337	401301	BARKER	12,412	13,293	13,293	12,895
338	401501	WILSON	9,136	10,584	10,584	10,386
339	410401	ADIRONDACK	9,936	10,915	10,915	11,668
340	410601	CAMDEN	8,250	9,386	9,386	10,655
341	411101	CLINTON	11,125	11,072	11,072	11,529
342	411501	NEW HARTFORD	11,065	11,712	11,712	11,431
343	411504	NEW YORK MILLS	11,073	12,248	12,248	11,834
344	411603	SAUQUOIT VALLE	9,000	10,057	10,057	10,956
345	411701	REMSSEN	11,110	13,154	13,154	14,790
346	411800	ROME	9,456	10,778	10,778	11,413
347	411902	WATERVILLE	9,725	10,734	10,734	10,900
348	412000	SHERRILL	9,105	9,667	9,667	9,651
349	412201	HOLLAND PATENT	9,058	10,071	10,071	10,388
350	412300	UTICA	7,860	8,441	8,441	9,280

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
351	412801	WESTMORELAND	10,095	11,188	11,188	11,938
352	412901	ORISKANY	9,696	10,625	10,625	10,992
353	412902	WHITESBORO	9,275	9,505	9,505	9,886
354	420101	WEST GENESEE	9,079	9,820	9,820	10,199
355	420303	NORTH SYRACUSE	9,155	9,332	9,332	10,709
356	420401	E SYRACUSE-MIN	12,617	12,805	12,805	13,674
357	420411	JAMESVILLE-DEW	10,494	10,805	10,805	10,944
358	420501	JORDAN ELBRIDG	9,588	10,342	10,342	11,623
359	420601	FABIUS-POMPEY	10,197	11,565	11,565	12,479
360	420701	WESTHILL	9,708	10,372	10,372	10,634
361	420702	SOLVAY	9,801	10,721	10,721	11,760
362	420807	LA FAYETTE	14,681	15,526	15,526	15,766
363	420901	BALDWINSVILLE	9,529	10,185	10,185	10,724
364	421001	FAYETTEVILLE	10,101	10,267	10,267	10,653
365	421101	MARCELLUS	8,562	8,871	8,871	9,775
366	421201	ONONDAGA	10,106	10,459	10,459	12,132
367	421501	LIVERPOOL	10,715	11,946	11,946	12,529
368	421504	LYNCOURT	11,989	13,521	13,521	15,497
369	421601	SKANEATELES	11,552	12,010	12,010	12,337
370	421800	SYRACUSE	8,884	10,362	10,362	11,933
371	421902	TULLY	8,785	9,585	9,585	10,036
372	430300	CANANDAIGUA	9,461	10,181	10,181	10,828
373	430501	EAST BLOOMFIEL	9,687	10,213	10,213	11,116
374	430700	GENEVA	9,208	10,458	10,458	12,688
375	430901	GORHAM-MIDDLES	10,734	11,367	11,367	11,875
376	431101	MANCHSTR-SHRTS	10,121	10,485	10,485	10,420
377	431201	NAPLES	11,957	13,488	13,488	13,183
378	431301	PHELPS-CLIFTON	9,388	10,623	10,623	11,376
379	431401	HONEOYE	9,786	10,487	10,487	12,141
380	431701	VICTOR	8,790	9,618	9,618	9,518
381	440102	WASHINGTONVILL	10,842	11,687	11,687	11,931
382	440201	CHESTER	12,179	12,532	12,532	13,170
383	440301	CORNWALL	10,775	11,413	11,413	11,262
384	440401	PINE BUSH	9,606	10,576	10,576	11,570
385	440601	GOSHEN	11,566	12,560	12,560	12,773
386	440901	HIGHLAND FALLS	12,924	13,618	13,618	14,580
387	441000	MIDDLETOWN	10,382	11,355	11,355	12,759
388	441101	MINISINK VALLE	9,146	10,099	10,099	10,552
389	441201	MONROE WOODBUR	11,671	12,538	12,538	13,089
390	441202	KIRYAS JOEL	18,317	25,769	25,769	33,354
391	441301	VALLEY-MONTGMR	9,209	9,864	9,864	11,222
392	441600	NEWBURGH	11,407	12,738	12,738	14,796
393	441800	PORT JERVIS	10,910	11,776	11,776	11,904
394	441903	TUXEDO	16,710	18,323	18,323	17,470
395	442101	WARWICK VALLEY	10,863	11,493	11,493	12,198
396	442111	GREENWOOD LAKE	14,899	15,132	15,132	18,307
397	442115	FLORIDA	11,858	13,088	13,088	14,001
398	450101	ALBION	8,014	8,887	8,887	10,580
399	450607	KENDALL	9,526	9,917	9,917	12,590
400	450704	HOLLEY	6,999	9,844	9,844	10,275

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
401	450801 MEDINA	9,550	10,525	10,525	10,826
402	451001 LYNDONVILLE	8,962	9,930	9,930	10,519
403	460102 ALTMAR PARISH	10,870	11,395	11,395	11,295
404	460500 FULTON	9,852	10,413	10,413	11,616
405	460701 HANNIBAL	8,070	9,278	9,278	10,178
406	460801 CENTRAL SQUARE	8,119	9,066	9,066	9,571
407	460901 MEXICO	9,693	10,521	10,521	11,702
408	461300 OSWEGO	10,684	12,105	12,105	12,263
409	461801 PULASKI	8,770	10,270	10,270	11,580
410	461901 SANDY CREEK	10,230	10,747	10,747	12,911
411	462001 PHOENIX	10,791	11,107	11,107	12,226
412	470202 GLBSTSVLLE-MT U	8,855	9,683	9,683	11,319
413	470501 EDMESTON	8,457	9,031	9,031	11,243
414	470801 LAURENS	9,163	10,185	10,185	10,634
415	470901 SCHENEVUS	10,974	11,100	11,100	12,566
416	471101 MILFORD	10,874	11,422	11,422	12,217
417	471201 MORRIS	9,165	9,185	9,185	10,436
418	471400 ONEONTA	10,060	10,915	10,915	11,790
419	471601 OTEGO-UNADILLA	9,462	10,367	10,367	11,481
420	471701 COOPERSTOWN	10,574	11,595	11,595	11,917
421	472001 RICHFIELD SPRI	9,317	10,271	10,271	10,916
422	472202 CHERRY VLY-SPR	11,895	12,632	12,632	12,674
423	472506 WORCESTER	10,398	10,422	10,422	12,352
424	480101 MAHOPAC	12,057	13,264	13,264	13,924
425	480102 CARMEL	14,319	14,865	14,865	15,409
426	480401 HALDANE	14,121	14,783	14,783	16,483
427	480404 GARRISON	18,482	20,327	20,327	21,676
428	480503 PUTNAM VALLEY	15,825	16,294	16,294	16,888
429	480601 BREWSTER	14,336	15,649	15,649	16,808
430	490101 BERLIN	10,974	12,019	12,019	12,890
431	490202 BRUNSWICK CENT	8,818	10,274	10,274	10,501
432	490301 EAST GREENBUSH	10,890	11,464	11,464	11,659
433	490501 HOOSICK FALLS	9,553	10,071	10,071	11,782
434	490601 LANSINGBURGH	8,394	8,509	8,509	9,352
435	490801 NORTH GREENBUSH	10,026	10,735	10,735	N/A
436	490804 WYNANTSKILL	9,237	10,613	10,613	11,243
437	491200 RENNELAER	10,247	10,996	10,996	8,883
438	491302 AVERILL PARK	8,683	9,363	9,363	10,036
439	491401 HOOSIC VALLEY	9,015	9,733	9,733	10,338
440	491501 SCHODACK	10,509	11,674	11,674	12,169
441	491700 TROY	11,481	13,360	13,360	15,986
442	500101 CLARKSTOWN	11,608	12,759	12,759	13,310
443	500108 NANUET	16,675	17,763	17,763	18,531
444	500201 HAVERSTRAW-ST	14,279	15,854	15,854	17,121
445	500301 S. ORANGETOWN	14,278	14,729	14,729	15,503
446	500304 NYACK	16,020	17,016	17,016	18,240
447	500308 PEARL RIVER	13,277	14,413	14,413	14,854
448	500401 RAMAPO	15,993	17,571	17,571	16,919
449	500402 EAST RAMAPO	14,736	16,326	16,326	16,555
450	510101 BRASHER FALLS	8,633	9,507	9,507	10,172

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
451	510201	CANTON	10,471	11,114	11,114	11,252
452	510401	CLIFTON FINE	16,641	18,407	18,407	17,107
453	510501	COLTON PIERREP	14,920	16,949	16,949	18,381
454	511101	GOUVERNEUR	9,083	8,945	8,945	10,255
455	511201	HAMMOND	9,281	11,478	11,478	12,727
456	511301	HERMON DEKALB	12,838	13,114	13,114	12,646
457	511602	LISBON	11,326	11,867	11,867	12,322
458	511901	MADRID WADDING	10,391	10,883	10,883	10,491
459	512001	MASSENA	8,332	9,131	9,131	10,197
460	512101	MORRISTOWN	11,107	13,150	13,150	13,655
461	512201	NORWOOD NORFOL	10,021	10,085	10,085	10,652
462	512300	OGDENSBURG	11,998	13,053	13,053	13,953
463	512404	HEUVELTON	9,954	11,007	11,007	10,704
464	512501	PARISHVILLE	9,498	9,890	9,890	10,609
465	512902	POTSDAM	9,979	10,840	10,840	11,390
466	513102	EDWARDS-KNOX	9,158	10,001	10,001	10,536
467	520101	BURNT HILLS	9,994	10,562	10,562	10,168
468	520302	SHENENDEHOWA	9,905	10,502	10,502	11,060
469	520401	CORINTH	9,791	10,020	10,020	10,919
470	520601	EDINBURG	21,157	28,077	28,077	20,896
471	520701	GALWAY	8,609	9,042	9,042	10,157
472	521200	MECHANICVILLE	9,092	9,597	9,597	10,377
473	521301	BALLSTON SPA	10,154	11,233	11,233	11,797
474	521401	S. GLENS FALLS	9,117	9,844	9,844	10,667
475	521701	SCHUYLERVILLE	10,735	11,600	11,600	11,472
476	521800	SARATOGA SPRIN	10,177	10,496	10,496	10,532
477	522001	STILLWATER	8,313	8,971	8,971	9,269
478	522101	WATERFORD	10,199	12,183	12,183	12,844
479	530101	DUANESBURG	8,433	9,259	9,259	9,234
480	530202	SCOTIA GLENVIL	9,606	10,245	10,245	11,013
481	530301	NISKAYUNA	10,411	11,408	11,408	11,790
482	530501	SCHALMONT	11,630	12,830	12,830	13,862
483	530515	MOHONASEN	7,865	8,047	8,047	8,989
484	530600	SCHENECTADY	9,590	10,272	10,272	12,014
485	540801	GILBOA CONESVI	12,137	13,436	13,436	15,707
486	540901	JEFFERSON	11,383	11,905	11,905	12,445
487	541001	MIDDLEBURGH	11,983	13,341	13,341	12,453
488	541102	COBLESKL-RICHM	9,443	10,568	10,568	10,802
489	541201	SCHOHARIE	9,913	10,626	10,626	12,138
490	541401	SHARON SPRINGS	14,169	12,510	12,510	14,154
491	550101	ODESSA MONTOUR	9,953	9,698	9,698	11,363
492	550301	WATKINS GLEN	9,323	9,562	9,562	10,489
493	560501	SOUTH SENECA	11,031	12,642	12,642	13,574
494	560603	ROMULUS	11,185	11,830	11,830	14,567
495	560701	SENECA FALLS	9,687	10,676	10,676	11,016
496	561006	WATERLOO CENT	8,549	9,295	9,295	10,263
497	570101	ADDISON	10,537	10,215	10,215	11,263
498	570201	AVOCA	9,594	11,471	11,471	13,201
499	570302	BATH	8,726	9,370	9,370	9,780
500	570401	BRADFORD	11,995	12,185	12,185	13,266

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
501	570603	CAMPBELL-SAVON	9,978	9,702	9,702	10,531
502	571000	CORNING	9,407	10,255	10,255	10,637
503	571502	CANISTEO-GREEN	11,811	11,986	11,986	13,788
504	571800	HORNELL	9,927	10,088	10,088	9,858
505	571901	ARKPORT	8,402	8,587	8,587	9,666
506	572301	PRATTSBURG	9,697	9,983	9,983	10,626
507	572702	JASPER-TRPSBRG	9,088	9,625	9,625	10,590
508	572901	HAMMONDSPORT	13,020	14,515	14,515	14,766
509	573002	WAYLAND-COHOCT	9,018	9,611	9,611	10,796
510	580101	BABYLON	15,378	17,161	17,161	16,928
511	580102	WEST BABYLON	12,571	13,840	13,840	14,848
512	580103	NORTH BABYLON	11,963	13,353	13,353	14,290
513	580104	LINDENHURST	12,446	13,409	13,409	14,253
514	580105	COPIAGUE	11,518	13,079	13,079	15,369
515	580106	AMITYVILLE	14,006	16,765	16,765	17,777
516	580107	DEER PARK	14,629	15,380	15,380	15,685
517	580109	WYANDANCH	14,812	15,791	15,791	16,666
518	580201	THREE VILLAGE	13,098	14,277	14,277	15,887
519	580203	COMSEWOGUE	12,332	12,594	12,594	13,498
520	580205	SACHEM	12,482	13,313	13,313	13,251
521	580206	PORT JEFFERSON	19,872	21,369	21,369	21,199
522	580207	MOUNT SINAI	13,761	14,326	14,326	14,841
523	580208	MILLER PLACE	13,114	14,009	14,009	12,922
524	580209	ROCKY POINT	11,446	12,271	12,271	12,823
525	580211	MIDDLE COUNTRY	11,103	12,109	12,109	13,107
526	580212	LONGWOOD	12,113	13,845	13,845	14,380
527	580224	PATCHOGUE-MEDF	11,402	12,251	12,251	12,814
528	580232	WILLIAM FLOYD	12,659	13,077	13,077	14,168
529	580233	CENTER MORICHE	13,957	14,851	14,851	14,847
530	580234	EAST MORICHES	15,728	15,102	15,102	17,372
531	580235	SOUTH COUNTRY	14,265	15,404	15,404	15,951
532	580301	EAST HAMPTON	18,628	21,330	21,330	23,725
533	580302	WAINSCOTT	13,289	19,419	19,419	N/A
534	580303	AMAGANSETT	59,305	45,754	45,754	57,648
535	580304	SPRINGS	16,860	19,627	19,627	21,775
536	580305	SAG HARBOR	20,395	23,814	23,814	24,716
537	580306	MONTAUK	21,131	23,842	23,842	31,259
538	580401	ELWOOD	13,740	14,427	14,427	14,485
539	580402	COLD SPRING HA	18,574	20,529	20,529	20,586
540	580403	HUNTINGTON	16,331	16,922	16,922	17,512
541	580404	NORTHPORT	15,387	16,459	16,459	18,014
542	580405	HALF HOLLOW HI	13,149	14,381	14,381	14,873
543	580406	HARBORFIELDS	11,957	13,134	13,134	13,773
544	580410	COMMACK	13,120	14,858	14,858	15,572
545	580413	S. HUNTINGTON	14,159	15,252	15,252	15,758
546	580501	BAY SHORE	13,930	15,048	15,048	15,355
547	580502	ISLIP	11,813	12,916	12,916	14,285
548	580503	EAST ISLIP	12,245	13,735	13,735	14,659
549	580504	SAYVILLE	12,579	15,751	15,751	16,460
550	580505	BAYPORT BLUE P	15,691	17,035	17,035	17,566

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
551	580506	HAUPPAUGE	14,975	15,992	15,992	16,435
552	580507	CONNETHQUOT	13,359	14,373	14,373	15,947
553	580509	WEST ISLIP	11,756	12,679	12,679	13,799
554	580512	BRENTWOOD	11,583	12,950	12,950	13,488
555	580513	CENTRAL ISLIP	16,773	18,571	18,571	19,614
556	580514	FIRE ISLAND	75,321	105,135	105,135	107,803
557	580601	SHOREHAM-WADIN	13,116	14,471	14,471	15,726
558	580602	RIVERHEAD	13,909	15,743	15,743	16,076
559	580701	SHELTER ISLAND	25,991	25,456	25,456	27,980
560	580801	SMITHTOWN	12,667	13,272	13,272	13,969
561	580805	KINGS PARK	12,556	13,065	13,065	13,928
562	580901	REMSENBURG	28,044	29,102	29,102	36,414
563	580902	WESTHAMPTON BE	16,314	18,052	18,052	18,354
564	580903	QUOGUE	34,967	38,866	38,866	46,916
565	580905	HAMPTON BAYS	12,481	14,438	14,438	16,093
566	580906	SOUTHAMPTON	21,695	24,096	24,096	23,414
567	580909	BRIDGEHAMPTON	54,109	51,579	51,579	53,186
568	580910	SAGAPONACK	13,289	19,419	19,419	N/A
569	580912	EASTPORT-SOUTH	11,176	12,376	12,376	13,276
570	580913	TUCKAHOE COMMO	24,583	24,715	24,715	28,200
571	580917	EAST QUOGUE	16,623	21,071	21,071	22,116
572	581002	OYSTERPONDS	28,674	30,893	30,893	32,931
573	581004	FISHERS ISLAND	41,189	37,296	37,296	42,471
574	581005	SOUTHOLD	14,515	15,431	15,431	17,390
575	581010	GREENPORT	14,041	14,945	14,945	16,696
576	581012	MATTITUCK-CUTC	14,814	15,260	15,260	15,967
577	581015	NEW SUFFOLK	13,289	19,419	19,419	N/A
578	590501	FALLSBURGH	15,248	16,265	16,265	19,402
579	590801	ELDRED	11,596	13,588	13,588	13,570
580	590901	LIBERTY	13,524	15,551	15,551	17,552
581	591201	TRI VALLEY	15,653	16,260	16,260	18,324
582	591301	ROSCOE	15,149	17,289	17,289	17,826
583	591302	LIVINGSTON MAN	13,770	14,627	14,627	16,085
584	591401	MONTICELLO	11,687	12,084	12,084	14,106
585	591502	SULLIVAN WEST	12,938	14,012	14,012	15,001
586	600101	WAVERLY	8,126	8,476	8,476	9,059
587	600301	CANDOR	9,861	10,252	10,252	11,287
588	600402	NEWARK VALLEY	9,255	10,412	10,412	10,287
589	600601	OWEGO-APALACHI	10,051	10,347	10,347	11,452
590	600801	SPENCER VAN ET	7,417	8,771	8,771	10,808
591	600903	TIOGA	7,712	8,451	8,451	9,445
592	610301	DRYDEN	9,582	10,200	10,200	11,011
593	610501	GROTON	8,899	9,486	9,486	10,405
594	610600	ITHACA	11,162	12,113	12,113	12,670
595	610801	LANSING	11,773	12,850	12,850	10,855
596	610901	NEWFIELD	8,554	8,923	8,923	9,830
597	611001	TRUMANSBURG	9,597	10,114	10,114	10,222
598	620600	KINGSTON	12,176	12,731	12,731	14,461
599	620803	HIGHLAND	10,690	11,914	11,914	12,457
600	620901	RONDOUT VALLEY	14,241	15,569	15,569	17,586

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
601	621001	MARLBORO	13,729	14,591	14,591	15,483
602	621101	NEW PALTZ	11,835	12,290	12,290	13,284
603	621201	ONTEORA	14,239	15,687	15,687	18,571
604	621601	SAUGERTIES	10,068	11,303	11,303	11,825
605	621801	WALKKILL	9,807	10,532	10,532	10,997
606	622002	ELLENVILLE	14,662	15,427	15,427	15,150
607	630101	BOLTON	16,201	18,295	18,295	20,535
608	630202	NORTH WARREN	13,343	15,288	15,288	15,458
609	630300	GLENS FALLS	10,178	10,923	10,923	11,469
610	630601	JOHNSBURG	14,807	16,769	16,769	18,339
611	630701	LAKE GEORGE	11,546	12,636	12,636	12,521
612	630801	HADLEY LUZERNE	11,330	11,969	11,969	13,748
613	630902	QUEENSBURY	8,374	8,801	8,801	9,538
614	630918	GLENS FALLS CO	13,275	14,736	14,736	12,000
615	631201	WARRENSBURG	12,837	14,290	14,290	14,836
616	640101	ARGYLE	8,772	10,694	10,694	11,402
617	640502	FORT ANN	11,691	13,187	13,187	13,847
618	640601	FORT EDWARD	10,554	11,926	11,926	11,493
619	640701	GRANVILLE	8,841	10,678	10,678	10,360
620	640801	GREENWICH	10,146	11,995	11,995	12,131
621	641001	HARTFORD	9,645	11,389	11,389	12,205
622	641301	HUDSON FALLS	8,780	9,322	9,322	10,021
623	641401	PUTNAM	20,620	23,086	23,086	23,966
624	641501	SALEM	9,675	11,650	11,650	13,082
625	641610	CAMBRIDGE	9,689	10,634	10,634	12,350
626	641701	WHITEHALL	10,230	10,832	10,832	12,236
627	650101	NEWARK	9,666	9,934	9,934	11,100
628	650301	CLYDE-SAVANNAH	10,893	11,351	11,351	13,326
629	650501	LYONS	9,098	9,951	9,951	10,690
630	650701	MARION	9,951	10,933	10,933	11,418
631	650801	WAYNE	9,957	10,781	10,781	11,034
632	650901	PALMYRA-MACEDO	10,011	10,787	10,787	10,506
633	650902	GANANDA	8,713	9,476	9,476	9,757
634	651201	SODUS	11,350	12,258	12,258	12,623
635	651402	WILLIAMSON	9,984	11,381	11,381	12,113
636	651501	N. ROSE-WOLCOT	9,498	11,430	11,430	12,030
637	651503	RED CREEK	8,978	9,664	9,664	10,909
638	660101	KATONAH LEWISB	17,843	18,574	18,574	20,507
639	660102	BEDFORD	18,038	19,852	19,852	20,556
640	660202	CROTON HARMON	15,181	15,550	15,550	15,733
641	660203	HENDRICK HUDSO	17,048	16,618	16,618	18,174
642	660301	EASTCHESTER	16,813	17,035	17,035	17,827
643	660302	TUCKAHOE	17,306	18,600	18,600	20,009
644	660303	BRONXVILLE	18,961	21,219	21,219	22,099
645	660401	TARRYTOWN	14,846	16,455	16,455	16,449
646	660402	IRVINGTON	16,493	18,320	18,320	20,150
647	660403	DOBBS FERRY	16,909	18,231	18,231	18,927
648	660404	HASTINGS ON HU	17,018	17,463	17,463	19,404
649	660405	ARDSLEY	15,063	17,638	17,638	20,471
650	660406	EDGEMONT	15,844	16,226	16,226	17,819

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
651	660407	GREENBURGH	20,815	20,451	20,451	22,343
652	660409	ELMSFORD	19,616	21,033	21,033	22,211
653	660501	HARRISON	19,289	20,737	20,737	23,457
654	660701	MAMARONECK	17,674	16,404	16,404	18,416
655	660801	MT PLEAS CENT	17,692	18,168	18,168	18,590
656	660802	POCANTICO HILL	32,101	36,989	36,989	46,333
657	660805	VALHALLA	18,472	19,877	19,877	20,983
658	660809	PLEASANTVILLE	14,471	15,490	15,490	16,558
659	660900	MOUNT VERNON	14,051	15,367	15,367	16,794
660	661004	CHAPPAQUA	17,176	18,326	18,326	19,041
661	661100	NEW ROCHELLE	13,098	15,491	15,491	16,138
662	661201	BYRAM HILLS	19,270	19,805	19,805	20,054
663	661301	NORTH SALEM	19,212	20,267	20,267	20,273
664	661401	OSSINING	15,525	16,981	16,981	18,293
665	661402	BRIARCLIFF MAN	19,367	20,102	20,102	22,861
666	661500	PEEKSKILL	15,279	16,068	16,068	16,431
667	661601	PELHAM	14,768	15,317	15,317	16,187
668	661800	RYE	19,091	18,846	18,846	18,927
669	661901	RYE NECK	16,189	18,168	18,168	18,340
670	661904	PORT CHESTER	11,600	12,674	12,674	13,413
671	661905	BLIND BROOK-RY	17,321	18,589	18,589	20,318
672	662001	SCARSDALE	19,135	20,819	20,819	22,148
673	662101	SOMERS	14,552	15,818	15,818	16,825
674	662200	WHITE PLAINS	17,123	18,811	18,811	19,443
675	662300	YONKERS	12,015	12,006	12,006	14,520
676	662401	LAKELAND	13,540	14,318	14,318	14,999
677	662402	YORKTOWN	13,595	14,859	14,859	16,743
678	670201	ATTICA	9,266	9,393	9,393	9,552
679	670401	LETCHWORTH	10,838	10,945	10,945	11,337
680	671002	WYOMING	11,116	14,555	14,555	15,376
681	671201	PERRY	9,832	10,672	10,672	11,041
682	671501	WARSAW	10,242	12,111	12,111	11,643
683	680601	PENN YAN	9,317	10,287	10,287	11,554
684	680801	DUNDEE	8,023	9,390	9,390	9,998

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
1	10100 ALBANY	11,149	11,712	11,712	14,072
2	570101 ADDISON	10,537	10,215	10,215	11,263
3	410401 ADIRONDACK	9,936	10,915	10,915	11,668
4	80101 AFTON	10,510	11,717	11,717	13,800
5	142101 AKRON	9,157	9,760	9,760	10,134
6	450101 ALBION	8,014	8,887	8,887	10,580
7	140101 ALDEN	9,267	9,737	9,737	9,862
8	180202 ALEXANDER	9,501	10,005	10,005	11,325
9	220202 ALEXANDRIA	9,983	10,338	10,338	12,100
10	20101 ALFRED ALMOND	9,184	10,226	10,226	10,628
11	40302 ALLEGANY-LIMES	8,754	9,652	9,652	10,362
12	460102 ALTMAR PARISH	10,870	11,395	11,395	11,295
13	580303 AMAGANSETT	59,305	45,754	45,754	57,648
14	140201 AMHERST	10,520	10,138	10,138	10,721
15	580106 AMITYVILLE	14,006	16,765	16,765	17,777
16	270100 AMSTERDAM	8,584	8,887	8,887	9,443
17	120102 ANDES	14,329	15,445	15,445	21,107
18	20601 ANDOVER	10,738	11,107	11,107	12,353
19	660405 ARDSLEY	15,063	17,638	17,638	20,471
20	640101 ARGYLE	8,772	10,694	10,694	11,402
21	571901 ARKPORT	8,402	8,587	8,587	9,666
22	131601 ARLINGTON	9,976	10,651	10,651	11,469
23	670201 ATTICA	9,266	9,393	9,393	9,552
24	50100 AUBURN	8,945	9,959	9,959	10,495
25	90201 AUSABLE VALLEY	11,112	12,302	12,302	13,185
26	491302 AVERILL PARK	8,683	9,363	9,363	10,036
27	570201 AVOCA	9,594	11,471	11,471	13,201
28	240101 AVON	9,000	10,726	10,726	10,465
29	580101 BABYLON	15,378	17,161	17,161	16,928
30	80201 BAINBRIDGE GUI	9,350	10,541	10,541	11,434
31	280210 BALDWIN	14,024	15,336	15,336	15,658
32	420901 BALDWINVILLE	9,529	10,185	10,185	10,724
33	521301 BALLSTON SPA	10,154	11,233	11,233	11,797
34	401301 BARKER	12,412	13,293	13,293	12,895
35	180300 BATAVIA	11,169	12,503	12,503	12,293
36	570302 BATH	8,726	9,370	9,370	9,780
37	580501 BAY SHORE	13,930	15,048	15,048	15,355
38	580505 BAYPORT BLUE P	15,691	17,035	17,035	17,566
39	130200 BEACON	9,227	9,650	9,650	11,093
40	231301 BEAVER RIVER	9,035	10,065	10,065	9,873
41	660102 BEDFORD	18,038	19,852	19,852	20,556
42	90301 BEEKMANTOWN	10,124	11,410	11,410	11,708
43	20801 BELFAST	8,535	10,153	10,153	11,619
44	220909 BELLEVILLE-HEN	8,798	9,652	9,652	10,030
45	280207 BELLMORE	15,949	17,562	17,562	19,638
46	280253 BELLMORE-MERRI	12,191	13,037	13,037	13,768
47	61001 BEMUS POINT	9,766	10,726	10,726	11,810
48	490101 BERLIN	10,974	12,019	12,019	12,890
49	10201 BERNE KNOX	10,653	10,814	10,814	13,371
50	10306 BETHLEHEM	10,050	12,653	12,653	12,513

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
51	280521	BETHPAGE	15,652	17,066	17,066	17,350
52	30200	BINGHAMTON	8,896	9,820	9,820	10,244
53	661905	BLIND BROOK-RY	17,321	18,589	18,589	20,318
54	22902	BOLIVAR-RICHBG	10,620	11,418	11,418	10,885
55	630101	BOLTON	16,201	18,295	18,295	20,535
56	570401	BRADFORD	11,995	12,185	12,185	13,266
57	510101	BRASHER FALLS	8,633	9,507	9,507	10,172
58	580512	BRENTWOOD	11,583	12,950	12,950	13,488
59	480601	BREWSTER	14,336	15,649	15,649	16,808
60	661402	BRIARCLIFF MAN	19,367	20,102	20,102	22,861
61	580909	BRIDGEHAMPTON	54,109	51,579	51,579	53,186
62	260101	BRIGHTON	11,048	12,025	12,025	12,448
63	171102	BROADALBIN-PER	7,722	8,605	8,605	8,636
64	261801	BROCKPORT	9,705	10,222	10,222	10,745
65	62301	BROCTON	11,771	12,774	12,774	12,437
66	660303	BRONXVILLE	18,961	21,219	21,219	22,099
67	250109	BROOKFIELD	9,758	11,515	11,515	11,171
68	490202	BRUNSWICK CENT	8,818	10,274	10,274	10,501
69	161601	BRUSHTON MOIRA	8,985	10,152	10,152	11,399
70	140600	BUFFALO	9,567	10,429	10,429	12,005
71	520101	BURNT HILLS	9,994	10,562	10,562	10,168
72	661201	BYRAM HILLS	19,270	19,805	19,805	20,054
73	180701	BYRON BERGEN	8,763	10,098	10,098	11,339
74	190301	CAIRO-DURHAM	8,126	9,731	9,731	10,345
75	240201	CALEDONIA MUMF	8,374	9,239	9,239	10,218
76	641610	CAMBRIDGE	9,689	10,634	10,634	12,350
77	410601	CAMDEN	8,250	9,386	9,386	10,655
78	570603	CAMPBELL-SAVON	9,978	9,702	9,702	10,531
79	270301	CANAJOHARIE	11,364	10,533	10,533	10,768
80	430300	CANANDAIGUA	9,461	10,181	10,181	10,828
81	21102	CANASERAGA	10,752	11,354	11,354	12,329
82	250901	CANASTOTA	8,830	9,135	9,135	9,837
83	600301	CANDOR	9,861	10,252	10,252	11,287
84	571502	CANISTEO-GREEN	11,811	11,986	11,986	13,788
85	510201	CANTON	10,471	11,114	11,114	11,252
86	280411	CARLE PLACE	18,940	19,902	19,902	20,187
87	480102	CARMEL	14,319	14,865	14,865	15,409
88	222201	CARTHAGE	8,303	8,911	8,911	8,557
89	60401	CASSADAGA VALL	9,694	10,976	10,976	11,359
90	50401	CATO MERIDIAN	9,129	9,412	9,412	10,653
91	190401	CATSKILL	10,226	11,424	11,424	14,130
92	42302	CATTARAUGUS-LI	11,295	11,536	11,536	11,368
93	250201	CAZENOVIA	9,208	9,996	9,996	10,613
94	580233	CENTER MORICHE	13,957	14,851	14,851	14,847
95	580513	CENTRAL ISLIP	16,773	18,571	18,571	19,614
96	460801	CENTRAL SQUARE	8,119	9,066	9,066	9,571
97	661004	CHAPPAQUA	17,176	18,326	18,326	19,041
98	120401	CHARLOTTE VALL	8,172	9,939	9,939	10,907
99	160801	CHATEAUGAY	8,508	9,502	9,502	10,879
100	101001	CHATHAM	11,215	12,277	12,277	12,977

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
101	60503	CHAUTAUQUA	12,818	14,330	14,330	14,457
102	90601	CHAZY	9,891	10,616	10,616	11,716
103	140701	CHEEKTOWAGA	8,832	9,733	9,733	10,235
104	30101	CHENANGO FORKS	9,392	10,119	10,119	10,503
105	30701	CHENANGO VALLE	10,699	10,906	10,906	10,665
106	472202	CHERRY VLY-SPR	11,895	12,632	12,632	12,674
107	440201	CHESTER	12,179	12,532	12,532	13,170
108	251601	CHITTENANGO	9,074	10,080	10,080	10,983
109	261501	CHURCHVILLE CH	8,985	9,496	9,496	10,122
110	110101	CINCINNATUS	11,091	12,195	12,195	12,691
111	140801	CLARENCE	8,107	8,747	8,747	9,001
112	500101	CLARKSTOWN	11,608	12,759	12,759	13,310
113	140703	CLEVELAND HILL	8,396	9,946	9,946	10,428
114	510401	CLIFTON FINE	16,641	18,407	18,407	17,107
115	411101	CLINTON	11,125	11,072	11,072	11,529
116	650301	CLYDE-SAVANNAH	10,893	11,351	11,351	13,326
117	60701	CLYMER	10,139	13,768	13,768	14,425
118	541102	COBLESKL-RICHM	9,443	10,568	10,568	10,802
119	10500	COHOES	10,516	11,070	11,070	11,791
120	580402	COLD SPRING HA	18,574	20,529	20,529	20,586
121	510501	COLTON PIERREP	14,920	16,949	16,949	18,381
122	580410	COMMACK	13,120	14,858	14,858	15,572
123	580203	COMSEWOGUE	12,332	12,594	12,594	13,498
124	580507	CONNETQUOT	13,359	14,373	14,373	15,947
125	471701	COOPERSTOWN	10,574	11,595	11,595	11,917
126	100501	COPAKE-TACONIC	11,676	13,043	13,043	13,622
127	230201	COPENHAGEN	8,600	9,038	9,038	9,935
128	580105	COPIAGUE	11,518	13,079	13,079	15,369
129	520401	CORINTH	9,791	10,020	10,020	10,919
130	571000	CORNING	9,407	10,255	10,255	10,637
131	440301	CORNWALL	10,775	11,413	11,413	11,262
132	110200	CORTLAND	9,347	9,778	9,778	10,142
133	190501	COXSACKIE ATHE	10,459	10,905	10,905	11,888
134	660202	CROTON HARMON	15,181	15,550	15,550	15,733
135	150203	CROWN POINT	12,283	14,203	14,203	15,649
136	22302	CUBA-RUSHFORD	10,829	10,889	10,889	12,488
137	241101	DALTON-NUNDA	10,866	11,704	11,704	13,107
138	241001	DANSVILLE	9,132	9,525	9,525	10,313
139	250301	DE RUYTER	9,206	12,001	12,001	13,049
140	580107	DEER PARK	14,629	15,380	15,380	15,685
141	120501	DELHI	11,428	12,859	12,859	13,930
142	140707	DEPEW	9,719	10,741	10,741	10,409
143	31301	DEPOSIT	11,710	14,020	14,020	14,304
144	660403	DOBBS FERRY	16,909	18,231	18,231	18,927
145	211003	DOLGEVILLE	8,707	9,576	9,576	10,527
146	130502	DOVER	10,011	10,589	10,589	11,245
147	120301	DOWNSVILLE	13,533	16,110	16,110	17,143
148	610301	DRYDEN	9,582	10,200	10,200	11,011
149	530101	DUANESBURG	8,433	9,259	9,259	9,234
150	680801	DUNDEE	8,023	9,390	9,390	9,998

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
151	60800	DUNKIRK	11,682	12,054	12,054	12,985
152	420401	E SYRACUSE-MIN	12,617	12,805	12,805	13,674
153	260801	E. IRONDEQUOIT	9,349	10,006	10,006	11,557
154	140301	EAST AURORA	12,436	9,978	9,978	10,210
155	430501	EAST BLOOMFIEL	9,687	10,213	10,213	11,116
156	490301	EAST GREENBUSH	10,890	11,464	11,464	11,659
157	580301	EAST HAMPTON	18,628	21,330	21,330	23,725
158	580503	EAST ISLIP	12,245	13,735	13,735	14,659
159	280203	EAST MEADOW	13,319	15,631	15,631	15,722
160	580234	EAST MORICHES	15,728	15,102	15,102	17,372
161	580917	EAST QUOGUE	16,623	21,071	21,071	22,116
162	500402	EAST RAMAPO	14,736	16,326	16,326	16,555
163	261313	EAST ROCHESTER	10,970	12,418	12,418	12,585
164	280219	EAST ROCKAWAY	14,837	16,680	16,680	18,375
165	280402	EAST WILLISTON	18,840	19,814	19,814	20,780
166	660301	EASTCHESTER	16,813	17,035	17,035	17,827
167	580912	EASTPORT-SOUTH	11,176	12,376	12,376	13,276
168	141201	EDEN	8,277	8,752	8,752	9,674
169	660406	EDGEMONT	15,844	16,226	16,226	17,819
170	520601	EDINBURG	21,157	28,077	28,077	20,896
171	470501	EDMESTON	8,457	9,031	9,031	11,243
172	513102	EDWARDS-KNOX	9,158	10,001	10,001	10,536
173	180901	ELBA	10,056	10,830	10,830	11,423
174	590801	ELDRED	11,596	13,588	13,588	13,570
175	150301	ELIZABETHTOWN	11,453	13,228	13,228	13,358
176	622002	ELLENVILLE	14,662	15,427	15,427	15,150
177	40901	ELLCOTTVILLE	10,443	10,206	10,206	11,491
178	70600	ELMIRA	8,624	9,965	9,965	11,012
179	70902	ELMIRA HEIGHTS	9,827	9,761	9,761	10,136
180	280216	ELMONT	12,189	13,210	13,210	14,397
181	660409	ELMSFORD	19,616	21,033	21,033	22,211
182	580401	ELWOOD	13,740	14,427	14,427	14,485
183	141401	EVANS-BRANT	10,452	11,083	11,083	11,618
184	420601	FABIUS-POMPEY	10,197	11,565	11,565	12,479
185	261301	FAIRPORT	9,679	10,220	10,220	10,647
186	61101	FALCONER	8,141	8,694	8,694	9,522
187	590501	FALLSBURGH	15,248	16,265	16,265	19,402
188	280522	FARMINGDALE	14,725	15,641	15,641	16,831
189	421001	FAYETTEVILLE	10,101	10,267	10,267	10,653
190	22001	FILLMORE	7,539	8,668	8,668	9,156
191	580514	FIRE ISLAND	75,321	105,135	105,135	107,803
192	581004	FISHERS ISLAND	41,189	37,296	37,296	42,471
193	280222	FLORAL PARK	12,106	12,852	12,852	14,937
194	442115	FLORIDA	11,858	13,088	13,088	14,001
195	270601	FONDA FULTONVI	9,141	10,509	10,509	11,108
196	61503	FORESTVILLE	9,323	10,133	10,133	10,484
197	640502	FORT ANN	11,691	13,187	13,187	13,847
198	640601	FORT EDWARD	10,554	11,926	11,926	11,493
199	270701	FORT PLAIN	10,060	10,723	10,723	12,840
200	210402	FRANKFORT-SCHU	9,127	9,084	9,084	9,210

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
201	120701	FRANKLIN	11,937	12,786	12,786	13,106
202	280217	FRANKLIN SQUAR	12,273	13,288	13,288	13,412
203	41101	FRANKLINVILLE	9,899	10,696	10,696	11,351
204	62201	FREDONIA	10,159	11,242	11,242	12,037
205	280209	FREEPORT	14,026	14,902	14,902	15,703
206	60301	FREWSBURG	8,436	8,965	8,965	10,206
207	21601	FRIENDSHIP	11,066	11,948	11,948	12,385
208	141604	FRONTIER	7,657	8,271	8,271	8,759
209	460500	FULTON	9,852	10,413	10,413	11,616
210	520701	GALWAY	8,609	9,042	9,042	10,157
211	650902	GANANDA	8,713	9,476	9,476	9,757
212	280218	GARDEN CITY	15,014	16,464	16,464	17,620
213	480404	GARRISON	18,482	20,327	20,327	21,676
214	260401	GATES CHILI	10,332	11,150	11,150	12,359
215	220401	GENERAL BROWN	8,068	8,410	8,410	8,580
216	20702	GENESEE VALLEY	9,380	9,686	9,686	11,013
217	240401	GENESEO	10,353	10,819	10,819	12,257
218	430700	GENEVA	9,208	10,458	10,458	12,688
219	100902	GERMANTOWN	12,486	12,770	12,770	14,614
220	540801	GILBOA CONESVI	12,137	13,436	13,436	15,707
221	470202	GLBTSVILLE-MT U	8,855	9,683	9,683	11,319
222	280100	GLEN COVE	17,094	17,909	17,909	18,368
223	630300	GLENS FALLS	10,178	10,923	10,923	11,469
224	630918	GLENS FALLS CO	13,275	14,736	14,736	12,000
225	170500	GLOVERSVILLE	9,392	9,121	9,121	9,865
226	430901	GORHAM-MIDDLES	10,734	11,367	11,367	11,875
227	440601	GOSHEN	11,566	12,560	12,560	12,773
228	511101	GOUVERNEUR	9,083	8,945	8,945	10,255
229	42801	GOWANDA	9,677	10,020	10,020	11,326
230	141501	GRAND ISLAND	9,379	9,823	9,823	9,915
231	640701	GRANVILLE	8,841	10,678	10,678	10,360
232	280407	GREAT NECK	20,853	21,183	21,183	22,466
233	260501	GREECE	9,658	10,422	10,422	11,252
234	10701	GREEN ISLAND	10,390	10,997	10,997	12,662
235	660407	GREENBURGH	20,815	20,451	20,451	22,343
236	80601	GREENE	8,394	9,598	9,598	10,565
237	581010	GREENPORT	14,041	14,945	14,945	16,696
238	190701	GREENVILLE	10,371	11,269	11,269	13,454
239	640801	GREENWICH	10,146	11,995	11,995	12,131
240	442111	GREENWOOD LAKE	14,899	15,132	15,132	18,307
241	81401	GRGETWN-SO OTS	11,634	11,700	11,700	12,871
242	610501	GROTON	8,899	9,486	9,486	10,405
243	10802	GUILDERLAND	10,011	10,712	10,712	11,356
244	630801	HADLEY LUZERNE	11,330	11,969	11,969	13,748
245	480401	HALDANE	14,121	14,783	14,783	16,483
246	580405	HALF HOLLOW HI	13,149	14,381	14,381	14,873
247	141601	HAMBURG	9,216	9,519	9,519	9,716
248	250701	HAMILTON	9,678	12,465	12,465	12,897
249	511201	HAMMOND	9,281	11,478	11,478	12,727
250	572901	HAMMONDSPORT	13,020	14,515	14,515	14,766

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
251	580905	HAMPTON BAYS	12,481	14,438	14,438	16,093
252	120906	HANCOCK	12,248	13,854	13,854	14,267
253	460701	HANNIBAL	8,070	9,278	9,278	10,178
254	580406	HARBORFIELDS	11,957	13,134	13,134	13,773
255	30501	HARPURSVILLE	7,793	9,718	9,718	9,877
256	660501	HARRISON	19,289	20,737	20,737	23,457
257	230301	HARRISVILLE	11,192	11,794	11,794	12,372
258	641001	HARTFORD	9,645	11,389	11,389	12,205
259	660404	HASTINGS ON HU	17,018	17,463	17,463	19,404
260	580506	HAUPPAUGE	14,975	15,992	15,992	16,435
261	500201	HAVERSTRAW-ST	14,279	15,854	15,854	17,121
262	280201	HEMPSTEAD	16,165	17,356	17,356	18,202
263	660203	HENDRICK HUDSO	17,048	16,618	16,618	18,174
264	210601	HERKIMER	8,531	9,185	9,185	9,525
265	511301	HERMON DEKALB	12,838	13,114	13,114	12,646
266	280409	HERRICKS	14,999	16,522	16,522	17,029
267	512404	HEUVELTON	9,954	11,007	11,007	10,704
268	280214	HEWLETT WOODME	18,686	20,329	20,329	22,408
269	280517	HICKSVILLE	12,923	14,580	14,580	14,942
270	620803	HIGHLAND	10,690	11,914	11,914	12,457
271	440901	HIGHLAND FALLS	12,924	13,618	13,618	14,580
272	261101	HILTON	9,263	10,019	10,019	10,202
273	41401	HINSDALE	10,311	10,640	10,640	9,952
274	141701	HOLLAND	9,150	9,966	9,966	11,032
275	412201	HOLLAND PATENT	9,058	10,071	10,071	10,388
276	450704	HOLLEY	6,999	9,844	9,844	10,275
277	110701	HOMER	9,289	10,182	10,182	11,092
278	431401	HONEOYE	9,786	10,487	10,487	12,141
279	260901	HONEOYE FALLS	9,540	10,103	10,103	10,435
280	491401	HOOSIC VALLEY	9,015	9,733	9,733	10,338
281	490501	HOOSICK FALLS	9,553	10,071	10,071	11,782
282	571800	HORNELL	9,927	10,088	10,088	9,858
283	70901	HORSEHEADS	8,862	9,466	9,466	10,196
284	101300	HUDSON	10,975	11,982	11,982	13,401
285	641301	HUDSON FALLS	8,780	9,322	9,322	10,021
286	190901	HUNTER TANNERS	12,946	14,001	14,001	16,482
287	580403	HUNTINGTON	16,331	16,922	16,922	17,512
288	130801	HYDE PARK	10,162	10,965	10,965	12,052
289	210501	ILION	7,829	8,025	8,025	8,450
290	200401	INDIAN LAKE	18,205	22,268	22,268	24,054
291	220301	INDIAN RIVER	7,953	8,380	8,380	6,996
292	200501	INLET	22,241	26,736	26,736	N/A
293	141301	IROQUOIS	8,376	9,111	9,111	9,751
294	660402	IRVINGTON	16,493	18,320	18,320	20,150
295	280231	ISLAND PARK	22,245	27,655	27,655	27,985
296	280226	ISLAND TREES	12,982	14,337	14,337	15,505
297	580502	ISLIP	11,813	12,916	12,916	14,285
298	610600	ITHACA	11,162	12,113	12,113	12,670
299	61700	JAMESTOWN	8,983	10,157	10,157	10,164
300	420411	JAMESVILLE-DEW	10,494	10,805	10,805	10,944

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
301	572702	JASPER-TRPSBRG	9,088	9,625	9,625	10,590
302	540901	JEFFERSON	11,383	11,905	11,905	12,445
303	280515	JERICO	19,561	22,601	22,601	23,911
304	630601	JOHNSBURG	14,807	16,769	16,769	18,339
305	31502	JOHNSON CITY	10,865	11,182	11,182	12,050
306	170600	JOHNSTOWN	8,923	9,818	9,818	10,408
307	420501	JORDAN ELBRIDG	9,588	10,342	10,342	11,623
308	660101	KATONAH LEWISB	17,843	18,574	18,574	20,507
309	150601	KEENE	18,960	18,529	18,529	19,701
310	450607	KENDALL	9,526	9,917	9,917	12,590
311	142601	KENMORE	10,087	10,412	10,412	9,477
312	101401	KINDERHOOK	9,256	10,114	10,114	11,239
313	580805	KINGS PARK	12,556	13,065	13,065	13,928
314	620600	KINGSTON	12,176	12,731	12,731	14,461
315	441202	KIRYAS JOEL	18,317	25,769	25,769	33,354
316	221401	LA FARGEVILLE	9,943	10,039	10,039	9,458
317	420807	LA FAYETTE	14,681	15,526	15,526	15,766
318	141800	LACKAWANNA	10,172	10,833	10,833	11,964
319	630701	LAKE GEORGE	11,546	12,636	12,636	12,521
320	151102	LAKE PLACID	11,911	13,620	13,620	14,929
321	200601	LAKE PLEASANT	28,387	28,900	28,900	25,331
322	662401	LAKELAND	13,540	14,318	14,318	14,999
323	141901	LANCASTER	7,284	7,973	7,973	8,449
324	610801	LANSING	11,773	12,850	12,850	10,855
325	490601	LANSINGBURGH	8,394	8,509	8,509	9,352
326	470801	LAURENS	9,163	10,185	10,185	10,634
327	280215	LAWRENCE	18,845	20,562	20,562	23,002
328	181001	LE ROY	8,741	9,837	9,837	10,757
329	670401	LETCHWORTH	10,838	10,945	10,945	11,337
330	280205	LEVITTOWN	14,880	15,793	15,793	17,280
331	400301	LEWISTON PORTE	10,323	12,236	12,236	12,229
332	590901	LIBERTY	13,524	15,551	15,551	17,552
333	580104	LINDENHURST	12,446	13,409	13,409	14,253
334	511602	LISBON	11,326	11,867	11,867	12,322
335	210800	LITTLE FALLS	10,230	10,818	10,818	11,471
336	421501	LIVERPOOL	10,715	11,946	11,946	12,529
337	591302	LIVINGSTON MAN	13,770	14,627	14,627	16,085
338	240801	LIVONIA	9,786	10,725	10,725	11,356
339	400400	LOCKPORT	9,198	10,220	10,220	9,912
340	280503	LOCUST VALLEY	19,500	22,104	22,104	22,507
341	280300	LONG BEACH	17,016	19,842	19,842	22,042
342	200701	LONG LAKE	36,121	37,270	37,270	42,198
343	580212	LONGWOOD	12,113	13,845	13,845	14,380
344	230901	LOWVILLE	7,979	8,403	8,403	9,602
345	221301	LYME	9,864	10,382	10,382	13,021
346	280220	LYNBROOK	15,340	16,514	16,514	17,680
347	421504	LYNCOURT	11,989	13,521	13,521	15,497
348	451001	LYNDONVILLE	8,962	9,930	9,930	10,519
349	650501	LYONS	9,098	9,951	9,951	10,690
350	251101	MADISON	10,163	10,976	10,976	10,079

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
351	511901	MADRID WADDING	10,391	10,883	10,883	10,491
352	480101	MAHOPAC	12,057	13,264	13,264	13,924
353	31101	MAINE ENDWELL	9,864	11,002	11,002	10,197
354	161501	MALONE	9,922	10,134	10,134	10,520
355	280212	MALVERNE	16,465	16,487	16,487	19,705
356	660701	MAMARONECK	17,674	16,404	16,404	18,416
357	431101	MANCHSTR-SHRTS	10,121	10,485	10,485	10,420
358	280406	MANHASSET	18,864	20,254	20,254	21,235
359	10622	MAPLEWOOD	11,232	11,710	N/A	N/A
360	110901	MARATHON	8,493	7,853	7,853	11,911
361	421101	MARCELLUS	8,562	8,871	8,871	9,775
362	121401	MARGARETVILLE	10,942	12,416	12,416	13,376
363	650701	MARION	9,951	10,933	10,933	11,418
364	621001	MARLBORO	13,729	14,591	14,591	15,483
365	140702	MARYVALE	9,452	10,025	10,025	10,433
366	280523	MASSAPEQUA	14,211	15,232	15,232	16,052
367	512001	MASSENA	8,332	9,131	9,131	10,197
368	581012	MATTITUCK-CUTC	14,814	15,260	15,260	15,967
369	170801	MAYFIELD	8,067	8,827	8,827	10,112
370	110304	MCGRAW	10,128	11,222	11,222	11,248
371	521200	MECHANICVILLE	9,092	9,597	9,597	10,377
372	450801	MEDINA	9,550	10,525	10,525	10,826
373	10615	MENANDS	16,576	16,582	16,582	15,870
374	280225	MERRICK	14,803	16,693	16,693	17,936
375	460901	MEXICO	9,693	10,521	10,521	11,702
376	580211	MIDDLE COUNTRY	11,103	12,109	12,109	13,107
377	541001	MIDDLEBURGH	11,983	13,341	13,341	12,453
378	441000	MIDDLETOWN	10,382	11,355	11,355	12,759
379	471101	MILFORD	10,874	11,422	11,422	12,217
380	132201	MILLBROOK	10,071	11,769	11,769	12,902
381	580208	MILLER PLACE	13,114	14,009	14,009	12,922
382	280410	MINEOLA	21,204	22,566	22,566	23,709
383	150801	MINERVA	25,811	27,490	27,490	25,637
384	441101	MINISINK VALLE	9,146	10,099	10,099	10,552
385	210502	MOHAWK	8,656	9,642	9,642	10,758
386	530515	MOHONASEN	7,865	8,047	8,047	8,989
387	441201	MONROE WOODBUR	11,671	12,538	12,538	13,089
388	580306	MONTAUK	21,131	23,842	23,842	31,259
389	591401	MONTICELLO	11,687	12,084	12,084	14,106
390	51301	MORAVIA	9,540	9,940	9,940	10,202
391	150901	MORIAH	10,413	10,922	10,922	11,855
392	471201	MORRIS	9,165	9,185	9,185	10,436
393	512101	MORRISTOWN	11,107	13,150	13,150	13,655
394	250401	MORRISVILLE EA	10,009	11,015	11,015	12,114
395	240901	MOUNT MORRIS	9,744	11,101	11,101	12,120
396	580207	MOUNT SINAI	13,761	14,326	14,326	14,841
397	660900	MOUNT VERNON	14,051	15,367	15,367	16,794
398	212001	MT MARKHAM CSD	9,964	10,836	10,836	11,231
399	660801	MT PLEAS CENT	17,692	18,168	18,168	18,590
400	651501	N. ROSE-WOLCOT	9,498	11,430	11,430	12,030

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
401	400900	N. TONAWANDA	9,575	9,630	9,630	10,593
402	500108	NANUET	16,675	17,763	17,763	18,531
403	431201	NAPLES	11,957	13,488	13,488	13,183
404	411501	NEW HARTFORD	11,065	11,712	11,712	11,431
405	280405	NEW HYDE PARK	12,037	13,585	13,585	14,771
406	101601	NEW LEBANON	13,101	13,441	13,441	15,792
407	621101	NEW PALTZ	11,835	12,290	12,290	13,284
408	661100	NEW ROCHELLE	13,098	15,491	15,491	16,138
409	581015	NEW SUFFOLK	13,289	19,419	19,419	N/A
410	300000	NEW YORK CITY	11,023	12,443	12,443	13,527
411	411504	NEW YORK MILLS	11,073	12,248	12,248	11,834
412	650101	NEWARK	9,666	9,934	9,934	11,100
413	600402	NEWARK VALLEY	9,255	10,412	10,412	10,287
414	441600	NEWBURGH	11,407	12,738	12,738	14,796
415	151001	NEWCOMB	39,125	51,675	51,675	43,580
416	400601	NEWFANE	8,779	9,476	9,476	10,086
417	610901	NEWFIELD	8,554	8,923	8,923	9,830
418	400800	NIAGARA FALLS	9,305	10,015	10,015	10,911
419	400701	NIAGARA WHEATF	9,868	9,672	9,672	10,443
420	530301	NISKAYUNA	10,411	11,408	11,408	11,790
421	580103	NORTH BABYLON	11,963	13,353	13,353	14,290
422	280204	NORTH BELLMORE	14,346	15,419	15,419	17,500
423	142201	NORTH COLLINS	11,962	10,361	10,361	13,023
424	10605	NORTH COLONIE	9,640	10,541	10,541	N/A
425	10623	NORTH COLONIE	N/A	N/A	10,541	10,708
426	490801	NORTH GREENBUSH	10,026	10,735	10,735	N/A
427	280229	NORTH MERRICK	15,668	16,678	16,678	17,825
428	661301	NORTH SALEM	19,212	20,267	20,267	20,273
429	280501	NORTH SHORE	18,005	20,288	20,288	23,323
430	420303	NORTH SYRACUSE	9,155	9,332	9,332	10,709
431	630202	NORTH WARREN	13,343	15,288	15,288	15,458
432	131101	NORTHEAST	12,969	15,151	15,151	15,342
433	90501	NORTHEASTERN	9,382	9,825	9,825	11,543
434	580404	NORTHPORT	15,387	16,459	16,459	18,014
435	90901	NORTHRN ADIRON	9,747	10,706	10,706	12,585
436	170901	NORTHVILLE	10,754	12,396	12,396	13,440
437	81200	NORWICH	8,503	9,089	9,089	9,956
438	512201	NORWOOD NORFOL	10,021	10,085	10,085	10,652
439	500304	NYACK	16,020	17,016	17,016	18,240
440	181101	OAKFIELD ALABA	9,346	10,716	10,716	9,994
441	280211	OCEANSIDE	13,675	15,026	15,026	16,067
442	550101	ODESSA MONTOUR	9,953	9,698	9,698	11,363
443	512300	OGDENSBURG	11,998	13,053	13,053	13,953
444	42400	OLEAN	9,145	9,933	9,933	10,976
445	251400	ONEIDA CITY	8,464	10,485	10,485	11,079
446	471400	ONEONTA	10,060	10,915	10,915	11,790
447	421201	ONONDAGA	10,106	10,459	10,459	12,132
448	621201	ONTEORA	14,239	15,687	15,687	18,571
449	171001	OPPENHEIM EPHR	12,178	13,504	13,504	13,204
450	142301	ORCHARD PARK	9,849	10,198	10,198	10,523

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
451	412901	ORISKANY	9,696	10,625	10,625	10,992
452	661401	OSSINING	15,525	16,981	16,981	18,293
453	461300	OSWEGO	10,684	12,105	12,105	12,263
454	471601	OTEGO-UNADILLA	9,462	10,367	10,367	11,481
455	600601	OWEGO-APALACHI	10,051	10,347	10,347	11,452
456	81501	OXFORD	10,495	11,678	11,678	11,858
457	280506	OYSTER BAY	19,270	22,633	22,633	22,533
458	581002	OYSTERPONDS	28,674	30,893	30,893	32,931
459	650901	PALMYRA-MACEDO	10,011	10,787	10,787	10,506
460	61601	PANAMA	10,287	10,861	10,861	11,826
461	512501	PARISHVILLE	9,498	9,890	9,890	10,609
462	580224	PATCHOGUE-MEDF	11,402	12,251	12,251	12,814
463	181201	PAVILION	9,698	10,273	10,273	10,682
464	131201	PAWLING	13,989	14,556	14,556	15,571
465	500308	PEARL RIVER	13,277	14,413	14,413	14,854
466	661500	PEEKSKILL	15,279	16,068	16,068	16,431
467	661601	PELHAM	14,768	15,317	15,317	16,187
468	181302	PEMBROKE	9,205	9,919	9,919	11,828
469	261201	PENFIELD	11,459	12,155	12,155	12,346
470	680601	PENN YAN	9,317	10,287	10,287	11,554
471	671201	PERRY	9,832	10,672	10,672	11,041
472	91101	PERU	9,860	11,126	11,126	11,849
473	431301	PHELPS-CLIFTON	9,388	10,623	10,623	11,376
474	462001	PHOENIX	10,791	11,107	11,107	12,226
475	440401	PINE BUSH	9,606	10,576	10,576	11,570
476	131301	PINE PLAINS	11,399	12,380	12,380	14,565
477	60601	PINE VALLEY	10,085	11,072	11,072	11,589
478	200101	PISECO	22,241	26,736	26,736	N/A
479	261401	PITTSFORD	11,870	12,644	12,644	12,722
480	280518	PLAINEDGE	12,076	13,977	13,977	15,701
481	280504	PLAINVIEW	15,891	16,964	16,964	17,945
482	91200	PLATTSBURGH	11,637	12,526	12,526	13,607
483	660809	PLEASANTVILLE	14,471	15,490	15,490	16,558
484	660802	POCANTICO HILL	32,101	36,989	36,989	46,333
485	211103	POLAND	10,141	10,558	10,558	11,690
486	51101	PORT BYRON	9,418	10,138	10,138	10,865
487	661904	PORT CHESTER	11,600	12,674	12,674	13,413
488	580206	PORT JEFFERSON	19,872	21,369	21,369	21,199
489	441800	PORT JERVIS	10,910	11,776	11,776	11,904
490	280404	PORT WASHINGTO	18,011	19,475	19,475	20,028
491	42901	PORTVILLE	9,153	9,726	9,726	10,058
492	512902	POTSDAM	9,979	10,840	10,840	11,390
493	131500	POUGHKEEPSIE	11,044	11,195	11,195	12,524
494	572301	PRATTSBURG	9,697	9,983	9,983	10,626
495	461801	PULASKI	8,770	10,270	10,270	11,580
496	641401	PUTNAM	20,620	23,086	23,086	23,966
497	480503	PUTNAM VALLEY	15,825	16,294	16,294	16,888
498	630902	QUEENSBURY	8,374	8,801	8,801	9,538
499	580903	QUOGUE	34,967	38,866	38,866	46,916
500	500401	RAMAPO	15,993	17,571	17,571	16,919

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
501	43001	RANDOLPH	8,957	9,806	9,806	10,720
502	10402	RAVENA COEYMAN	11,446	11,936	11,936	13,365
503	651503	RED CREEK	8,978	9,664	9,664	10,909
504	131701	RED HOOK	10,871	12,091	12,091	13,202
505	411701	REMSEN	11,110	13,154	13,154	14,790
506	580901	REMSENBURG	28,044	29,102	29,102	36,414
507	491200	RENSELAER	10,247	10,996	10,996	8,883
508	131801	RHINEBECK	13,604	14,204	14,204	16,681
509	472001	RICHFIELD SPRI	9,317	10,271	10,271	10,916
510	62401	RIPLEY	12,402	13,456	13,456	15,941
511	580602	RIVERHEAD	13,909	15,743	15,743	16,076
512	261600	ROCHESTER	10,070	10,868	10,868	12,426
513	280221	ROCKVILLE CENT	16,663	17,397	17,397	18,767
514	580209	ROCKY POINT	11,446	12,271	12,271	12,823
515	411800	ROME	9,456	10,778	10,778	11,413
516	560603	ROMULUS	11,185	11,830	11,830	14,567
517	620901	RONDOUT VALLEY	14,241	15,569	15,569	17,586
518	280208	ROOSEVELT	16,475	16,845	16,845	16,939
519	591301	ROSCOE	15,149	17,289	17,289	17,826
520	280403	ROSLYN	18,741	20,081	20,081	20,898
521	121502	ROXBURY	14,123	15,068	15,068	16,963
522	401201	ROYALTON HARTL	8,755	9,683	9,683	10,207
523	261701	RUSH HENRIETTA	11,226	11,738	11,738	12,330
524	661800	RYE	19,091	18,846	18,846	18,927
525	661901	RYE NECK	16,189	18,168	18,168	18,340
526	521401	S. GLENS FALLS	9,117	9,844	9,844	10,667
527	580413	S. HUNTINGTON	14,159	15,252	15,252	15,758
528	220101	S. JEFFERSON	7,368	8,069	8,069	9,183
529	121702	S. KORTRIGHT	12,416	13,857	13,857	13,381
530	500301	S. ORANGETOWN	14,278	14,729	14,729	15,503
531	580205	SACHEM	12,482	13,313	13,313	13,251
532	221001	SACKETS HARBOR	10,255	10,726	10,726	10,104
533	580305	SAG HARBOR	20,395	23,814	23,814	24,716
534	580910	SAGAPONACK	13,289	19,419	19,419	N/A
535	43200	SALAMANCA	9,448	11,211	11,211	11,582
536	641501	SALEM	9,675	11,650	11,650	13,082
537	161201	SALMON RIVER	12,370	11,610	11,610	13,576
538	461901	SANDY CREEK	10,230	10,747	10,747	12,911
539	91402	SARANAC	8,832	9,535	9,535	11,333
540	161401	SARANAC LAKE	11,656	13,140	13,140	13,999
541	521800	SARATOGA SPRIN	10,177	10,496	10,496	10,532
542	621601	SAUGERTIES	10,068	11,303	11,303	11,825
543	411603	SAUQUOIT VALLE	9,000	10,057	10,057	10,956
544	580504	SAYVILLE	12,579	15,751	15,751	16,460
545	662001	SCARSDALE	19,135	20,819	20,819	22,148
546	530501	SCHALMONT	11,630	12,830	12,830	13,862
547	530600	SCHENECTADY	9,590	10,272	10,272	12,014
548	470901	SCHENEVUS	10,974	11,100	11,100	12,566
549	491501	SCHODACK	10,509	11,674	11,674	12,169
550	541201	SCHOHARIE	9,913	10,626	10,626	12,138

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
551	151401	SCHROON LAKE	14,073	16,058	16,058	15,368
552	521701	SCHUYLERVILLE	10,735	11,600	11,600	11,472
553	22401	SCIO	10,157	12,133	12,133	11,968
554	530202	SCOTIA GLENVIL	9,606	10,245	10,245	11,013
555	280206	SEAFORD	13,451	14,547	14,547	15,660
556	560701	SENECA FALLS	9,687	10,676	10,676	11,016
557	280252	SEWANHAKA	10,781	12,243	12,243	12,522
558	541401	SHARON SPRINGS	14,169	12,510	12,510	14,154
559	580701	SHELTER ISLAND	25,991	25,456	25,456	27,980
560	520302	SHENENDEHOWA	9,905	10,502	10,502	11,060
561	82001	SHERBURNE EARL	8,687	9,264	9,264	10,707
562	62601	SHERMAN	9,446	10,611	10,611	10,196
563	412000	SHERRILL	9,105	9,667	9,667	9,651
564	580601	SHOREHAM-WADIN	13,116	14,471	14,471	15,726
565	121601	SIDNEY	9,571	11,217	11,217	11,628
566	61501	SILVER CREEK	9,574	10,079	10,079	11,223
567	421601	SKANEATELES	11,552	12,010	12,010	12,337
568	140709	SLOAN	10,003	10,860	10,860	11,946
569	580801	SMITHTOWN	12,667	13,272	13,272	13,969
570	651201	SODUS	11,350	12,258	12,258	12,623
571	420702	SOLVAY	9,801	10,721	10,721	11,760
572	662101	SOMERS	14,552	15,818	15,818	16,825
573	10601	SOUTH COLONIE	10,750	11,422	11,422	12,137
574	580235	SOUTH COUNTRY	14,265	15,404	15,404	15,951
575	231101	SOUTH LEWIS	10,725	11,777	11,777	13,513
576	560501	SOUTH SENECA	11,031	12,642	12,642	13,574
577	580906	SOUTHAMPTON	21,695	24,096	24,096	23,414
578	50701	SOUTHERN CAYUG	11,571	12,338	12,338	13,419
579	581005	SOUTHOLD	14,515	15,431	15,431	17,390
580	60201	SOUTHWESTERN	9,357	9,691	9,691	10,202
581	131602	SPACKENKILL	13,604	14,417	14,417	16,018
582	600801	SPENCER VAN ET	7,417	8,771	8,771	10,808
583	261001	SPENCERPORT	9,781	10,259	10,259	10,533
584	580304	SPRINGS	16,860	19,627	19,627	21,775
585	141101	SPRINGVILLE-GR	9,615	10,053	10,053	11,347
586	271102	ST JOHNSVILLE	9,869	10,561	10,561	11,910
587	161801	ST REGIS FALLS	9,824	11,664	11,664	13,886
588	121701	STAMFORD	9,430	11,560	11,560	13,915
589	401001	STARPOINT	8,219	9,058	9,058	9,789
590	522001	STILLWATER	8,313	8,971	8,971	9,269
591	251501	STOCKBRIDGE VA	8,517	9,838	9,838	10,638
592	591502	SULLIVAN WEST	12,938	14,012	14,012	15,001
593	30601	SUSQUEHANNA VA	10,413	11,919	11,919	12,156
594	140207	SWEET HOME	10,161	10,961	10,961	11,954
595	280502	SYOSSET	17,670	19,526	19,526	20,242
596	421800	SYRACUSE	8,884	10,362	10,362	11,933
597	660401	TARRYTOWN	14,846	16,455	16,455	16,449
598	220701	THOUSAND ISLAND	10,108	11,183	11,183	12,027
599	580201	THREE VILLAGE	13,098	14,277	14,277	15,887
600	151501	TICONDEROGA	11,278	13,258	13,258	13,455

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
601	600903	TIOGA	7,712	8,451	8,451	9,445
602	142500	TONAWANDA	9,165	9,779	9,779	10,051
603	211901	TOWN OF WEBB	16,513	18,823	18,823	20,143
604	591201	TRI VALLEY	15,653	16,260	16,260	18,324
605	491700	TROY	11,481	13,360	13,360	15,986
606	611001	TRUMANSBURG	9,597	10,114	10,114	10,222
607	660302	TUCKAHOE	17,306	18,600	18,600	20,009
608	580913	TUCKAHOE COMMO	24,583	24,715	24,715	28,200
609	421902	TULLY	8,785	9,585	9,585	10,036
610	160101	TUPPER LAKE	8,797	10,281	10,281	11,474
611	441903	TUXEDO	16,710	18,323	18,323	17,470
612	81003	UNADILLA	9,879	10,725	10,725	11,393
613	51901	UNION SPRINGS	9,910	11,969	11,969	12,059
614	280202	UNIONDALE	16,518	18,310	18,310	19,864
615	31501	UNION-ENDICOTT	10,331	10,955	10,955	11,048
616	412300	UTICA	7,860	8,441	8,441	9,280
617	280213	V STR THIRTEEN	14,899	15,193	15,193	15,487
618	280224	V STR TWENTY-F	18,799	18,886	18,886	19,237
619	660805	VALHALLA	18,472	19,877	19,877	20,983
620	280251	VALLEY STR CHS	12,487	13,762	13,762	14,838
621	280230	VALLEY STR UF	16,391	17,598	17,598	19,277
622	441301	VALLEY-MONTGMR	9,209	9,864	9,864	11,222
623	211701	VAN HORNSVILLE	12,184	12,211	12,211	11,991
624	31601	VESTAL	10,513	11,413	11,413	12,166
625	431701	VICTOR	8,790	9,618	9,618	9,518
626	11003	VOORHEESVILLE	11,206	12,377	12,377	12,742
627	260803	W. IRONDEQUOIT	9,590	10,711	10,711	10,413
628	580302	WAINSCOTT	13,289	19,419	19,419	N/A
629	621801	WALKKILL	9,807	10,532	10,532	10,997
630	121901	WALTON	9,575	9,739	9,739	10,718
631	280223	WANTAGH	12,237	13,441	13,441	13,593
632	132101	WAPPINGERS	9,186	10,055	10,055	10,887
633	631201	WARRENSBURG	12,837	14,290	14,290	14,836
634	671501	WARSAW	10,242	12,111	12,111	11,643
635	442101	WARWICK VALLEY	10,863	11,493	11,493	12,198
636	440102	WASHINGTONVILL	10,842	11,687	11,687	11,931
637	522101	WATERFORD	10,199	12,183	12,183	12,844
638	561006	WATERLOO CENT	8,549	9,295	9,295	10,263
639	222000	WATERTOWN	7,344	7,934	7,934	8,985
640	411902	WATERVILLE	9,725	10,734	10,734	10,900
641	11200	WATERVLIT	8,850	9,070	9,070	9,404
642	550301	WATKINS GLEN	9,323	9,562	9,562	10,489
643	600101	WAVERLY	8,126	8,476	8,476	9,059
644	573002	WAYLAND-COHOCT	9,018	9,611	9,611	10,796
645	650801	WAYNE	9,957	10,781	10,781	11,034
646	261901	WEBSTER	10,136	10,427	10,427	10,872
647	50301	WEEDSPORT	9,113	10,421	10,421	11,820
648	200901	WELLS	19,282	18,500	18,500	21,823
649	22601	WELLSVILLE	9,976	11,455	11,455	11,681
650	580102	WEST BABYLON	12,571	13,840	13,840	14,848

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
651	210302	WEST CANADA VA	9,181	10,384	10,384	11,723
652	420101	WEST GENESEE	9,079	9,820	9,820	10,199
653	280227	WEST HEMPSTEAD	14,351	14,732	14,732	16,755
654	580509	WEST ISLIP	11,756	12,679	12,679	13,799
655	142801	WEST SENECA	8,555	8,948	8,948	10,179
656	40204	WEST VALLEY	12,044	13,408	13,408	13,623
657	280401	WESTBURY	15,640	17,435	17,435	18,224
658	62901	WESTFIELD	9,929	10,983	10,983	11,891
659	580902	WESTHAMPTON BE	16,314	18,052	18,052	18,354
660	420701	WESTHILL	9,708	10,372	10,372	10,634
661	412801	WESTMORELAND	10,095	11,188	11,188	11,938
662	151601	WESTPORT	12,345	11,244	11,244	13,649
663	262001	WHEATLAND CHIL	12,694	14,442	14,442	15,259
664	170301	WHEELERVILLE	13,709	15,077	15,077	18,435
665	662200	WHITE PLAINS	17,123	18,811	18,811	19,443
666	641701	WHITEHALL	10,230	10,832	10,832	12,236
667	412902	WHITESBORO	9,275	9,505	9,505	9,886
668	22101	WHITESVILLE	9,180	10,241	10,241	10,904
669	31401	WHITNEY POINT	8,922	9,883	9,883	11,324
670	580232	WILLIAM FLOYD	12,659	13,077	13,077	14,168
671	651402	WILLIAMSON	9,984	11,381	11,381	12,113
672	140203	WILLIAMSVILLE	10,131	10,494	10,494	10,904
673	151701	WILLSBORO	12,153	13,461	13,461	15,355
674	401501	WILSON	9,136	10,584	10,584	10,386
675	191401	WINDHAM ASHLAN	15,266	14,868	14,868	18,838
676	31701	WINDSOR	9,118	9,813	9,813	10,115
677	472506	WORCESTER	10,398	10,422	10,422	12,352
678	580109	WYANDANCH	14,812	15,791	15,791	16,666
679	490804	WYNANTSKILL	9,237	10,613	10,613	11,243
680	671002	WYOMING	11,116	14,555	14,555	15,376
681	662300	YONKERS	12,015	12,006	12,006	14,520
682	241701	YORK	8,824	9,863	9,863	10,694
683	43501	YORKSHRE-PIONE	10,533	10,566	10,566	11,406
684	662402	YORKTOWN	13,595	14,859	14,859	16,743



Charter Schools Institute
The State University of New York

New Application Budget(s) & Cash Flow(s) Template
for SUNY Authorized Charter Schools

ROADS CHARTER SCHOOL I

Contact Name:

Jeff Li

Contact Email:

Contact Phone:

Examples

Pre-Opening Period

January 1, 2011 to June 30, 2011

Operational Year ONE

July 1, 2011 to June 30, 2012

**ROADS CHARTER SCHOOL I
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2011 to June 30, 2011**

Total Revenue	377,750
Total Expenses	267,651
Net Income	110,099
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

START-UP
PERIOD

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

School District 1 (Enter Name)		
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-

TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-
Special Education Revenue		-

Grants		
Stimulus		-
DYCD (Department of Youth and Community Developmt.)		-
Other		-
Other		-

TOTAL REVENUE FROM STATE SOURCES		-
---	--	---

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs		-
Title I		-
Title Funding - Other		-
School Food Service (Free Lunch)		-
Grants		
Charter School Program (CSP) Planning & Implementation		-
Other		-
Other		-

TOTAL REVENUE FROM FEDERAL SOURCES		-
---	--	---

LOCAL and OTHER REVENUE

Contributions and Donations	325,000
Fundraising	50,000
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	2,750
Food Service (Income from meals)	-
Text Book	-
OTHER	-

TOTAL REVENUE FROM LOCAL and OTHER SOURCES	377,750
---	---------

TOTAL REVENUE	377,750
----------------------	----------------

ROADS CHARTER SCHOOL I
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2011 to June 30, 2011

Total Revenue	377,750
Total Expenses	267,651
Net Income	110,099
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

**START-UP
PERIOD**

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions		
Executive Management			
Instructional Management	1.00	26,000	Assume .20 FTE at 130,000 annually(School Leader)
Deans, Directors & Coordinators	1.00	16,000	Assume .20 FTE at 80,000 annually (Temporary Director of Curriculum Development)
CFO / Director of Finance	1.00	18,000	Assume .20 FTE at 90,000 annually (CFO)
Operation / Business Manager	-	-	
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	3.00	60,000	

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	2.00	18,750	assume .25 FTE (x2) at 75,000 annually
Teachers - SPED	-	-	
Substitute Teachers	-	-	Assume no classroom staff during start-up
Teaching Assistants	-	-	Assume no classroom staff during start-up
Specialty Teachers	-	-	Assume no classroom staff during start-up
Aides	-	-	Assume no support staff during start-up
Therapists & Counselors	-	-	Assume no support staff during start-up
Other	-	-	Assume no support staff during start-up
TOTAL INSTRUCTIONAL	2.00	18,750	

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	Assume no support staff during start-up
Librarian	-	-	Assume no support staff during start-up
Custodian	-	-	Assume no support staff during start-up
Security	-	-	Assume no support staff during start-up
Other	-	-	Assume no support staff during start-up
TOTAL NON-INSTRUCTIONAL	-	-	

SUBTOTAL PERSONNEL SERVICE COSTS

5.00	78,750
------	--------

PAYROLL TAXES AND BENEFITS

Payroll Taxes	6,300	Assume ~8% of total salaries
Fringe / Employee Benefits	11,813	Assume ~15% of Total Salaries
Retirement / Pension	3,938	Assume ~5% of Total Salaries employer match to 403 (b)
TOTAL PAYROLL TAXES AND BENEFITS	22,050	

TOTAL PERSONNEL SERVICE COSTS

5.00	100,800
------	---------

CONTRACTED SERVICES

Accounting / Audit	3,000	Assume annual fiscal audit and audit of student lottery
Legal	5,000	Assume some legal expense for launch of 501c3, document review and start-up
Management Company Fee	-	
Nurse Services	-	Assume no students during start-up, no associated expenses
Food Service / School Lunch	-	Assume no students during start-up, no associated expenses
Payroll Services	1,181	Assume ~1.5% of total salaries
Special Ed Services	-	Assume no students during start-up, no associated expenses
Titlement Services (i.e. Title I)	-	Assume no students during start-up, no associated expenses
Other Purchased / Professional / Consulting	62,500	Assume assistance with strategy, design/launch of c3, ILP development, curriculum development, facilities consulting
TOTAL CONTRACTED SERVICES	71,681	

SCHOOL OPERATIONS

Board Expenses	2,400	Assume 1 local retreat, food for Board meetings
Classroom / Teaching Supplies & Materials	2,500	Assume some materials for curriculum/assessment planning and design
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	3,000	Assume office supplies and consumables
Equipment / Furniture	5,250	Assume furniture for 6 employees
Telephone	2,500	Assume mobiles and landlines for 6 employees
Technology	2,500	Assume laptops and peripherals for 6 employees
Student Testing & Assessment	-	Assume no students during start-up, no associated expenses
Field Trips	-	Assume no students during start-up, no associated expenses
Transportation (student)	-	Assume no students during start-up, no associated expenses
Student Services - other	-	Assume no students during start-up, no associated expenses
Office Expense	2,000	Assume limited office supplies
Staff Development	5,250	Assume \$750 per employee for Professional Development or Training
Staff Recruitment	2,500	Assume job fairs, job postings and possible travel expenses
Student Recruitment / Marketing	15,000	sessions)
School Meals / Lunch	-	Assume no students during start-up, no associated expenses
Travel (Staff)	2,700	Assume limited travel during start-up
Fundraising	10,000	Assume moderate costs for 1-2 fundraisers events, limited mailings
Other	22,470	Assume 3% contingency expense
TOTAL SCHOOL OPERATIONS	78,070	

FACILITY OPERATION & MAINTENANCE

Insurance	6,000	Assume Directors & Officers, Liability and Umbrella Insurance for Organization with no students
Janitorial	-	Assume janitorial services provided by leaseholder
Building and Land Rent / Lease	9,000	Assume 800sf office @ \$25/sf, 5mos sublet
Repairs & Maintenance	-	Assume repairs and maintenance provided by leaseholder
Equipment / Furniture	-	Assume Furniture expenses above
Security	-	Assume security provided by leaseholder
Utilities	2,100	Assume utilities for rented office space during start-up
TOTAL FACILITY OPERATION & MAINTENANCE	17,100	

DEPRECIATION & AMORTIZATION

-	projections
---	-------------

DISSOLUTION ESCROW & RESERVES / CONTINGENCY

-	Assume escrow, dissolution reserves
---	-------------------------------------

TOTAL EXPENSES

267,651

NET INCOME

110,099

ROADS CHARTER SCHOOL I
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2011 to June 30, 2011

Total Revenue	377,750
Total Expenses	267,651
Net Income	110,099
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

START-UP
PERIOD

ENROLLMENT - *School Districts Are Linked To Above Entries*

School District 1 (Enter Name)	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-
School District - ALL OTHER	-
TOTAL ENROLLMENT	-

REVENUE PER PUPIL	-
--------------------------	---

EXPENSES PER PUPIL	-
---------------------------	---

ROADS CHARTER SCHOOL I
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2011 to June 30, 2012

DESCRIPTION OF ASSUMPTIONS

Total Revenue	2,952,600	335,901	-	-	110,000	3,398,501
Total Expenses	2,043,945	762,818	59,778	35,765	484,453	3,386,759
Net Income	908,655	(426,917)	(59,778)	(35,765)	(374,453)	11,742
Actual Student Enrollment	-	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-

PROGRAM SERVICES			SUPPORT SERVICES			TOTAL
REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL		

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	13,527	2,029,050	-	-	-	-	2,029,050
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	2,029,050	-	-	-	-	2,029,050
Special Education Revenue	-	-	279,000	-	-	-	279,000
Grants	-	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmnt.)	-	41,800	-	-	-	20,000	61,800
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	2,070,850	279,000	-	-	20,000	2,369,850

Assume 150 FTE Students at PPE of 13,527

Assume 150 FTE Students at PPE of 13,527

Assume 6% of Students @ <20%, 14% @ 20-60% and 4% @ >60%

materials.

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	-	56,901	-	-	-	-	56,901
Title I	60,750	-	-	-	-	-	60,750
Title Funding - Other	11,750	-	-	-	-	-	11,750
School Food Service (Free Lunch)	30,000	-	-	-	-	-	30,000
Grants	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	102,500	56,901	-	-	-	-	159,401

Assume 24% SPED population, @\$1500/student

Assume -85% FRL

Assume -85% FRL (Title IIA, IID, IV, V)

Assume average of 20% of students @\$50/month, 10months.

LOCAL and OTHER REVENUE

Contributions and Donations	500,000	-	-	-	-	-	500,000
Fundraising	250,000	-	-	-	-	-	250,000
Erate Reimbursement	-	-	-	-	85,000	-	85,000
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	5,000	-	5,000
Food Service (Income from meals)	15,000	-	-	-	-	-	15,000
Text Book	14,250	-	-	-	-	-	14,250
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	779,250	-	-	-	90,000	-	869,250

Assume contributions and donations are spread between functional areas during Year 1.

Assume 1-2 fundraising events/campaigns during Year 1.

Assume 85% reimbursement for below infrastructure technologies.

Assume no non-cash investments during Year 1.

Assume low cash balances during Year 1.

Assume average of 30 students @\$50/month, 10months.

Assume 150 students @ \$95/student (NYSTL, NYSSL and NYSLIBL)

TOTAL REVENUE	2,952,600	335,901	-	-	110,000	3,398,501
----------------------	------------------	----------------	----------	----------	----------------	------------------

ROADS CHARTER SCHOOL I
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2011 to June 30, 2012

DESCRIPTION OF ASSUMPTIONS

Total Revenue	2,952,600	335,901	-	-	110,000	3,398,501
Total Expenses	2,043,945	762,818	59,778	35,765	484,453	3,386,759
Net Income	908,655	(426,917)	(59,778)	(35,765)	(374,453)	11,742
Actual Student Enrollment	-	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Executive Management		-	-	-	-	-	-
Instructional Management	2.00	126,000	42,000	-	-	42,000	210,000
Deans, Directors & Coordinators		-	-	-	-	-	-
CFO / Director of Finance	1.00	-	-	-	18,000	72,000	90,000
Operation / Business Manager	1.00	6,000	6,000	-	-	48,000	60,000
Administrative Staff		-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	4.00	132,000	48,000	-	18,000	162,000	360,000

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	6.00	368,000	92,000	-	-	-	460,000
Teachers - SPED	3.00	-	230,000	-	-	-	230,000
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	5.00	60,000	15,000	-	-	-	75,000
Specialty Teachers	1.00	-	56,250	18,750	-	-	75,000
Aides	-	-	-	-	-	-	-
Therapists & Counselors	3.00	93,000	31,000	-	-	31,000	155,000
Other	3.00	162,625	22,000	-	-	-	184,625
TOTAL INSTRUCTIONAL	21.00	683,625	446,250	18,750	-	31,000	1,179,625

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	1.00	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	1.00	-	-	-	-	-	-
Security	1.00	-	-	-	-	-	-
Other	0.50	-	-	27,500	-	-	27,500
TOTAL NON-INSTRUCTIONAL	3.50	-	-	27,500	-	-	27,500

SUBTOTAL PERSONNEL SERVICE COSTS

	28.50	815,625	494,250	46,250	18,000	193,000	1,567,125
--	-------	---------	---------	--------	--------	---------	-----------

PAYROLL TAXES AND BENEFITS

Payroll Taxes		65,250	39,540	3,700	1,440	15,440	125,370
Fringe / Employee Benefits		122,344	74,138	6,938	2,700	28,950	235,069
Retirement / Pension		40,781	24,713	2,313	900	9,650	78,356
TOTAL PAYROLL TAXES AND BENEFITS		228,375	138,390	12,950	5,040	54,040	438,795

TOTAL PERSONNEL SERVICE COSTS

	28.50	1,044,000	632,640	59,200	23,040	247,040	2,005,920
--	-------	-----------	---------	--------	--------	---------	-----------

CONTRACTED SERVICES

Accounting / Audit		-	-	-	-	15,000	15,000
Legal		-	-	-	-	5,000	5,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		48,000	-	-	-	-	48,000
Payroll Services		10,195	6,178	578	225	2,413	19,589
Special Ed Services		-	80,000	-	-	-	80,000
Titlement Services (i.e. Title I)		72,500	-	-	-	-	72,500
Other Purchased / Professional / Consulting		30,000	-	-	-	20,000	50,000
TOTAL CONTRACTED SERVICES		160,695	86,178	578	225	42,413	290,089

SCHOOL OPERATIONS

Board Expenses		-	-	-	-	2,500	2,500
Classroom / Teaching Supplies & Materials		22,500	-	-	-	-	22,500
Special Ed Supplies & Materials		-	4,000	-	-	-	4,000
Textbooks / Workbooks		52,500	-	-	-	-	52,500
Supplies & Materials other		5,000	-	-	-	-	5,000
Equipment / Furniture		67,500	-	-	-	-	67,500
Telephone		-	-	-	-	12,000	12,000
Technology		162,500	-	-	-	18,500	181,000
Student Testing & Assessment		15,000	-	-	-	-	15,000
Field Trips		30,000	-	-	-	-	30,000

base salary 80K. Allocations = 60%, 20%, 20%.

Assume Dir. Of Finance and Ops base salary of 90K Allocations - 20%, 80%, 80% management

and 4 Teachers base salary of 75K Allocations of 80%, 20%.

Assume SPED Coordinator at base salary 80K, 2 SPED Teachers base salary of 75,000.

20%.

Assume 1 ELL Teacher base salary of 75,000. Allocations of 75%, 25%.

workers base salary of \$75,000, and one social work intern (at no cost). Allocations 60%, partnership initiative base salary 15K. Assume 5% pay for performance staff bonus for

Assumes Tech Support at 50% time at a salary of \$55,000. Time split between 2 schools

Assume 8% Payroll Taxes.

allocations.

Assume 5% Employer Match.

Assume annual fiscal and programmatic audit as well as 1-day lottery audit

Assume minimal legal costs in Year , utilizing pro-bono services whenever possible.

Assume above lunch revenues, plus additional 20% of student fees uncollectable.

Assume 1.25% of total salaries.

qualified Teacher(s).

Assume a Targeted Assistance plan for Title I-V during year 1.

Assume modest curr.and assess. consulting in Year 1. Some Admin consulting.

Assume 1 Board retreat as well as food for monthly board meetings.

Assume \$150/student.

Assume -\$200/student.

Assume \$200/new student in new grade.

Assume classroom supply contingency.

Assume \$450/new student in new grade.

Assume \$1000/month for landlines and mobiles.

(Including 1-1 laptops and conferencing equipment for BOD mtgs).

Assume \$100/student.

Assume \$200/student, additional fees pid by families

ROADS CHARTER SCHOOL I
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2011 to June 30, 2012

DESCRIPTION OF ASSUMPTIONS

Total Revenue	2,952,600	335,901	-	-	110,000	3,398,501
Total Expenses	2,043,945	762,818	59,778	35,765	484,453	3,386,759
Net Income	908,655	(426,917)	(59,778)	(35,765)	(374,453)	11,742
Actual Student Enrollment	-	-				-
Total Paid Student Enrollment	-	-				-
	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Transportation (student)	-	-	-	-	-	-
Student Services - other	30,000	-	-	-	-	30,000
Office Expense	-	-	-	2,500	15,000	17,500
Staff Development	50,000	4,000	-	-	5,000	59,000
Staff Recruitment	3,000	1,000	-	-	1,000	5,000
Student Recruitment / Marketing	-	-	-	-	7,500	7,500
School Meals / Lunch	15,000	-	-	-	-	15,000
Travel (Staff)	-	-	-	-	2,000	2,000
Fundraising	-	-	-	10,000	-	10,000
Other	20,000	-	-	-	-	20,000
TOTAL SCHOOL OPERATIONS	473,000	9,000	-	12,500	63,500	558,000
FACILITY OPERATION & MAINTENANCE						
Insurance	-	-	-	-	25,000	25,000
Janitorial	-	-	-	-	17,500	17,500
Building and Land Rent / Lease	280,000	35,000	-	-	35,000	350,000
Repairs & Maintenance	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	30,000	30,000
Security	-	-	-	-	-	-
Utilities	-	-	-	-	24,000	24,000
TOTAL FACILITY OPERATION & MAINTENANCE	280,000	35,000	-	-	131,500	446,500
DEPRECIATION & AMORTIZATION	61,250	-	-	-	-	61,250
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	-	-	-	-	25,000
TOTAL EXPENSES	2,043,945	762,818	59,778	35,765	484,453	3,386,759
NET INCOME	908,655	(426,917)	(59,778)	(35,765)	(374,453)	11,742

Assume all eligible student receive metrocards.
 Assume stipends for internships and college trips for exemplary students
 Assume small office supplies and materials needs.
 Assume \$1800/staff member for in-house PD and tuition reimbursement.
 Assume minimal costs for recruiting fairs, associated travel and job postings.
 Assume \$50/student app. for 150 app. This will be 3 application per slot.
 All school meals costs assumed above. Small snack expense of \$100/student.
 Assume moderate local travel. Travel for professional development assumed above.
 Assume 1-2 Events/Year, some costs underwritten.
 Monies to support workforce development certifications and trainings
 Assume D&O, Gen. Liability, Employee Misconduct and Umbrella Policy.
 Assumed as an estimate of 5% of lease cost.
 Assume leased space during year 1. Allocations 80%, 10%, 10%.
 Assume repairs included in lease fees.
 Assume misc equipment expense.
 Assume \$2000/month in utility charges.

ROADS CHARTER SCHOOL I
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2011 to June 30, 2012

DESCRIPTION OF ASSUMPTIONS

Total Revenue	2,952,600	335,901	-	-	110,000	3,398,501
Total Expenses	2,043,945	762,818	59,778	35,765	484,453	3,386,759
Net Income	908,655	(426,917)	(59,778)	(35,765)	(374,453)	11,742
Actual Student Enrollment	-	-				-
Total Paid Student Enrollment	-	-				-

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

ENROLLMENT - *School Districts Are Linked To Above Entries*

School District 1 (Enter Name)	-	-	-			-
School District 2 (Enter Name)	-	-	-			-
School District 3 (Enter Name)	-	-	-			-
School District 4 (Enter Name)	-	-	-			-
School District 5 (Enter Name)	-	-	-			-
School District 6 (Enter Name)	-	-	-			-
School District 7 (Enter Name)	-	-	-			-
School District 8 (Enter Name)	-	-	-			-
School District 9 (Enter Name)	-	-	-			-
School District 10 (Enter Name)	-	-	-			-
School District 11 (Enter Name)	-	-	-			-
School District 12 (Enter Name)	-	-	-			-
School District 13 (Enter Name)	-	-	-			-
School District 14 (Enter Name)	-	-	-			-
School District 15 (Enter Name)	-	-	-			-
School District - ALL OTHER	-	-	-			-
TOTAL ENROLLMENT	-	-	-			-

REVENUE PER PUPIL	-	-	-			-
EXPENSES PER PUPIL	-	-	-			-

**ROADS CHARTER SCHOOL I
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2011 to June 30, 2012**

Total Revenue	712,175	2,500	389,175	4,500	403,675	154,500	420,075	48,000	446,076	293,750	434,575	89,500	3,398,501
Total Expenses	600,078	241,919	253,719	253,719	255,719	256,594	250,308	250,308	270,094	248,433	247,433	258,433	3,386,759
Net Income	112,097	(239,419)	135,456	(249,219)	147,956	(102,094)	169,767	(202,308)	175,982	45,317	187,142	(168,933)	11,742
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	112,097	(239,419)	135,456	(249,219)	147,956	(102,094)	169,767	(202,308)	175,982	45,317	187,142	(168,933)	11,742

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE	* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget & Assumptions'.												
REVENUES FROM STATE SOURCES													
Per Pupil Revenue	CY Per Pupil Rate												
School Distr ct 1 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School Distr ct - ALL OTHER	13,527	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	338,175	-	338,175	-	338,175	-	338,175	-	338,175	-	338,175	-	2,029,050
Special Education Revenue	46,500	-	46,500	-	46,500	-	46,500	-	46,500	-	46,500	-	279,000
Grants													
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	30,900	-	-	-	30,900	-	61,800
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	384,675	-	384,675	-	384,675	-	415,575	-	384,675	-	415,575	-	2,369,850
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-	-	-	-	-	-	-	-	56,901	-	-	-	56,901
Title I	-	-	-	-	12,150	-	-	36,450	-	-	12,150	-	60,750
Title Funding - Other	-	-	-	-	2,350	-	-	7,050	-	-	2,350	-	11,750
School Food Service (Free Lunch)	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
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	2,500	2,500	2,500	2,500	17,000	2,500	2,500	46,000	59,401	2,500	17,000	2,500	159,401
LOCAL and OTHER REVENUE													
Contributions and Donations	175,000	-	-	-	-	150,000	-	-	-	175,000	-	-	500,000
Fundraising	150,000	-	-	-	-	-	-	-	-	100,000	-	-	250,000
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	85,000	85,000
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	500	500	500	500	500	500	500	500	500	500	5,000
Food Service (Income from meals)	-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000
Text Book	-	-	-	-	-	-	-	-	-	14,250	-	-	14,250
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	325,000	-	2,000	2,000	2,000	152,000	2,000	2,000	2,000	291,250	2,000	87,000	869,250
TOTAL REVENUE	712,175	2,500	389,175	4,500	403,675	154,500	420,075	48,000	446,076	293,750	434,575	89,500	3,398,501

ROADS CHARTER SCHOOL I						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	3,398,501	4,004,477	4,636,136	4,695,597	4,807,793	
Total Expenses	3,386,759	3,599,168	3,961,161	4,020,516	4,110,311	
Net Income (Before Cash Flow Adjustments)	11,742	405,309	674,975	675,081	697,483	
Actual Student Enrollment	150	200	250	250	250	
Total Paid Student Enrollment	-	-	-	-	-	
	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014	Year 4 2014-2015	Year 5 2015-2016	
*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5						
REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue Percentage Increase						
	0.0%	2.5%	2.5%	2.5%	2.5%	
Per Pupil Revenue						
School District 1 (Enter Name)	-	-	-	-	-	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	2,029,050	2,773,035	3,552,951	3,641,775	3,732,819	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	2,029,050	2,773,035	3,552,951	3,641,775	3,732,819	
Special Education Revenue	279,000	381,300	488,541	500,754	513,273	constant
Grants						
Stimulus	-	-	-	-	-	
DYCD (Department of Youth and Community Developm.)	61,800	82,194	102,743	102,743	102,743	Enrollment increase in year 2=50, year 3=50, year 4 =0, year 5=0.
Other	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES	2,369,850	3,236,529	4,144,234	4,245,272	4,348,835	
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs	56,901	77,765	99,636	102,127	104,680	Assume 24% SPED populat on, @\$1500/student
Title I	60,750	83,025	106,376	109,035	111,761	Assume ~85% FRL
Title Funding - Other	11,750	16,058	20,575	21,089	21,616	Assume ~85% FRL (Title IIA, IID, IV, V)
School Food Service (Free Lunch)	30,000	41,000	52,531	53,845	55,191	Assume average of 20% of students @\$50/month, 10months.
Grants						
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	
Other	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	159,401	217,848	279,118	286,096	293,248	
LOCAL and OTHER REVENUE						
Contributions and Donations	500,000	450,000	100,000	50,000	50,000	Assume consistent Board driven Give/Get
Fundraising	250,000	50,000	50,000	50,000	50,000	Assume 1-2 events and/or campaigns/year, growing d_nor base up
Erate Reimbursement	85,000	5,125	6,566	6,731	6,899	
Earnings on Investments	-	-	-	-	-	
Interest Income	5,000	5,000	5,000	5,000	5,000	Assue minimal cash balances/lower interest rates for Year1-5
Food Service (Income from meals)	15,000	20,500	26,266	26,922	27,595	Assume constant participation rate
Text Book	14,250	19,475	24,952	25,576	26,216	Net revenue increase based on total enrollment
OTHER	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	869,250	550,100	212,784	164,229	165,710	
TOTAL REVENUE	3,398,501	4,004,477	4,636,136	4,695,597	4,807,793	

ROADS CHARTER SCHOOL I PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS	
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.							
	3,398,501	4,004,477	4,636,136	4,695,597	4,807,793		
Total Revenue	3,398,501	4,004,477	4,636,136	4,695,597	4,807,793		
Total Expenses	3,386,759	3,599,168	3,961,161	4,020,516	4,110,311		
Net Income (Before Cash Flow Adjustments)	11,742	405,309	674,975	675,081	697,483		
Actual Student Enrollment	150	200	250	250	250		
Total Paid Student Enrollment	-	-	-	-	-		
	Year 1	Year 2	Year 3	Year 4	Year 5		
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						
Executive Management						Assume constant headcount and inflat on factor for cost of living increase	
Instructional Management	2.00	210,000	215,250	220,631	226,147	231,801	Y2:
Deans, Directors & Coordinators		-	-	-	-	-	Assume constant headcount and inflat on factor for cost of living increase
CFO / Director of Finance	1.00	90,000	92,250	94,556	96,920	99,343	Assume constant headcount and inflat on factor for cost of living increase
Operation / Business Manager	1.00	60,000	61,500	63,038	64,929	66,876	Assume constant headcount and inflat on factor for cost of living increase
Administrative Staff		-	-	45,000	45,000	45,000	Assumes adding a secretary year 3
TOTAL ADMINISTRATIVE STAFF	4.00	360,000	369,000	423,225	432,996	443,020	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	6.00	460,000	421,500	712,038	729,838	748,084	Added two teachers in year 2; 1 more teacher in year 3.
Teachers - SPED	3.00	230,000	235,750	241,644	247,685	253,877	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	5.00	75,000	76,875	78,797	80,767	82,786	Assume constant instructor/student ratio
Specialty Teachers	1.00	75,000	76,875	78,797	80,767	82,786	Assume constant instructor/student ratio
Aides	-	-	-	-	-	-	
Therapists & Counselors	3.00	155,000	233,875	239,722	245,715	251,858	Assume constant staff/student ratio+ 1 additional sI/W/C year 2
Other	3.00	184,625	189,241	193,972	198,821	203,791	Assume constant staff/student ratio, partial headcount as needed
TOTAL INSTRUCTIONAL	21.00	1,179,625	1,434,116	1,544,969	1,583,593	1,623,183	
NON INSTRUCTIONAL PERSONNEL COSTS							
Nurse	1.00	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	1.00	-	-	-	-	-	
Security	1.00	-	-	-	-	-	
Other	0.50	27,500	28,188	28,892	29,614	30,355	
TOTAL NON-INSTRUCTIONAL	3.50	27,500	28,188	28,892	29,614	30,355	
SUBTOTAL PERSONNEL SERVICE COSTS	28.50	1,567,125	1,831,303	1,997,086	2,046,203	2,096,558	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		125,370	146,504	159,767	163,696	167,725	Assume 8% Payro I Taxes.
Fringe / Employee Benefits		235,069	274,695	299,563	306,930	314,484	-800/employee/month allocated according to total functional salary allocations.
Retirement / Pension		78,356	91,565	99,854	102,310	104,828	Assume 5% Employer Match.
TOTAL PAYROLL TAXES AND BENEFITS		438,795	512,765	559,184	572,937	587,036	
TOTAL PERSONNEL SERVICE COSTS	28.50	2,005,920	2,344,068	2,556,270	2,619,140	2,683,594	
CONTRACTED SERVICES							
Accounting / Audit		15,000	18,000	20,000	20,000	21,000	Assume some incremental increase with budget increase
Legal	5,000	5,000	5,000	5,000	5,000	5,000	Assume constant, low need for legal serv ces
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		48,000	65,600	84,050	86,151	88,305	uncollectable.
Payroll Services		19,589	22,891	24,964	25,578	26,207	Assume 1.25% of total salaries.
Special Ed Services		80,000	109,333	140,083	143,585	147,175	similarly qual fied Teacher(s).
Titlement Services (i.e. Title I)		72,500	99,083	126,951	130,124	133,377	Assume a Targeted Assitance plan for Title I-V during year 1.
Other Purchased / Professional / Consulting		50,000	25,000	4,000	4,000	4,000	Assume modest curr.and assess. consulting in Year 1. Some Admin consulting.
TOTAL CONTRACTED SERVICES		290,089	344,908	405,047	414,438	425,064	
SCHOOL OPERATIONS							
Board Expenses		2,500	2,500	2,500	2,500	2,500	Assume 1 Board retreat as well as food for monthly board meetings.
Classroom / Teaching Supplies & Materials		22,500	30,750	39,398	40,383	41,393	Assume per student basis.
Special Ed Supplies & Materials		4,000	5,467	7,004	7,004	7,004	Assume ~\$200/student.
Textbooks / Workbooks		52,500	17,500	17,500	25,000	25,000	Assume \$200/new student in new grade.
Supplies & Materials other		5,000	5,125	5,253	5,384	5,519	Assume per student basis.
Equipment / Furniture		67,500	15,000	10,000	10,000	10,000	Assume \$450/new student in new grade.
Telephone		12,000	12,000	12,000	12,000	12,000	Assume \$1000/month for landlines and mobiles.
Technology		181,000	35,000	35,000	30,000	30,000	Assume declining need after start-up, and signifcantly lower after Year 3
Student Testing & Assessment		15,000	20,500	26,266	26,922	27,595	Assume per student basis.
Field Trips		30,000	40,000	50,000	50,000	50,000	Assume \$200/student, additional fees pid by families
Transportation (student)		-	-	-	-	-	Assume a l eligible student receive metrocards.
Student Services - other		30,000	40,000	50,000	50,000	50,000	performance basis
Office Expense		17,500	18,025	18,566	19,123	19,696	Assume small office supplies and materials needs.
Staff Development		59,000	30,000	32,000	32,000	32,000	Assume ~\$2000/staff memeb for tuition reimbursement, travel and on-site PD.
Staff Recruitment		5,000	5,000	1,000	1,000	1,000	Assume minimal costs for recruiting fairs, associated travel and job post ngs.
Student Recruitment / Marketing		7,500	7,500	-	-	-	Assume \$50/student app. for 150 app. This will be 3 application per slot.
School Meals / Lunch		15,000	20,500	26,266	26,922	27,595	All school meals costs assumed above. Small snack expense of \$100/student.
Travel (Staff)		2,000	1,500	1,500	1,500	1,500	above.
Fundraising		10,000	10,000	-	-	-	Assume 1-2 Events/Year, some costs underwritten.
Other		20,000	-	-	-	-	
TOTAL SCHOOL OPERATIONS		558,000	316,367	334,253	339,739	342,803	
FACILITY OPERATION & MAINTENANCE							
Insurance		25,000	28,000	30,000	30,000	30,000	Assume D&O, Gen. Liability, Employee Misconduct and Umbrella Policy.
Janitorial		17,500	18,025	18,566	19,123	19,696	Assumed as an estimate of 5% of lease cost.
Bu lding and Land Rent / Lease		350,000	400,000	450,000	450,000	450,000	Assume leased space during year 1. Allocations 80%, 10%, 10%.
Repairs & Maintenance		-	-	-	-	-	Assume repairs included in lease fees.
Equipment / Furniture		30,000	15,000	15,000	10,000	10,000	Assume misc equipment expense.
Security		-	-	-	-	-	
Utilities		24,000	32,800	42,025	43,076	44,153	Assume growth as per square footage, based on enrollment.
TOTAL FACILITY OPERATION & MAINTENANCE		446,500	493,825	555,591	552,198	553,849	
DEPRECIATION & AMORTIZATION		61,250	75,000	85,000	95,000	105,000	Assume aggregate 4 YR Depreciation

ROADS CHARTER SCHOOL I						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	3,398,501	4,004,477	4,636,136	4,695,597	4,807,793	
Total Expenses	3,386,759	3,599,168	3,961,161	4,020,516	4,110,311	
Net Income (Before Cash Flow Adjustments)	11,742	405,309	674,975	675,081	697,483	
Actual Student Enrollment	150	200	250	250	250	
Total Paid Student Enrollment	-	-	-	-	-	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	25,000	25,000	-	-	
TOTAL EXPENSES	3,386,759	3,599,168	3,961,161	4,020,516	4,110,311	
NET INCOME	11,742	405,309	674,975	675,081	697,483	

ROADS CHARTER SCHOOL I						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	3,398,501	4,004,477	4,636,136	4,695,597	4,807,793	
Total Expenses	3,386,759	3,599,168	3,961,161	4,020,516	4,110,311	
Net Income (Before Cash Flow Adjustments)	11,742	405,309	674,975	675,081	697,483	
Actual Student Enrollment	150	200	250	250	250	
Total Paid Student Enrollment	-	-	-	-	-	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
School District 1 (Enter Name)	-	-	-	-	-	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	150	200	250	250	250	
TOTAL ENROLLMENT	150	200	250	250	250	
REVENUE PER PUPIL	22,657	20,022	18,545	18,782	19,231	
EXPENSES PER PUPIL	22,578	17,996	15,845	16,082	16,441	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	61,250	75,000	85,000	95,000	105,000	Depreciation add back
Other	-	-	-	-	-	
Total Operating Activities	61,250	75,000	85,000	95,000	105,000	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	61,250	75,000	85,000	95,000	105,000	
NET INCOME	72,992	480,309	759,975	770,081	802,483	
Beginning Cash Balance	-	-	480,309	1,240,285	2,010,366	
ENDING CASH BALANCE	72,992	480,309	1,240,285	2,010,366	2,812,849	

YR1	YR2	YR3	YR4	YR5
Aggregate inflation factor				
-	1.025	1.050625	1.07689063	1.10381289
Enroll Increase, Base=YR1				
-	1.33333333	1.66666667	1.66666667	1.66666667
Per Pupil Costs Increase Coef, Base=YR1				
-	1.36666667	1.75104167	1.79481771	1.83968815
Net Student Increase Coef, Base=YR1				
-	0.34166667	0.70041667	0	0
Management Fee - based on PPE				
	0	0	0.07	0.07

per Capita	13865.175	14211.8044	14567.0995	14931.277
Students	Total cost			
200	2773035	3552951.09	3641774.87	3732819.24
250	3552951.09			
250	3641774.87			



Charter Schools Institute
The State University of New York

General Instructions and Notes for New Application Budgets and Cash Flows

- Complete ALL SIX tabs in BLUE
- Enter information into the GRAY cells
- Cells labeled in ORANGE contained guidance pertaining to that tab
- Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
- Funding by School District information for all NYS school districts is located on the GREEN tab

* Please note that these budget templates are the same as the ones used to submit the school's yearly and renewal budgets, as well as quarterly reports.

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
1	10100 ALBANY	11,149	11,712	11,712	14,072
2	10201 BERNE KNOX	10,653	10,814	10,814	13,371
3	10306 BETHLEHEM	10,050	12,653	12,653	12,513
4	10402 RAVENA COEYMAN	11,446	11,936	11,936	13,365
5	10500 COHOES	10,516	11,070	11,070	11,791
6	10601 SOUTH COLONIE	10,750	11,422	11,422	12,137
7	10605 NORTH COLONIE	9,640	10,541	10,541	N/A
8	10615 MENANDS	16,576	16,582	16,582	15,870
9	10622 MAPLEWOOD	11,232	11,710	N/A	N/A
10	10623 NORTH COLONIE	N/A	N/A	10,541	10,708
11	10701 GREEN ISLAND	10,390	10,997	10,997	12,662
12	10802 GUILDERLAND	10,011	10,712	10,712	11,356
13	11003 VOORHEESVILLE	11,206	12,377	12,377	12,742
14	11200 WATERVLIET	8,850	9,070	9,070	9,404
15	20101 ALFRED ALMOND	9,184	10,226	10,226	10,628
16	20601 ANDOVER	10,738	11,107	11,107	12,353
17	20702 GENESEE VALLEY	9,380	9,686	9,686	11,013
18	20801 BELFAST	8,535	10,153	10,153	11,619
19	21102 CANASERAGA	10,752	11,354	11,354	12,329
20	21601 FRIENDSHIP	11,066	11,948	11,948	12,385
21	22001 FILLMORE	7,539	8,668	8,668	9,156
22	22101 WHITESVILLE	9,180	10,241	10,241	10,904
23	22302 CUBA-RUSHFORD	10,829	10,889	10,889	12,488
24	22401 SCIO	10,157	12,133	12,133	11,968
25	22601 WELLSVILLE	9,976	11,455	11,455	11,681
26	22902 BOLIVAR-RICHBG	10,620	11,418	11,418	10,885
27	30101 CHENANGO FORKS	9,392	10,119	10,119	10,503
28	30200 BINGHAMTON	8,896	9,820	9,820	10,244
29	30501 HARPURSVILLE	7,793	9,718	9,718	9,877
30	30601 SUSQUEHANNA VA	10,413	11,919	11,919	12,156
31	30701 CHENANGO VALLE	10,699	10,906	10,906	10,665
32	31101 MAINE ENDWELL	9,864	11,002	11,002	10,197
33	31301 DEPOSIT	11,710	14,020	14,020	14,304
34	31401 WHITNEY POINT	8,922	9,883	9,883	11,324
35	31501 UNION-ENDICOTT	10,331	10,955	10,955	11,048
36	31502 JOHNSON CITY	10,865	11,182	11,182	12,050
37	31601 VESTAL	10,513	11,413	11,413	12,166
38	31701 WINDSOR	9,118	9,813	9,813	10,115
39	40204 WEST VALLEY	12,044	13,408	13,408	13,623
40	40302 ALLEGANY-LIMES	8,754	9,652	9,652	10,362
41	40901 ELLICOTTVILLE	10,443	10,206	10,206	11,491
42	41101 FRANKLINVILLE	9,899	10,696	10,696	11,351
43	41401 HINSDALE	10,311	10,640	10,640	9,952
44	42302 CATTARAUGUS-LI	11,295	11,536	11,536	11,368
45	42400 OLEAN	9,145	9,933	9,933	10,976
46	42801 GOWANDA	9,677	10,020	10,020	11,326
47	42901 PORTVILLE	9,153	9,726	9,726	10,058
48	43001 RANDOLPH	8,957	9,806	9,806	10,720
49	43200 SALAMANCA	9,448	11,211	11,211	11,582
50	43501 YORKSHRE-PIONE	10,533	10,566	10,566	11,406

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
51	50100	AUBURN	8,945	9,959	9,959	10,495
52	50301	WEEDSPORT	9,113	10,421	10,421	11,820
53	50401	CATO MERIDIAN	9,129	9,412	9,412	10,653
54	50701	SOUTHERN CAYUG	11,571	12,338	12,338	13,419
55	51101	PORT BYRON	9,418	10,138	10,138	10,865
56	51301	MORAVIA	9,540	9,940	9,940	10,202
57	51901	UNION SPRINGS	9,910	11,969	11,969	12,059
58	60201	SOUTHWESTERN	9,357	9,691	9,691	10,202
59	60301	FREWSBURG	8,436	8,965	8,965	10,206
60	60401	CASSADAGA VALL	9,694	10,976	10,976	11,359
61	60503	CHAUTAUQUA	12,818	14,330	14,330	14,457
62	60601	PINE VALLEY	10,085	11,072	11,072	11,589
63	60701	CLYMER	10,139	13,768	13,768	14,425
64	60800	DUNKIRK	11,682	12,054	12,054	12,985
65	61001	BEMUS POINT	9,766	10,726	10,726	11,810
66	61101	FALCONER	8,141	8,694	8,694	9,522
67	61501	SILVER CREEK	9,574	10,079	10,079	11,223
68	61503	FORESTVILLE	9,323	10,133	10,133	10,484
69	61601	PANAMA	10,287	10,861	10,861	11,826
70	61700	JAMESTOWN	8,983	10,157	10,157	10,164
71	62201	FREDONIA	10,159	11,242	11,242	12,037
72	62301	BROCTON	11,771	12,774	12,774	12,437
73	62401	RIPLEY	12,402	13,456	13,456	15,941
74	62601	SHERMAN	9,446	10,611	10,611	10,196
75	62901	WESTFIELD	9,929	10,983	10,983	11,891
76	70600	ELMIRA	8,624	9,965	9,965	11,012
77	70901	HORSEHEADS	8,862	9,466	9,466	10,196
78	70902	ELMIRA HEIGHTS	9,827	9,761	9,761	10,136
79	80101	AFTON	10,510	11,717	11,717	13,800
80	80201	BAINBRIDGE GUI	9,350	10,541	10,541	11,434
81	80601	GREENE	8,394	9,598	9,598	10,565
82	81003	UNADILLA	9,879	10,725	10,725	11,393
83	81200	NORWICH	8,503	9,089	9,089	9,956
84	81401	GRGETWN-SO OTS	11,634	11,700	11,700	12,871
85	81501	OXFORD	10,495	11,678	11,678	11,858
86	82001	SHERBURNE EARL	8,687	9,264	9,264	10,707
87	90201	AUSABLE VALLEY	11,112	12,302	12,302	13,185
88	90301	BEEKMANTOWN	10,124	11,410	11,410	11,708
89	90501	NORTHEASTERN	9,382	9,825	9,825	11,543
90	90601	CHAZY	9,891	10,616	10,616	11,716
91	90901	NORTHRN ADIRON	9,747	10,706	10,706	12,585
92	91101	PERU	9,860	11,126	11,126	11,849
93	91200	PLATTSBURGH	11,637	12,526	12,526	13,607
94	91402	SARANAC	8,832	9,535	9,535	11,333
95	100501	COPAKE-TACONIC	11,676	13,043	13,043	13,622
96	100902	GERMANTOWN	12,486	12,770	12,770	14,614
97	101001	CHATHAM	11,215	12,277	12,277	12,977
98	101300	HUDSON	10,975	11,982	11,982	13,401
99	101401	KINDERHOOK	9,256	10,114	10,114	11,239
100	101601	NEW LEBANON	13,101	13,441	13,441	15,792

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
101	110101	CINCINNATUS	11,091	12,195	12,195	12,691
102	110200	CORTLAND	9,347	9,778	9,778	10,142
103	110304	MCGRAW	10,128	11,222	11,222	11,248
104	110701	HOMER	9,289	10,182	10,182	11,092
105	110901	MARATHON	8,493	7,853	7,853	11,911
106	120102	ANDES	14,329	15,445	15,445	21,107
107	120301	DOWNSVILLE	13,533	16,110	16,110	17,143
108	120401	CHARLOTTE VALL	8,172	9,939	9,939	10,907
109	120501	DELHI	11,428	12,859	12,859	13,930
110	120701	FRANKLIN	11,937	12,786	12,786	13,106
111	120906	HANCOCK	12,248	13,854	13,854	14,267
112	121401	MARGARETVILLE	10,942	12,416	12,416	13,376
113	121502	ROXBURY	14,123	15,068	15,068	16,963
114	121601	SIDNEY	9,571	11,217	11,217	11,628
115	121701	STAMFORD	9,430	11,560	11,560	13,915
116	121702	S. KORTRIGHT	12,416	13,857	13,857	13,381
117	121901	WALTON	9,575	9,739	9,739	10,718
118	130200	BEACON	9,227	9,650	9,650	11,093
119	130502	DOVER	10,011	10,589	10,589	11,245
120	130801	HYDE PARK	10,162	10,965	10,965	12,052
121	131101	NORTHEAST	12,969	15,151	15,151	15,342
122	131201	PAWLING	13,989	14,556	14,556	15,571
123	131301	PINE PLAINS	11,399	12,380	12,380	14,565
124	131500	POUGHKEEPSIE	11,044	11,195	11,195	12,524
125	131601	ARLINGTON	9,976	10,651	10,651	11,469
126	131602	SPACKENKILL	13,604	14,417	14,417	16,018
127	131701	RED HOOK	10,871	12,091	12,091	13,202
128	131801	RHINEBECK	13,604	14,204	14,204	16,681
129	132101	WAPPINGERS	9,186	10,055	10,055	10,887
130	132201	MILLBROOK	10,071	11,769	11,769	12,902
131	140101	ALDEN	9,267	9,737	9,737	9,862
132	140201	AMHERST	10,520	10,138	10,138	10,721
133	140203	WILLIAMSVILLE	10,131	10,494	10,494	10,904
134	140207	SWEET HOME	10,161	10,961	10,961	11,954
135	140301	EAST AURORA	12,436	9,978	9,978	10,210
136	140600	BUFFALO	9,567	10,429	10,429	12,005
137	140701	CHEEKTOWAGA	8,832	9,733	9,733	10,235
138	140702	MARYVALE	9,452	10,025	10,025	10,433
139	140703	CLEVELAND HILL	8,396	9,946	9,946	10,428
140	140707	DEPEW	9,719	10,741	10,741	10,409
141	140709	SLOAN	10,003	10,860	10,860	11,946
142	140801	CLARENCE	8,107	8,747	8,747	9,001
143	141101	SPRINGVILLE-GR	9,615	10,053	10,053	11,347
144	141201	EDEN	8,277	8,752	8,752	9,674
145	141301	IROQUOIS	8,376	9,111	9,111	9,751
146	141401	EVANS-BRANT	10,452	11,083	11,083	11,618
147	141501	GRAND ISLAND	9,379	9,823	9,823	9,915
148	141601	HAMBURG	9,216	9,519	9,519	9,716
149	141604	FRONTIER	7,657	8,271	8,271	8,759
150	141701	HOLLAND	9,150	9,966	9,966	11,032

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
151	141800	LACKAWANNA	10,172	10,833	10,833	11,964
152	141901	LANCASTER	7,284	7,973	7,973	8,449
153	142101	AKRON	9,157	9,760	9,760	10,134
154	142201	NORTH COLLINS	11,962	10,361	10,361	13,023
155	142301	ORCHARD PARK	9,849	10,198	10,198	10,523
156	142500	TONAWANDA	9,165	9,779	9,779	10,051
157	142601	KENMORE	10,087	10,412	10,412	9,477
158	142801	WEST SENECA	8,555	8,948	8,948	10,179
159	150203	CROWN POINT	12,283	14,203	14,203	15,649
160	150301	ELIZABETHTOWN	11,453	13,228	13,228	13,358
161	150601	KEENE	18,960	18,529	18,529	19,701
162	150801	MINERVA	25,811	27,490	27,490	25,637
163	150901	MORIAH	10,413	10,922	10,922	11,855
164	151001	NEWCOMB	39,125	51,675	51,675	43,580
165	151102	LAKE PLACID	11,911	13,620	13,620	14,929
166	151401	SCHROON LAKE	14,073	16,058	16,058	15,368
167	151501	TICONDEROGA	11,278	13,258	13,258	13,455
168	151601	WESTPORT	12,345	11,244	11,244	13,649
169	151701	WILLSBORO	12,153	13,461	13,461	15,355
170	160101	TUPPER LAKE	8,797	10,281	10,281	11,474
171	160801	CHATEAUGAY	8,508	9,502	9,502	10,879
172	161201	SALMON RIVER	12,370	11,610	11,610	13,576
173	161401	SARANAC LAKE	11,656	13,140	13,140	13,999
174	161501	MALONE	9,922	10,134	10,134	10,520
175	161601	BRUSHTON MOIRA	8,985	10,152	10,152	11,399
176	161801	ST REGIS FALLS	9,824	11,664	11,664	13,886
177	170301	WHEELERVILLE	13,709	15,077	15,077	18,435
178	170500	GLOVERSVILLE	9,392	9,121	9,121	9,865
179	170600	JOHNSTOWN	8,923	9,818	9,818	10,408
180	170801	MAYFIELD	8,067	8,827	8,827	10,112
181	170901	NORTHVILLE	10,754	12,396	12,396	13,440
182	171001	OPPENHEIM EPHR	12,178	13,504	13,504	13,204
183	171102	BROADALBIN-PER	7,722	8,605	8,605	8,636
184	180202	ALEXANDER	9,501	10,005	10,005	11,325
185	180300	BATAVIA	11,169	12,503	12,503	12,293
186	180701	BYRON BERGEN	8,763	10,098	10,098	11,339
187	180901	ELBA	10,056	10,830	10,830	11,423
188	181001	LE ROY	8,741	9,837	9,837	10,757
189	181101	OAKFIELD ALABA	9,346	10,716	10,716	9,994
190	181201	PAVILION	9,698	10,273	10,273	10,682
191	181302	PEMBROKE	9,205	9,919	9,919	11,828
192	190301	CAIRO-DURHAM	8,126	9,731	9,731	10,345
193	190401	CATSKILL	10,226	11,424	11,424	14,130
194	190501	COXSACKIE ATHE	10,459	10,905	10,905	11,888
195	190701	GREENVILLE	10,371	11,269	11,269	13,454
196	190901	HUNTER TANNERS	12,946	14,001	14,001	16,482
197	191401	WINDHAM ASHLAN	15,266	14,868	14,868	18,838
198	200101	PISECO	22,241	26,736	26,736	N/A
199	200401	INDIAN LAKE	18,205	22,268	22,268	24,054
200	200501	INLET	22,241	26,736	26,736	N/A

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
201	200601	LAKE PLEASANT	28,387	28,900	28,900	25,331
202	200701	LONG LAKE	36,121	37,270	37,270	42,198
203	200901	WELLS	19,282	18,500	18,500	21,823
204	210302	WEST CANADA VA	9,181	10,384	10,384	11,723
205	210402	FRANKFORT-SCHU	9,127	9,084	9,084	9,210
206	210501	ILION	7,829	8,025	8,025	8,450
207	210502	MOHAWK	8,656	9,642	9,642	10,758
208	210601	HERKIMER	8,531	9,185	9,185	9,525
209	210800	LITTLE FALLS	10,230	10,818	10,818	11,471
210	211003	DOLGEVILLE	8,707	9,576	9,576	10,527
211	211103	POLAND	10,141	10,558	10,558	11,690
212	211701	VAN HORNSVILLE	12,184	12,211	12,211	11,991
213	211901	TOWN OF WEBB	16,513	18,823	18,823	20,143
214	212001	MT MARKHAM CSD	9,964	10,836	10,836	11,231
215	220101	S. JEFFERSON	7,368	8,069	8,069	9,183
216	220202	ALEXANDRIA	9,983	10,338	10,338	12,100
217	220301	INDIAN RIVER	7,953	8,380	8,380	6,996
218	220401	GENERAL BROWN	8,068	8,410	8,410	8,580
219	220701	THOUSAND ISLAND	10,108	11,183	11,183	12,027
220	220909	BELLEVILLE-HEN	8,798	9,652	9,652	10,030
221	221001	SACKETS HARBOR	10,255	10,726	10,726	10,104
222	221301	LYME	9,864	10,382	10,382	13,021
223	221401	LA FARGEVILLE	9,943	10,039	10,039	9,458
224	222000	WATERTOWN	7,344	7,934	7,934	8,985
225	222201	CARTHAGE	8,303	8,911	8,911	8,557
226	230201	COPENHAGEN	8,600	9,038	9,038	9,935
227	230301	HARRISVILLE	11,192	11,794	11,794	12,372
228	230901	LOWVILLE	7,979	8,403	8,403	9,602
229	231101	SOUTH LEWIS	10,725	11,777	11,777	13,513
230	231301	BEAVER RIVER	9,035	10,065	10,065	9,873
231	240101	AVON	9,000	10,726	10,726	10,465
232	240201	CALEDONIA MUMF	8,374	9,239	9,239	10,218
233	240401	GENESEO	10,353	10,819	10,819	12,257
234	240801	LIVONIA	9,786	10,725	10,725	11,356
235	240901	MOUNT MORRIS	9,744	11,101	11,101	12,120
236	241001	DANSVILLE	9,132	9,525	9,525	10,313
237	241101	DALTON-NUNDA	10,866	11,704	11,704	13,107
238	241701	YORK	8,824	9,863	9,863	10,694
239	250109	BROOKFIELD	9,758	11,515	11,515	11,171
240	250201	CAZENOVIA	9,208	9,996	9,996	10,613
241	250301	DE RUYTER	9,206	12,001	12,001	13,049
242	250401	MORRISVILLE EA	10,009	11,015	11,015	12,114
243	250701	HAMILTON	9,678	12,465	12,465	12,897
244	250901	CANASTOTA	8,830	9,135	9,135	9,837
245	251101	MADISON	10,163	10,976	10,976	10,079
246	251400	ONEIDA CITY	8,464	10,485	10,485	11,079
247	251501	STOCKBRIDGE VA	8,517	9,838	9,838	10,638
248	251601	CHITTENANGO	9,074	10,080	10,080	10,983
249	260101	BRIGHTON	11,048	12,025	12,025	12,448
250	260401	GATES CHILI	10,332	11,150	11,150	12,359

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
251	260501	GREECE	9,658	10,422	10,422	11,252
252	260801	E. IRONDEQUOIT	9,349	10,006	10,006	11,557
253	260803	W. IRONDEQUOIT	9,590	10,711	10,711	10,413
254	260901	HONEOYE FALLS	9,540	10,103	10,103	10,435
255	261001	SPENCERPORT	9,781	10,259	10,259	10,533
256	261101	HILTON	9,263	10,019	10,019	10,202
257	261201	PENFIELD	11,459	12,155	12,155	12,346
258	261301	FAIRPORT	9,679	10,220	10,220	10,647
259	261313	EAST ROCHESTER	10,970	12,418	12,418	12,585
260	261401	PITTSFORD	11,870	12,644	12,644	12,722
261	261501	CHURCHVILLE CH	8,985	9,496	9,496	10,122
262	261600	ROCHESTER	10,070	10,868	10,868	12,426
263	261701	RUSH HENRIETTA	11,226	11,738	11,738	12,330
264	261801	BROCKPORT	9,705	10,222	10,222	10,745
265	261901	WEBSTER	10,136	10,427	10,427	10,872
266	262001	WHEATLAND CHIL	12,694	14,442	14,442	15,259
267	270100	AMSTERDAM	8,584	8,887	8,887	9,443
268	270301	CANAJOHARIE	11,364	10,533	10,533	10,768
269	270601	FONDA FULTONVI	9,141	10,509	10,509	11,108
270	270701	FORT PLAIN	10,060	10,723	10,723	12,840
271	271102	ST JOHNSVILLE	9,869	10,561	10,561	11,910
272	280100	GLEN COVE	17,094	17,909	17,909	18,368
273	280201	HEMPSTEAD	16,165	17,356	17,356	18,202
274	280202	UNIONDALE	16,518	18,310	18,310	19,864
275	280203	EAST MEADOW	13,319	15,631	15,631	15,722
276	280204	NORTH BELLMORE	14,346	15,419	15,419	17,500
277	280205	LEVITTOWN	14,880	15,793	15,793	17,280
278	280206	SEAFORD	13,451	14,547	14,547	15,660
279	280207	BELLMORE	15,949	17,562	17,562	19,638
280	280208	ROOSEVELT	16,475	16,845	16,845	16,939
281	280209	FREEPORT	14,026	14,902	14,902	15,703
282	280210	BALDWIN	14,024	15,336	15,336	15,658
283	280211	OCEANSIDE	13,675	15,026	15,026	16,067
284	280212	MALVERNE	16,465	16,487	16,487	19,705
285	280213	V STR THIRTEEN	14,899	15,193	15,193	15,487
286	280214	HEWLETT WOODME	18,686	20,329	20,329	22,408
287	280215	LAWRENCE	18,845	20,562	20,562	23,002
288	280216	ELMONT	12,189	13,210	13,210	14,397
289	280217	FRANKLIN SQUAR	12,273	13,288	13,288	13,412
290	280218	GARDEN CITY	15,014	16,464	16,464	17,620
291	280219	EAST ROCKAWAY	14,837	16,680	16,680	18,375
292	280220	LYNBROOK	15,340	16,514	16,514	17,680
293	280221	ROCKVILLE CENT	16,663	17,397	17,397	18,767
294	280222	FLORAL PARK	12,106	12,852	12,852	14,937
295	280223	WANTAGH	12,237	13,441	13,441	13,593
296	280224	V STR TWENTY-F	18,799	18,886	18,886	19,237
297	280225	MERRICK	14,803	16,693	16,693	17,936
298	280226	ISLAND TREES	12,982	14,337	14,337	15,505
299	280227	WEST HEMPSTEAD	14,351	14,732	14,732	16,755
300	280229	NORTH MERRICK	15,668	16,678	16,678	17,825

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
301	280230	VALLEY STR UF	16,391	17,598	17,598	19,277
302	280231	ISLAND PARK	22,245	27,655	27,655	27,985
303	280251	VALLEY STR CHS	12,487	13,762	13,762	14,838
304	280252	SEWANHAKA	10,781	12,243	12,243	12,522
305	280253	BELLMORE-MERRI	12,191	13,037	13,037	13,768
306	280300	LONG BEACH	17,016	19,842	19,842	22,042
307	280401	WESTBURY	15,640	17,435	17,435	18,224
308	280402	EAST WILLISTON	18,840	19,814	19,814	20,780
309	280403	ROSLYN	18,741	20,081	20,081	20,898
310	280404	PORT WASHINGTO	18,011	19,475	19,475	20,028
311	280405	NEW HYDE PARK	12,037	13,585	13,585	14,771
312	280406	MANHASSET	18,864	20,254	20,254	21,235
313	280407	GREAT NECK	20,853	21,183	21,183	22,466
314	280409	HERRICKS	14,999	16,522	16,522	17,029
315	280410	MINEOLA	21,204	22,566	22,566	23,709
316	280411	CARLE PLACE	18,940	19,902	19,902	20,187
317	280501	NORTH SHORE	18,005	20,288	20,288	23,323
318	280502	SYOSSET	17,670	19,526	19,526	20,242
319	280503	LOCUST VALLEY	19,500	22,104	22,104	22,507
320	280504	PLAINVIEW	15,891	16,964	16,964	17,945
321	280506	OYSTER BAY	19,270	22,633	22,633	22,533
322	280515	JERICHO	19,561	22,601	22,601	23,911
323	280517	HICKSVILLE	12,923	14,580	14,580	14,942
324	280518	PLAINEDGE	12,076	13,977	13,977	15,701
325	280521	BETHPAGE	15,652	17,066	17,066	17,350
326	280522	FARMINGDALE	14,725	15,641	15,641	16,831
327	280523	MASSAPEQUA	14,211	15,232	15,232	16,052
328	300000	NEW YORK CITY	11,023	12,443	12,443	13,527
329	400301	LEWISTON PORTE	10,323	12,236	12,236	12,229
330	400400	LOCKPORT	9,198	10,220	10,220	9,912
331	400601	NEWFANE	8,779	9,476	9,476	10,086
332	400701	NIAGARA WHEATF	9,868	9,672	9,672	10,443
333	400800	NIAGARA FALLS	9,305	10,015	10,015	10,911
334	400900	N. TONAWANDA	9,575	9,630	9,630	10,593
335	401001	STARPOINT	8,219	9,058	9,058	9,789
336	401201	ROYALTON HARTL	8,755	9,683	9,683	10,207
337	401301	BARKER	12,412	13,293	13,293	12,895
338	401501	WILSON	9,136	10,584	10,584	10,386
339	410401	ADIRONDACK	9,936	10,915	10,915	11,668
340	410601	CAMDEN	8,250	9,386	9,386	10,655
341	411101	CLINTON	11,125	11,072	11,072	11,529
342	411501	NEW HARTFORD	11,065	11,712	11,712	11,431
343	411504	NEW YORK MILLS	11,073	12,248	12,248	11,834
344	411603	SAUQUOIT VALLE	9,000	10,057	10,057	10,956
345	411701	REMSSEN	11,110	13,154	13,154	14,790
346	411800	ROME	9,456	10,778	10,778	11,413
347	411902	WATERVILLE	9,725	10,734	10,734	10,900
348	412000	SHERRILL	9,105	9,667	9,667	9,651
349	412201	HOLLAND PATENT	9,058	10,071	10,071	10,388
350	412300	UTICA	7,860	8,441	8,441	9,280

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
351	412801	WESTMORELAND	10,095	11,188	11,188	11,938
352	412901	ORISKANY	9,696	10,625	10,625	10,992
353	412902	WHITESBORO	9,275	9,505	9,505	9,886
354	420101	WEST GENESEE	9,079	9,820	9,820	10,199
355	420303	NORTH SYRACUSE	9,155	9,332	9,332	10,709
356	420401	E SYRACUSE-MIN	12,617	12,805	12,805	13,674
357	420411	JAMESVILLE-DEW	10,494	10,805	10,805	10,944
358	420501	JORDAN ELBRIDG	9,588	10,342	10,342	11,623
359	420601	FABIUS-POMPEY	10,197	11,565	11,565	12,479
360	420701	WESTHILL	9,708	10,372	10,372	10,634
361	420702	SOLVAY	9,801	10,721	10,721	11,760
362	420807	LA FAYETTE	14,681	15,526	15,526	15,766
363	420901	BALDWINSVILLE	9,529	10,185	10,185	10,724
364	421001	FAYETTEVILLE	10,101	10,267	10,267	10,653
365	421101	MARCELLUS	8,562	8,871	8,871	9,775
366	421201	ONONDAGA	10,106	10,459	10,459	12,132
367	421501	LIVERPOOL	10,715	11,946	11,946	12,529
368	421504	LYNCOURT	11,989	13,521	13,521	15,497
369	421601	SKANEATELES	11,552	12,010	12,010	12,337
370	421800	SYRACUSE	8,884	10,362	10,362	11,933
371	421902	TULLY	8,785	9,585	9,585	10,036
372	430300	CANANDAIGUA	9,461	10,181	10,181	10,828
373	430501	EAST BLOOMFIEL	9,687	10,213	10,213	11,116
374	430700	GENEVA	9,208	10,458	10,458	12,688
375	430901	GORHAM-MIDDLES	10,734	11,367	11,367	11,875
376	431101	MANCHSTR-SHRTS	10,121	10,485	10,485	10,420
377	431201	NAPLES	11,957	13,488	13,488	13,183
378	431301	PHELPS-CLIFTON	9,388	10,623	10,623	11,376
379	431401	HONEOYE	9,786	10,487	10,487	12,141
380	431701	VICTOR	8,790	9,618	9,618	9,518
381	440102	WASHINGTONVILL	10,842	11,687	11,687	11,931
382	440201	CHESTER	12,179	12,532	12,532	13,170
383	440301	CORNWALL	10,775	11,413	11,413	11,262
384	440401	PINE BUSH	9,606	10,576	10,576	11,570
385	440601	GOSHEN	11,566	12,560	12,560	12,773
386	440901	HIGHLAND FALLS	12,924	13,618	13,618	14,580
387	441000	MIDDLETOWN	10,382	11,355	11,355	12,759
388	441101	MINISINK VALLE	9,146	10,099	10,099	10,552
389	441201	MONROE WOODBUR	11,671	12,538	12,538	13,089
390	441202	KIRYAS JOEL	18,317	25,769	25,769	33,354
391	441301	VALLEY-MONTGMR	9,209	9,864	9,864	11,222
392	441600	NEWBURGH	11,407	12,738	12,738	14,796
393	441800	PORT JERVIS	10,910	11,776	11,776	11,904
394	441903	TUXEDO	16,710	18,323	18,323	17,470
395	442101	WARWICK VALLEY	10,863	11,493	11,493	12,198
396	442111	GREENWOOD LAKE	14,899	15,132	15,132	18,307
397	442115	FLORIDA	11,858	13,088	13,088	14,001
398	450101	ALBION	8,014	8,887	8,887	10,580
399	450607	KENDALL	9,526	9,917	9,917	12,590
400	450704	HOLLEY	6,999	9,844	9,844	10,275

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
401	450801	MEDINA	9,550	10,525	10,525	10,826
402	451001	LYNDONVILLE	8,962	9,930	9,930	10,519
403	460102	ALTMAR PARISH	10,870	11,395	11,395	11,295
404	460500	FULTON	9,852	10,413	10,413	11,616
405	460701	HANNIBAL	8,070	9,278	9,278	10,178
406	460801	CENTRAL SQUARE	8,119	9,066	9,066	9,571
407	460901	MEXICO	9,693	10,521	10,521	11,702
408	461300	OSWEGO	10,684	12,105	12,105	12,263
409	461801	PULASKI	8,770	10,270	10,270	11,580
410	461901	SANDY CREEK	10,230	10,747	10,747	12,911
411	462001	PHOENIX	10,791	11,107	11,107	12,226
412	470202	GLBSTSVLLE-MT U	8,855	9,683	9,683	11,319
413	470501	EDMESTON	8,457	9,031	9,031	11,243
414	470801	LAURENS	9,163	10,185	10,185	10,634
415	470901	SCHENEVUS	10,974	11,100	11,100	12,566
416	471101	MILFORD	10,874	11,422	11,422	12,217
417	471201	MORRIS	9,165	9,185	9,185	10,436
418	471400	ONEONTA	10,060	10,915	10,915	11,790
419	471601	OTEGO-UNADILLA	9,462	10,367	10,367	11,481
420	471701	COOPERSTOWN	10,574	11,595	11,595	11,917
421	472001	RICHFIELD SPRI	9,317	10,271	10,271	10,916
422	472202	CHERRY VLY-SPR	11,895	12,632	12,632	12,674
423	472506	WORCESTER	10,398	10,422	10,422	12,352
424	480101	MAHOPAC	12,057	13,264	13,264	13,924
425	480102	CARMEL	14,319	14,865	14,865	15,409
426	480401	HALDANE	14,121	14,783	14,783	16,483
427	480404	GARRISON	18,482	20,327	20,327	21,676
428	480503	PUTNAM VALLEY	15,825	16,294	16,294	16,888
429	480601	BREWSTER	14,336	15,649	15,649	16,808
430	490101	BERLIN	10,974	12,019	12,019	12,890
431	490202	BRUNSWICK CENT	8,818	10,274	10,274	10,501
432	490301	EAST GREENBUSH	10,890	11,464	11,464	11,659
433	490501	HOOSICK FALLS	9,553	10,071	10,071	11,782
434	490601	LANSINGBURGH	8,394	8,509	8,509	9,352
435	490801	NORTH GREENBUSH	10,026	10,735	10,735	N/A
436	490804	WYNANTSKILL	9,237	10,613	10,613	11,243
437	491200	RENSELAER	10,247	10,996	10,996	8,883
438	491302	AVERILL PARK	8,683	9,363	9,363	10,036
439	491401	HOOSIC VALLEY	9,015	9,733	9,733	10,338
440	491501	SCHODACK	10,509	11,674	11,674	12,169
441	491700	TROY	11,481	13,360	13,360	15,986
442	500101	CLARKSTOWN	11,608	12,759	12,759	13,310
443	500108	NANUET	16,675	17,763	17,763	18,531
444	500201	HAVERSTRAW-ST	14,279	15,854	15,854	17,121
445	500301	S. ORANGETOWN	14,278	14,729	14,729	15,503
446	500304	NYACK	16,020	17,016	17,016	18,240
447	500308	PEARL RIVER	13,277	14,413	14,413	14,854
448	500401	RAMAPO	15,993	17,571	17,571	16,919
449	500402	EAST RAMAPO	14,736	16,326	16,326	16,555
450	510101	BRASHER FALLS	8,633	9,507	9,507	10,172

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
451	510201	CANTON	10,471	11,114	11,114	11,252
452	510401	CLIFTON FINE	16,641	18,407	18,407	17,107
453	510501	COLTON PIERREP	14,920	16,949	16,949	18,381
454	511101	GOUVERNEUR	9,083	8,945	8,945	10,255
455	511201	HAMMOND	9,281	11,478	11,478	12,727
456	511301	HERMON DEKALB	12,838	13,114	13,114	12,646
457	511602	LISBON	11,326	11,867	11,867	12,322
458	511901	MADRID WADDING	10,391	10,883	10,883	10,491
459	512001	MASSENA	8,332	9,131	9,131	10,197
460	512101	MORRISTOWN	11,107	13,150	13,150	13,655
461	512201	NORWOOD NORFOL	10,021	10,085	10,085	10,652
462	512300	OGDENSBURG	11,998	13,053	13,053	13,953
463	512404	HEUVELTON	9,954	11,007	11,007	10,704
464	512501	PARISHVILLE	9,498	9,890	9,890	10,609
465	512902	POTSDAM	9,979	10,840	10,840	11,390
466	513102	EDWARDS-KNOX	9,158	10,001	10,001	10,536
467	520101	BURNT HILLS	9,994	10,562	10,562	10,168
468	520302	SHENENDEHOWA	9,905	10,502	10,502	11,060
469	520401	CORINTH	9,791	10,020	10,020	10,919
470	520601	EDINBURG	21,157	28,077	28,077	20,896
471	520701	GALWAY	8,609	9,042	9,042	10,157
472	521200	MECHANICVILLE	9,092	9,597	9,597	10,377
473	521301	BALLSTON SPA	10,154	11,233	11,233	11,797
474	521401	S. GLENS FALLS	9,117	9,844	9,844	10,667
475	521701	SCHUYLERVILLE	10,735	11,600	11,600	11,472
476	521800	SARATOGA SPRIN	10,177	10,496	10,496	10,532
477	522001	STILLWATER	8,313	8,971	8,971	9,269
478	522101	WATERFORD	10,199	12,183	12,183	12,844
479	530101	DUANESBURG	8,433	9,259	9,259	9,234
480	530202	SCOTIA GLENVIL	9,606	10,245	10,245	11,013
481	530301	NISKAYUNA	10,411	11,408	11,408	11,790
482	530501	SCHALMONT	11,630	12,830	12,830	13,862
483	530515	MOHONASEN	7,865	8,047	8,047	8,989
484	530600	SCHENECTADY	9,590	10,272	10,272	12,014
485	540801	GILBOA CONESVI	12,137	13,436	13,436	15,707
486	540901	JEFFERSON	11,383	11,905	11,905	12,445
487	541001	MIDDLEBURGH	11,983	13,341	13,341	12,453
488	541102	COBLESKL-RICHM	9,443	10,568	10,568	10,802
489	541201	SCHOHARIE	9,913	10,626	10,626	12,138
490	541401	SHARON SPRINGS	14,169	12,510	12,510	14,154
491	550101	ODESSA MONTOUR	9,953	9,698	9,698	11,363
492	550301	WATKINS GLEN	9,323	9,562	9,562	10,489
493	560501	SOUTH SENECA	11,031	12,642	12,642	13,574
494	560603	ROMULUS	11,185	11,830	11,830	14,567
495	560701	SENECA FALLS	9,687	10,676	10,676	11,016
496	561006	WATERLOO CENT	8,549	9,295	9,295	10,263
497	570101	ADDISON	10,537	10,215	10,215	11,263
498	570201	AVOCA	9,594	11,471	11,471	13,201
499	570302	BATH	8,726	9,370	9,370	9,780
500	570401	BRADFORD	11,995	12,185	12,185	13,266

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
501	570603	CAMPBELL-SAVON	9,978	9,702	9,702	10,531
502	571000	CORNING	9,407	10,255	10,255	10,637
503	571502	CANISTEO-GREEN	11,811	11,986	11,986	13,788
504	571800	HORNELL	9,927	10,088	10,088	9,858
505	571901	ARKPORT	8,402	8,587	8,587	9,666
506	572301	PRATTSBURG	9,697	9,983	9,983	10,626
507	572702	JASPER-TRPSBRG	9,088	9,625	9,625	10,590
508	572901	HAMMONDSPORT	13,020	14,515	14,515	14,766
509	573002	WAYLAND-COHOCT	9,018	9,611	9,611	10,796
510	580101	BABYLON	15,378	17,161	17,161	16,928
511	580102	WEST BABYLON	12,571	13,840	13,840	14,848
512	580103	NORTH BABYLON	11,963	13,353	13,353	14,290
513	580104	LINDENHURST	12,446	13,409	13,409	14,253
514	580105	COPIAGUE	11,518	13,079	13,079	15,369
515	580106	AMITYVILLE	14,006	16,765	16,765	17,777
516	580107	DEER PARK	14,629	15,380	15,380	15,685
517	580109	WYANDANCH	14,812	15,791	15,791	16,666
518	580201	THREE VILLAGE	13,098	14,277	14,277	15,887
519	580203	COMSEWOGUE	12,332	12,594	12,594	13,498
520	580205	SACHEM	12,482	13,313	13,313	13,251
521	580206	PORT JEFFERSON	19,872	21,369	21,369	21,199
522	580207	MOUNT SINAI	13,761	14,326	14,326	14,841
523	580208	MILLER PLACE	13,114	14,009	14,009	12,922
524	580209	ROCKY POINT	11,446	12,271	12,271	12,823
525	580211	MIDDLE COUNTRY	11,103	12,109	12,109	13,107
526	580212	LONGWOOD	12,113	13,845	13,845	14,380
527	580224	PATCHOGUE-MEDF	11,402	12,251	12,251	12,814
528	580232	WILLIAM FLOYD	12,659	13,077	13,077	14,168
529	580233	CENTER MORICHE	13,957	14,851	14,851	14,847
530	580234	EAST MORICHES	15,728	15,102	15,102	17,372
531	580235	SOUTH COUNTRY	14,265	15,404	15,404	15,951
532	580301	EAST HAMPTON	18,628	21,330	21,330	23,725
533	580302	WAINSCOTT	13,289	19,419	19,419	N/A
534	580303	AMAGANSETT	59,305	45,754	45,754	57,648
535	580304	SPRINGS	16,860	19,627	19,627	21,775
536	580305	SAG HARBOR	20,395	23,814	23,814	24,716
537	580306	MONTAUK	21,131	23,842	23,842	31,259
538	580401	ELWOOD	13,740	14,427	14,427	14,485
539	580402	COLD SPRING HA	18,574	20,529	20,529	20,586
540	580403	HUNTINGTON	16,331	16,922	16,922	17,512
541	580404	NORTHPORT	15,387	16,459	16,459	18,014
542	580405	HALF HOLLOW HI	13,149	14,381	14,381	14,873
543	580406	HARBORFIELDS	11,957	13,134	13,134	13,773
544	580410	COMMACK	13,120	14,858	14,858	15,572
545	580413	S. HUNTINGTON	14,159	15,252	15,252	15,758
546	580501	BAY SHORE	13,930	15,048	15,048	15,355
547	580502	ISLIP	11,813	12,916	12,916	14,285
548	580503	EAST ISLIP	12,245	13,735	13,735	14,659
549	580504	SAYVILLE	12,579	15,751	15,751	16,460
550	580505	BAYPORT BLUE P	15,691	17,035	17,035	17,566

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
551	580506	HAUPPAUGE	14,975	15,992	15,992	16,435
552	580507	CONNETHQUOT	13,359	14,373	14,373	15,947
553	580509	WEST ISLIP	11,756	12,679	12,679	13,799
554	580512	BRENTWOOD	11,583	12,950	12,950	13,488
555	580513	CENTRAL ISLIP	16,773	18,571	18,571	19,614
556	580514	FIRE ISLAND	75,321	105,135	105,135	107,803
557	580601	SHOREHAM-WADIN	13,116	14,471	14,471	15,726
558	580602	RIVERHEAD	13,909	15,743	15,743	16,076
559	580701	SHELTER ISLAND	25,991	25,456	25,456	27,980
560	580801	SMITHTOWN	12,667	13,272	13,272	13,969
561	580805	KINGS PARK	12,556	13,065	13,065	13,928
562	580901	REMSENBURG	28,044	29,102	29,102	36,414
563	580902	WESTHAMPTON BE	16,314	18,052	18,052	18,354
564	580903	QUOGUE	34,967	38,866	38,866	46,916
565	580905	HAMPTON BAYS	12,481	14,438	14,438	16,093
566	580906	SOUTHAMPTON	21,695	24,096	24,096	23,414
567	580909	BRIDGEHAMPTON	54,109	51,579	51,579	53,186
568	580910	SAGAPONACK	13,289	19,419	19,419	N/A
569	580912	EASTPORT-SOUTH	11,176	12,376	12,376	13,276
570	580913	TUCKAHOE COMMO	24,583	24,715	24,715	28,200
571	580917	EAST QUOGUE	16,623	21,071	21,071	22,116
572	581002	OYSTERPONDS	28,674	30,893	30,893	32,931
573	581004	FISHERS ISLAND	41,189	37,296	37,296	42,471
574	581005	SOUTHOLD	14,515	15,431	15,431	17,390
575	581010	GREENPORT	14,041	14,945	14,945	16,696
576	581012	MATTITUCK-CUTC	14,814	15,260	15,260	15,967
577	581015	NEW SUFFOLK	13,289	19,419	19,419	N/A
578	590501	FALLSBURGH	15,248	16,265	16,265	19,402
579	590801	ELDRED	11,596	13,588	13,588	13,570
580	590901	LIBERTY	13,524	15,551	15,551	17,552
581	591201	TRI VALLEY	15,653	16,260	16,260	18,324
582	591301	ROSCOE	15,149	17,289	17,289	17,826
583	591302	LIVINGSTON MAN	13,770	14,627	14,627	16,085
584	591401	MONTICELLO	11,687	12,084	12,084	14,106
585	591502	SULLIVAN WEST	12,938	14,012	14,012	15,001
586	600101	WAVERLY	8,126	8,476	8,476	9,059
587	600301	CANDOR	9,861	10,252	10,252	11,287
588	600402	NEWARK VALLEY	9,255	10,412	10,412	10,287
589	600601	OWEGO-APALACHI	10,051	10,347	10,347	11,452
590	600801	SPENCER VAN ET	7,417	8,771	8,771	10,808
591	600903	TIOGA	7,712	8,451	8,451	9,445
592	610301	DRYDEN	9,582	10,200	10,200	11,011
593	610501	GROTON	8,899	9,486	9,486	10,405
594	610600	ITHACA	11,162	12,113	12,113	12,670
595	610801	LANSING	11,773	12,850	12,850	10,855
596	610901	NEWFIELD	8,554	8,923	8,923	9,830
597	611001	TRUMANSBURG	9,597	10,114	10,114	10,222
598	620600	KINGSTON	12,176	12,731	12,731	14,461
599	620803	HIGHLAND	10,690	11,914	11,914	12,457
600	620901	RONDOUT VALLEY	14,241	15,569	15,569	17,586

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
601	621001	MARLBORO	13,729	14,591	14,591	15,483
602	621101	NEW PALTZ	11,835	12,290	12,290	13,284
603	621201	ONTEORA	14,239	15,687	15,687	18,571
604	621601	SAUGERTIES	10,068	11,303	11,303	11,825
605	621801	WALKKILL	9,807	10,532	10,532	10,997
606	622002	ELLENVILLE	14,662	15,427	15,427	15,150
607	630101	BOLTON	16,201	18,295	18,295	20,535
608	630202	NORTH WARREN	13,343	15,288	15,288	15,458
609	630300	GLENS FALLS	10,178	10,923	10,923	11,469
610	630601	JOHNSBURG	14,807	16,769	16,769	18,339
611	630701	LAKE GEORGE	11,546	12,636	12,636	12,521
612	630801	HADLEY LUZERNE	11,330	11,969	11,969	13,748
613	630902	QUEENSBURY	8,374	8,801	8,801	9,538
614	630918	GLENS FALLS CO	13,275	14,736	14,736	12,000
615	631201	WARRENSBURG	12,837	14,290	14,290	14,836
616	640101	ARGYLE	8,772	10,694	10,694	11,402
617	640502	FORT ANN	11,691	13,187	13,187	13,847
618	640601	FORT EDWARD	10,554	11,926	11,926	11,493
619	640701	GRANVILLE	8,841	10,678	10,678	10,360
620	640801	GREENWICH	10,146	11,995	11,995	12,131
621	641001	HARTFORD	9,645	11,389	11,389	12,205
622	641301	HUDSON FALLS	8,780	9,322	9,322	10,021
623	641401	PUTNAM	20,620	23,086	23,086	23,966
624	641501	SALEM	9,675	11,650	11,650	13,082
625	641610	CAMBRIDGE	9,689	10,634	10,634	12,350
626	641701	WHITEHALL	10,230	10,832	10,832	12,236
627	650101	NEWARK	9,666	9,934	9,934	11,100
628	650301	CLYDE-SAVANNAH	10,893	11,351	11,351	13,326
629	650501	LYONS	9,098	9,951	9,951	10,690
630	650701	MARION	9,951	10,933	10,933	11,418
631	650801	WAYNE	9,957	10,781	10,781	11,034
632	650901	PALMYRA-MACEDO	10,011	10,787	10,787	10,506
633	650902	GANANDA	8,713	9,476	9,476	9,757
634	651201	SODUS	11,350	12,258	12,258	12,623
635	651402	WILLIAMSON	9,984	11,381	11,381	12,113
636	651501	N. ROSE-WOLCOT	9,498	11,430	11,430	12,030
637	651503	RED CREEK	8,978	9,664	9,664	10,909
638	660101	KATONAH LEWISB	17,843	18,574	18,574	20,507
639	660102	BEDFORD	18,038	19,852	19,852	20,556
640	660202	CROTON HARMON	15,181	15,550	15,550	15,733
641	660203	HENDRICK HUDSO	17,048	16,618	16,618	18,174
642	660301	EASTCHESTER	16,813	17,035	17,035	17,827
643	660302	TUCKAHOE	17,306	18,600	18,600	20,009
644	660303	BRONXVILLE	18,961	21,219	21,219	22,099
645	660401	TARRYTOWN	14,846	16,455	16,455	16,449
646	660402	IRVINGTON	16,493	18,320	18,320	20,150
647	660403	DOBBS FERRY	16,909	18,231	18,231	18,927
648	660404	HASTINGS ON HU	17,018	17,463	17,463	19,404
649	660405	ARDSLEY	15,063	17,638	17,638	20,471
650	660406	EDGEMONT	15,844	16,226	16,226	17,819

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
651	660407	GREENBURGH	20,815	20,451	20,451	22,343
652	660409	ELMSFORD	19,616	21,033	21,033	22,211
653	660501	HARRISON	19,289	20,737	20,737	23,457
654	660701	MAMARONECK	17,674	16,404	16,404	18,416
655	660801	MT PLEAS CENT	17,692	18,168	18,168	18,590
656	660802	POCANTICO HILL	32,101	36,989	36,989	46,333
657	660805	VALHALLA	18,472	19,877	19,877	20,983
658	660809	PLEASANTVILLE	14,471	15,490	15,490	16,558
659	660900	MOUNT VERNON	14,051	15,367	15,367	16,794
660	661004	CHAPPAQUA	17,176	18,326	18,326	19,041
661	661100	NEW ROCHELLE	13,098	15,491	15,491	16,138
662	661201	BYRAM HILLS	19,270	19,805	19,805	20,054
663	661301	NORTH SALEM	19,212	20,267	20,267	20,273
664	661401	OSSINING	15,525	16,981	16,981	18,293
665	661402	BRIARCLIFF MAN	19,367	20,102	20,102	22,861
666	661500	PEEKSKILL	15,279	16,068	16,068	16,431
667	661601	PELHAM	14,768	15,317	15,317	16,187
668	661800	RYE	19,091	18,846	18,846	18,927
669	661901	RYE NECK	16,189	18,168	18,168	18,340
670	661904	PORT CHESTER	11,600	12,674	12,674	13,413
671	661905	BLIND BROOK-RY	17,321	18,589	18,589	20,318
672	662001	SCARSDALE	19,135	20,819	20,819	22,148
673	662101	SOMERS	14,552	15,818	15,818	16,825
674	662200	WHITE PLAINS	17,123	18,811	18,811	19,443
675	662300	YONKERS	12,015	12,006	12,006	14,520
676	662401	LAKELAND	13,540	14,318	14,318	14,999
677	662402	YORKTOWN	13,595	14,859	14,859	16,743
678	670201	ATTICA	9,266	9,393	9,393	9,552
679	670401	LETCHWORTH	10,838	10,945	10,945	11,337
680	671002	WYOMING	11,116	14,555	14,555	15,376
681	671201	PERRY	9,832	10,672	10,672	11,041
682	671501	WARSAW	10,242	12,111	12,111	11,643
683	680601	PENN YAN	9,317	10,287	10,287	11,554
684	680801	DUNDEE	8,023	9,390	9,390	9,998

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
1	10100 ALBANY	11,149	11,712	11,712	14,072
2	570101 ADDISON	10,537	10,215	10,215	11,263
3	410401 ADIRONDACK	9,936	10,915	10,915	11,668
4	80101 AFTON	10,510	11,717	11,717	13,800
5	142101 AKRON	9,157	9,760	9,760	10,134
6	450101 ALBION	8,014	8,887	8,887	10,580
7	140101 ALDEN	9,267	9,737	9,737	9,862
8	180202 ALEXANDER	9,501	10,005	10,005	11,325
9	220202 ALEXANDRIA	9,983	10,338	10,338	12,100
10	20101 ALFRED ALMOND	9,184	10,226	10,226	10,628
11	40302 ALLEGANY-LIMES	8,754	9,652	9,652	10,362
12	460102 ALTMAR PARISH	10,870	11,395	11,395	11,295
13	580303 AMAGANSETT	59,305	45,754	45,754	57,648
14	140201 AMHERST	10,520	10,138	10,138	10,721
15	580106 AMITYVILLE	14,006	16,765	16,765	17,777
16	270100 AMSTERDAM	8,584	8,887	8,887	9,443
17	120102 ANDES	14,329	15,445	15,445	21,107
18	20601 ANDOVER	10,738	11,107	11,107	12,353
19	660405 ARDSLEY	15,063	17,638	17,638	20,471
20	640101 ARGYLE	8,772	10,694	10,694	11,402
21	571901 ARKPORT	8,402	8,587	8,587	9,666
22	131601 ARLINGTON	9,976	10,651	10,651	11,469
23	670201 ATTICA	9,266	9,393	9,393	9,552
24	50100 AUBURN	8,945	9,959	9,959	10,495
25	90201 AUSABLE VALLEY	11,112	12,302	12,302	13,185
26	491302 AVERILL PARK	8,683	9,363	9,363	10,036
27	570201 AVOCA	9,594	11,471	11,471	13,201
28	240101 AVON	9,000	10,726	10,726	10,465
29	580101 BABYLON	15,378	17,161	17,161	16,928
30	80201 BAINBRIDGE GUI	9,350	10,541	10,541	11,434
31	280210 BALDWIN	14,024	15,336	15,336	15,658
32	420901 BALDWINVILLE	9,529	10,185	10,185	10,724
33	521301 BALLSTON SPA	10,154	11,233	11,233	11,797
34	401301 BARKER	12,412	13,293	13,293	12,895
35	180300 BATAVIA	11,169	12,503	12,503	12,293
36	570302 BATH	8,726	9,370	9,370	9,780
37	580501 BAY SHORE	13,930	15,048	15,048	15,355
38	580505 BAYPORT BLUE P	15,691	17,035	17,035	17,566
39	130200 BEACON	9,227	9,650	9,650	11,093
40	231301 BEAVER RIVER	9,035	10,065	10,065	9,873
41	660102 BEDFORD	18,038	19,852	19,852	20,556
42	90301 BEEKMANTOWN	10,124	11,410	11,410	11,708
43	20801 BELFAST	8,535	10,153	10,153	11,619
44	220909 BELLEVILLE-HEN	8,798	9,652	9,652	10,030
45	280207 BELLMORE	15,949	17,562	17,562	19,638
46	280253 BELLMORE-MERRI	12,191	13,037	13,037	13,768
47	61001 BEMUS POINT	9,766	10,726	10,726	11,810
48	490101 BERLIN	10,974	12,019	12,019	12,890
49	10201 BERNE KNOX	10,653	10,814	10,814	13,371
50	10306 BETHLEHEM	10,050	12,653	12,653	12,513

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
51	280521	BETHPAGE	15,652	17,066	17,066	17,350
52	30200	BINGHAMTON	8,896	9,820	9,820	10,244
53	661905	BLIND BROOK-RY	17,321	18,589	18,589	20,318
54	22902	BOLIVAR-RICHBG	10,620	11,418	11,418	10,885
55	630101	BOLTON	16,201	18,295	18,295	20,535
56	570401	BRADFORD	11,995	12,185	12,185	13,266
57	510101	BRASHER FALLS	8,633	9,507	9,507	10,172
58	580512	BRENTWOOD	11,583	12,950	12,950	13,488
59	480601	BREWSTER	14,336	15,649	15,649	16,808
60	661402	BRIARCLIFF MAN	19,367	20,102	20,102	22,861
61	580909	BRIDGEHAMPTON	54,109	51,579	51,579	53,186
62	260101	BRIGHTON	11,048	12,025	12,025	12,448
63	171102	BROADALBIN-PER	7,722	8,605	8,605	8,636
64	261801	BROCKPORT	9,705	10,222	10,222	10,745
65	62301	BROCTON	11,771	12,774	12,774	12,437
66	660303	BRONXVILLE	18,961	21,219	21,219	22,099
67	250109	BROOKFIELD	9,758	11,515	11,515	11,171
68	490202	BRUNSWICK CENT	8,818	10,274	10,274	10,501
69	161601	BRUSHTON MOIRA	8,985	10,152	10,152	11,399
70	140600	BUFFALO	9,567	10,429	10,429	12,005
71	520101	BURNT HILLS	9,994	10,562	10,562	10,168
72	661201	BYRAM HILLS	19,270	19,805	19,805	20,054
73	180701	BYRON BERGEN	8,763	10,098	10,098	11,339
74	190301	CAIRO-DURHAM	8,126	9,731	9,731	10,345
75	240201	CALEDONIA MUMF	8,374	9,239	9,239	10,218
76	641610	CAMBRIDGE	9,689	10,634	10,634	12,350
77	410601	CAMDEN	8,250	9,386	9,386	10,655
78	570603	CAMPBELL-SAVON	9,978	9,702	9,702	10,531
79	270301	CANAJOHARIE	11,364	10,533	10,533	10,768
80	430300	CANANDAIGUA	9,461	10,181	10,181	10,828
81	21102	CANASERAGA	10,752	11,354	11,354	12,329
82	250901	CANASTOTA	8,830	9,135	9,135	9,837
83	600301	CANDOR	9,861	10,252	10,252	11,287
84	571502	CANISTEO-GREEN	11,811	11,986	11,986	13,788
85	510201	CANTON	10,471	11,114	11,114	11,252
86	280411	CARLE PLACE	18,940	19,902	19,902	20,187
87	480102	CARMEL	14,319	14,865	14,865	15,409
88	222201	CARTHAGE	8,303	8,911	8,911	8,557
89	60401	CASSADAGA VALL	9,694	10,976	10,976	11,359
90	50401	CATO MERIDIAN	9,129	9,412	9,412	10,653
91	190401	CATSKILL	10,226	11,424	11,424	14,130
92	42302	CATTARAUGUS-LI	11,295	11,536	11,536	11,368
93	250201	CAZENOVIA	9,208	9,996	9,996	10,613
94	580233	CENTER MORICHE	13,957	14,851	14,851	14,847
95	580513	CENTRAL ISLIP	16,773	18,571	18,571	19,614
96	460801	CENTRAL SQUARE	8,119	9,066	9,066	9,571
97	661004	CHAPPAQUA	17,176	18,326	18,326	19,041
98	120401	CHARLOTTE VALL	8,172	9,939	9,939	10,907
99	160801	CHATEAUGAY	8,508	9,502	9,502	10,879
100	101001	CHATHAM	11,215	12,277	12,277	12,977

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
101	60503	CHAUTAUQUA	12,818	14,330	14,330	14,457
102	90601	CHAZY	9,891	10,616	10,616	11,716
103	140701	CHEEKTOWAGA	8,832	9,733	9,733	10,235
104	30101	CHENANGO FORKS	9,392	10,119	10,119	10,503
105	30701	CHENANGO VALLE	10,699	10,906	10,906	10,665
106	472202	CHERRY VLY-SPR	11,895	12,632	12,632	12,674
107	440201	CHESTER	12,179	12,532	12,532	13,170
108	251601	CHITTENANGO	9,074	10,080	10,080	10,983
109	261501	CHURCHVILLE CH	8,985	9,496	9,496	10,122
110	110101	CINCINNATUS	11,091	12,195	12,195	12,691
111	140801	CLARENCE	8,107	8,747	8,747	9,001
112	500101	CLARKSTOWN	11,608	12,759	12,759	13,310
113	140703	CLEVELAND HILL	8,396	9,946	9,946	10,428
114	510401	CLIFTON FINE	16,641	18,407	18,407	17,107
115	411101	CLINTON	11,125	11,072	11,072	11,529
116	650301	CLYDE-SAVANNAH	10,893	11,351	11,351	13,326
117	60701	CLYMER	10,139	13,768	13,768	14,425
118	541102	COBLESKL-RICHM	9,443	10,568	10,568	10,802
119	10500	COHOES	10,516	11,070	11,070	11,791
120	580402	COLD SPRING HA	18,574	20,529	20,529	20,586
121	510501	COLTON PIERREP	14,920	16,949	16,949	18,381
122	580410	COMMACK	13,120	14,858	14,858	15,572
123	580203	COMSEWOGUE	12,332	12,594	12,594	13,498
124	580507	CONNETQUOT	13,359	14,373	14,373	15,947
125	471701	COOPERSTOWN	10,574	11,595	11,595	11,917
126	100501	COPAKE-TACONIC	11,676	13,043	13,043	13,622
127	230201	COPENHAGEN	8,600	9,038	9,038	9,935
128	580105	COPIAGUE	11,518	13,079	13,079	15,369
129	520401	CORINTH	9,791	10,020	10,020	10,919
130	571000	CORNING	9,407	10,255	10,255	10,637
131	440301	CORNWALL	10,775	11,413	11,413	11,262
132	110200	CORTLAND	9,347	9,778	9,778	10,142
133	190501	COXSACKIE ATHE	10,459	10,905	10,905	11,888
134	660202	CROTON HARMON	15,181	15,550	15,550	15,733
135	150203	CROWN POINT	12,283	14,203	14,203	15,649
136	22302	CUBA-RUSHFORD	10,829	10,889	10,889	12,488
137	241101	DALTON-NUNDA	10,866	11,704	11,704	13,107
138	241001	DANSVILLE	9,132	9,525	9,525	10,313
139	250301	DE RUYTER	9,206	12,001	12,001	13,049
140	580107	DEER PARK	14,629	15,380	15,380	15,685
141	120501	DELHI	11,428	12,859	12,859	13,930
142	140707	DEPEW	9,719	10,741	10,741	10,409
143	31301	DEPOSIT	11,710	14,020	14,020	14,304
144	660403	DOBBS FERRY	16,909	18,231	18,231	18,927
145	211003	DOLGEVILLE	8,707	9,576	9,576	10,527
146	130502	DOVER	10,011	10,589	10,589	11,245
147	120301	DOWNSVILLE	13,533	16,110	16,110	17,143
148	610301	DRYDEN	9,582	10,200	10,200	11,011
149	530101	DUANESBURG	8,433	9,259	9,259	9,234
150	680801	DUNDEE	8,023	9,390	9,390	9,998

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
151	60800	DUNKIRK	11,682	12,054	12,054	12,985
152	420401	E SYRACUSE-MIN	12,617	12,805	12,805	13,674
153	260801	E. IRONDEQUOIT	9,349	10,006	10,006	11,557
154	140301	EAST AURORA	12,436	9,978	9,978	10,210
155	430501	EAST BLOOMFIEL	9,687	10,213	10,213	11,116
156	490301	EAST GREENBUSH	10,890	11,464	11,464	11,659
157	580301	EAST HAMPTON	18,628	21,330	21,330	23,725
158	580503	EAST ISLIP	12,245	13,735	13,735	14,659
159	280203	EAST MEADOW	13,319	15,631	15,631	15,722
160	580234	EAST MORICHES	15,728	15,102	15,102	17,372
161	580917	EAST QUOGUE	16,623	21,071	21,071	22,116
162	500402	EAST RAMAPO	14,736	16,326	16,326	16,555
163	261313	EAST ROCHESTER	10,970	12,418	12,418	12,585
164	280219	EAST ROCKAWAY	14,837	16,680	16,680	18,375
165	280402	EAST WILLISTON	18,840	19,814	19,814	20,780
166	660301	EASTCHESTER	16,813	17,035	17,035	17,827
167	580912	EASTPORT-SOUTH	11,176	12,376	12,376	13,276
168	141201	EDEN	8,277	8,752	8,752	9,674
169	660406	EDGEMONT	15,844	16,226	16,226	17,819
170	520601	EDINBURG	21,157	28,077	28,077	20,896
171	470501	EDMESTON	8,457	9,031	9,031	11,243
172	513102	EDWARDS-KNOX	9,158	10,001	10,001	10,536
173	180901	ELBA	10,056	10,830	10,830	11,423
174	590801	ELDRED	11,596	13,588	13,588	13,570
175	150301	ELIZABETHTOWN	11,453	13,228	13,228	13,358
176	622002	ELLENVILLE	14,662	15,427	15,427	15,150
177	40901	ELLCOTTVILLE	10,443	10,206	10,206	11,491
178	70600	ELMIRA	8,624	9,965	9,965	11,012
179	70902	ELMIRA HEIGHTS	9,827	9,761	9,761	10,136
180	280216	ELMONT	12,189	13,210	13,210	14,397
181	660409	ELMSFORD	19,616	21,033	21,033	22,211
182	580401	ELWOOD	13,740	14,427	14,427	14,485
183	141401	EVANS-BRANT	10,452	11,083	11,083	11,618
184	420601	FABIUS-POMPEY	10,197	11,565	11,565	12,479
185	261301	FAIRPORT	9,679	10,220	10,220	10,647
186	61101	FALCONER	8,141	8,694	8,694	9,522
187	590501	FALLSBURGH	15,248	16,265	16,265	19,402
188	280522	FARMINGDALE	14,725	15,641	15,641	16,831
189	421001	FAYETTEVILLE	10,101	10,267	10,267	10,653
190	22001	FILLMORE	7,539	8,668	8,668	9,156
191	580514	FIRE ISLAND	75,321	105,135	105,135	107,803
192	581004	FISHERS ISLAND	41,189	37,296	37,296	42,471
193	280222	FLORAL PARK	12,106	12,852	12,852	14,937
194	442115	FLORIDA	11,858	13,088	13,088	14,001
195	270601	FONDA FULTONVI	9,141	10,509	10,509	11,108
196	61503	FORESTVILLE	9,323	10,133	10,133	10,484
197	640502	FORT ANN	11,691	13,187	13,187	13,847
198	640601	FORT EDWARD	10,554	11,926	11,926	11,493
199	270701	FORT PLAIN	10,060	10,723	10,723	12,840
200	210402	FRANKFORT-SCHU	9,127	9,084	9,084	9,210

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
201	120701	FRANKLIN	11,937	12,786	12,786	13,106
202	280217	FRANKLIN SQUAR	12,273	13,288	13,288	13,412
203	41101	FRANKLINVILLE	9,899	10,696	10,696	11,351
204	62201	FREDONIA	10,159	11,242	11,242	12,037
205	280209	FREEPORT	14,026	14,902	14,902	15,703
206	60301	FREWSBURG	8,436	8,965	8,965	10,206
207	21601	FRIENDSHIP	11,066	11,948	11,948	12,385
208	141604	FRONTIER	7,657	8,271	8,271	8,759
209	460500	FULTON	9,852	10,413	10,413	11,616
210	520701	GALWAY	8,609	9,042	9,042	10,157
211	650902	GANANDA	8,713	9,476	9,476	9,757
212	280218	GARDEN CITY	15,014	16,464	16,464	17,620
213	480404	GARRISON	18,482	20,327	20,327	21,676
214	260401	GATES CHILI	10,332	11,150	11,150	12,359
215	220401	GENERAL BROWN	8,068	8,410	8,410	8,580
216	20702	GENESEE VALLEY	9,380	9,686	9,686	11,013
217	240401	GENESEO	10,353	10,819	10,819	12,257
218	430700	GENEVA	9,208	10,458	10,458	12,688
219	100902	GERMANTOWN	12,486	12,770	12,770	14,614
220	540801	GILBOA CONESVI	12,137	13,436	13,436	15,707
221	470202	GLBTSVILLE-MT U	8,855	9,683	9,683	11,319
222	280100	GLEN COVE	17,094	17,909	17,909	18,368
223	630300	GLENS FALLS	10,178	10,923	10,923	11,469
224	630918	GLENS FALLS CO	13,275	14,736	14,736	12,000
225	170500	GLOVERSVILLE	9,392	9,121	9,121	9,865
226	430901	GORHAM-MIDDLES	10,734	11,367	11,367	11,875
227	440601	GOSHEN	11,566	12,560	12,560	12,773
228	511101	GOUVERNEUR	9,083	8,945	8,945	10,255
229	42801	GOWANDA	9,677	10,020	10,020	11,326
230	141501	GRAND ISLAND	9,379	9,823	9,823	9,915
231	640701	GRANVILLE	8,841	10,678	10,678	10,360
232	280407	GREAT NECK	20,853	21,183	21,183	22,466
233	260501	GREECE	9,658	10,422	10,422	11,252
234	10701	GREEN ISLAND	10,390	10,997	10,997	12,662
235	660407	GREENBURGH	20,815	20,451	20,451	22,343
236	80601	GREENE	8,394	9,598	9,598	10,565
237	581010	GREENPORT	14,041	14,945	14,945	16,696
238	190701	GREENVILLE	10,371	11,269	11,269	13,454
239	640801	GREENWICH	10,146	11,995	11,995	12,131
240	442111	GREENWOOD LAKE	14,899	15,132	15,132	18,307
241	81401	GRGETWN-SO OTS	11,634	11,700	11,700	12,871
242	610501	GROTON	8,899	9,486	9,486	10,405
243	10802	GUILDERLAND	10,011	10,712	10,712	11,356
244	630801	HADLEY LUZERNE	11,330	11,969	11,969	13,748
245	480401	HALDANE	14,121	14,783	14,783	16,483
246	580405	HALF HOLLOW HI	13,149	14,381	14,381	14,873
247	141601	HAMBURG	9,216	9,519	9,519	9,716
248	250701	HAMILTON	9,678	12,465	12,465	12,897
249	511201	HAMMOND	9,281	11,478	11,478	12,727
250	572901	HAMMONDSPORT	13,020	14,515	14,515	14,766

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
251	580905	HAMPTON BAYS	12,481	14,438	14,438	16,093
252	120906	HANCOCK	12,248	13,854	13,854	14,267
253	460701	HANNIBAL	8,070	9,278	9,278	10,178
254	580406	HARBORFIELDS	11,957	13,134	13,134	13,773
255	30501	HARPURSVILLE	7,793	9,718	9,718	9,877
256	660501	HARRISON	19,289	20,737	20,737	23,457
257	230301	HARRISVILLE	11,192	11,794	11,794	12,372
258	641001	HARTFORD	9,645	11,389	11,389	12,205
259	660404	HASTINGS ON HU	17,018	17,463	17,463	19,404
260	580506	HAUPPAUGE	14,975	15,992	15,992	16,435
261	500201	HAVERSTRAW-ST	14,279	15,854	15,854	17,121
262	280201	HEMPSTEAD	16,165	17,356	17,356	18,202
263	660203	HENDRICK HUDSO	17,048	16,618	16,618	18,174
264	210601	HERKIMER	8,531	9,185	9,185	9,525
265	511301	HERMON DEKALB	12,838	13,114	13,114	12,646
266	280409	HERRICKS	14,999	16,522	16,522	17,029
267	512404	HEUVELTON	9,954	11,007	11,007	10,704
268	280214	HEWLETT WOODME	18,686	20,329	20,329	22,408
269	280517	HICKSVILLE	12,923	14,580	14,580	14,942
270	620803	HIGHLAND	10,690	11,914	11,914	12,457
271	440901	HIGHLAND FALLS	12,924	13,618	13,618	14,580
272	261101	HILTON	9,263	10,019	10,019	10,202
273	41401	HINSDALE	10,311	10,640	10,640	9,952
274	141701	HOLLAND	9,150	9,966	9,966	11,032
275	412201	HOLLAND PATENT	9,058	10,071	10,071	10,388
276	450704	HOLLEY	6,999	9,844	9,844	10,275
277	110701	HOMER	9,289	10,182	10,182	11,092
278	431401	HONEOYE	9,786	10,487	10,487	12,141
279	260901	HONEOYE FALLS	9,540	10,103	10,103	10,435
280	491401	HOOSIC VALLEY	9,015	9,733	9,733	10,338
281	490501	HOOSICK FALLS	9,553	10,071	10,071	11,782
282	571800	HORNELL	9,927	10,088	10,088	9,858
283	70901	HORSEHEADS	8,862	9,466	9,466	10,196
284	101300	HUDSON	10,975	11,982	11,982	13,401
285	641301	HUDSON FALLS	8,780	9,322	9,322	10,021
286	190901	HUNTER TANNERS	12,946	14,001	14,001	16,482
287	580403	HUNTINGTON	16,331	16,922	16,922	17,512
288	130801	HYDE PARK	10,162	10,965	10,965	12,052
289	210501	ILION	7,829	8,025	8,025	8,450
290	200401	INDIAN LAKE	18,205	22,268	22,268	24,054
291	220301	INDIAN RIVER	7,953	8,380	8,380	6,996
292	200501	INLET	22,241	26,736	26,736	N/A
293	141301	IROQUOIS	8,376	9,111	9,111	9,751
294	660402	IRVINGTON	16,493	18,320	18,320	20,150
295	280231	ISLAND PARK	22,245	27,655	27,655	27,985
296	280226	ISLAND TREES	12,982	14,337	14,337	15,505
297	580502	ISLIP	11,813	12,916	12,916	14,285
298	610600	ITHACA	11,162	12,113	12,113	12,670
299	61700	JAMESTOWN	8,983	10,157	10,157	10,164
300	420411	JAMESVILLE-DEW	10,494	10,805	10,805	10,944

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
301	572702	JASPER-TRPSBRG	9,088	9,625	9,625	10,590
302	540901	JEFFERSON	11,383	11,905	11,905	12,445
303	280515	JERICO	19,561	22,601	22,601	23,911
304	630601	JOHNSBURG	14,807	16,769	16,769	18,339
305	31502	JOHNSON CITY	10,865	11,182	11,182	12,050
306	170600	JOHNSTOWN	8,923	9,818	9,818	10,408
307	420501	JORDAN ELBRIDG	9,588	10,342	10,342	11,623
308	660101	KATONAH LEWISB	17,843	18,574	18,574	20,507
309	150601	KEENE	18,960	18,529	18,529	19,701
310	450607	KENDALL	9,526	9,917	9,917	12,590
311	142601	KENMORE	10,087	10,412	10,412	9,477
312	101401	KINDERHOOK	9,256	10,114	10,114	11,239
313	580805	KINGS PARK	12,556	13,065	13,065	13,928
314	620600	KINGSTON	12,176	12,731	12,731	14,461
315	441202	KIRYAS JOEL	18,317	25,769	25,769	33,354
316	221401	LA FARGEVILLE	9,943	10,039	10,039	9,458
317	420807	LA FAYETTE	14,681	15,526	15,526	15,766
318	141800	LACKAWANNA	10,172	10,833	10,833	11,964
319	630701	LAKE GEORGE	11,546	12,636	12,636	12,521
320	151102	LAKE PLACID	11,911	13,620	13,620	14,929
321	200601	LAKE PLEASANT	28,387	28,900	28,900	25,331
322	662401	LAKELAND	13,540	14,318	14,318	14,999
323	141901	LANCASTER	7,284	7,973	7,973	8,449
324	610801	LANSING	11,773	12,850	12,850	10,855
325	490601	LANSINGBURGH	8,394	8,509	8,509	9,352
326	470801	LAURENS	9,163	10,185	10,185	10,634
327	280215	LAWRENCE	18,845	20,562	20,562	23,002
328	181001	LE ROY	8,741	9,837	9,837	10,757
329	670401	LETCHWORTH	10,838	10,945	10,945	11,337
330	280205	LEVITTOWN	14,880	15,793	15,793	17,280
331	400301	LEWISTON PORTE	10,323	12,236	12,236	12,229
332	590901	LIBERTY	13,524	15,551	15,551	17,552
333	580104	LINDENHURST	12,446	13,409	13,409	14,253
334	511602	LISBON	11,326	11,867	11,867	12,322
335	210800	LITTLE FALLS	10,230	10,818	10,818	11,471
336	421501	LIVERPOOL	10,715	11,946	11,946	12,529
337	591302	LIVINGSTON MAN	13,770	14,627	14,627	16,085
338	240801	LIVONIA	9,786	10,725	10,725	11,356
339	400400	LOCKPORT	9,198	10,220	10,220	9,912
340	280503	LOCUST VALLEY	19,500	22,104	22,104	22,507
341	280300	LONG BEACH	17,016	19,842	19,842	22,042
342	200701	LONG LAKE	36,121	37,270	37,270	42,198
343	580212	LONGWOOD	12,113	13,845	13,845	14,380
344	230901	LOWVILLE	7,979	8,403	8,403	9,602
345	221301	LYME	9,864	10,382	10,382	13,021
346	280220	LYNBROOK	15,340	16,514	16,514	17,680
347	421504	LYNCOURT	11,989	13,521	13,521	15,497
348	451001	LYNDONVILLE	8,962	9,930	9,930	10,519
349	650501	LYONS	9,098	9,951	9,951	10,690
350	251101	MADISON	10,163	10,976	10,976	10,079

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
351	511901	MADRID WADDING	10,391	10,883	10,883	10,491
352	480101	MAHOPAC	12,057	13,264	13,264	13,924
353	31101	MAINE ENDWELL	9,864	11,002	11,002	10,197
354	161501	MALONE	9,922	10,134	10,134	10,520
355	280212	MALVERNE	16,465	16,487	16,487	19,705
356	660701	MAMARONECK	17,674	16,404	16,404	18,416
357	431101	MANCHSTR-SHRTS	10,121	10,485	10,485	10,420
358	280406	MANHASSET	18,864	20,254	20,254	21,235
359	10622	MAPLEWOOD	11,232	11,710	N/A	N/A
360	110901	MARATHON	8,493	7,853	7,853	11,911
361	421101	MARCELLUS	8,562	8,871	8,871	9,775
362	121401	MARGARETVILLE	10,942	12,416	12,416	13,376
363	650701	MARION	9,951	10,933	10,933	11,418
364	621001	MARLBORO	13,729	14,591	14,591	15,483
365	140702	MARYVALE	9,452	10,025	10,025	10,433
366	280523	MASSAPEQUA	14,211	15,232	15,232	16,052
367	512001	MASSENA	8,332	9,131	9,131	10,197
368	581012	MATTITUCK-CUTC	14,814	15,260	15,260	15,967
369	170801	MAYFIELD	8,067	8,827	8,827	10,112
370	110304	MCGRAW	10,128	11,222	11,222	11,248
371	521200	MECHANICVILLE	9,092	9,597	9,597	10,377
372	450801	MEDINA	9,550	10,525	10,525	10,826
373	10615	MENANDS	16,576	16,582	16,582	15,870
374	280225	MERRICK	14,803	16,693	16,693	17,936
375	460901	MEXICO	9,693	10,521	10,521	11,702
376	580211	MIDDLE COUNTRY	11,103	12,109	12,109	13,107
377	541001	MIDDLEBURGH	11,983	13,341	13,341	12,453
378	441000	MIDDLETOWN	10,382	11,355	11,355	12,759
379	471101	MILFORD	10,874	11,422	11,422	12,217
380	132201	MILLBROOK	10,071	11,769	11,769	12,902
381	580208	MILLER PLACE	13,114	14,009	14,009	12,922
382	280410	MINEOLA	21,204	22,566	22,566	23,709
383	150801	MINERVA	25,811	27,490	27,490	25,637
384	441101	MINISINK VALLE	9,146	10,099	10,099	10,552
385	210502	MOHAWK	8,656	9,642	9,642	10,758
386	530515	MOHONASEN	7,865	8,047	8,047	8,989
387	441201	MONROE WOODBUR	11,671	12,538	12,538	13,089
388	580306	MONTAUK	21,131	23,842	23,842	31,259
389	591401	MONTICELLO	11,687	12,084	12,084	14,106
390	51301	MORAVIA	9,540	9,940	9,940	10,202
391	150901	MORIAH	10,413	10,922	10,922	11,855
392	471201	MORRIS	9,165	9,185	9,185	10,436
393	512101	MORRISTOWN	11,107	13,150	13,150	13,655
394	250401	MORRISVILLE EA	10,009	11,015	11,015	12,114
395	240901	MOUNT MORRIS	9,744	11,101	11,101	12,120
396	580207	MOUNT SINAI	13,761	14,326	14,326	14,841
397	660900	MOUNT VERNON	14,051	15,367	15,367	16,794
398	212001	MT MARKHAM CSD	9,964	10,836	10,836	11,231
399	660801	MT PLEAS CENT	17,692	18,168	18,168	18,590
400	651501	N. ROSE-WOLCOT	9,498	11,430	11,430	12,030

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
401	400900	N. TONAWANDA	9,575	9,630	9,630	10,593
402	500108	NANUET	16,675	17,763	17,763	18,531
403	431201	NAPLES	11,957	13,488	13,488	13,183
404	411501	NEW HARTFORD	11,065	11,712	11,712	11,431
405	280405	NEW HYDE PARK	12,037	13,585	13,585	14,771
406	101601	NEW LEBANON	13,101	13,441	13,441	15,792
407	621101	NEW PALTZ	11,835	12,290	12,290	13,284
408	661100	NEW ROCHELLE	13,098	15,491	15,491	16,138
409	581015	NEW SUFFOLK	13,289	19,419	19,419	N/A
410	300000	NEW YORK CITY	11,023	12,443	12,443	13,527
411	411504	NEW YORK MILLS	11,073	12,248	12,248	11,834
412	650101	NEWARK	9,666	9,934	9,934	11,100
413	600402	NEWARK VALLEY	9,255	10,412	10,412	10,287
414	441600	NEWBURGH	11,407	12,738	12,738	14,796
415	151001	NEWCOMB	39,125	51,675	51,675	43,580
416	400601	NEWFANE	8,779	9,476	9,476	10,086
417	610901	NEWFIELD	8,554	8,923	8,923	9,830
418	400800	NIAGARA FALLS	9,305	10,015	10,015	10,911
419	400701	NIAGARA WHEATF	9,868	9,672	9,672	10,443
420	530301	NISKAYUNA	10,411	11,408	11,408	11,790
421	580103	NORTH BABYLON	11,963	13,353	13,353	14,290
422	280204	NORTH BELLMORE	14,346	15,419	15,419	17,500
423	142201	NORTH COLLINS	11,962	10,361	10,361	13,023
424	10605	NORTH COLONIE	9,640	10,541	10,541	N/A
425	10623	NORTH COLONIE	N/A	N/A	10,541	10,708
426	490801	NORTH GREENBUSH	10,026	10,735	10,735	N/A
427	280229	NORTH MERRICK	15,668	16,678	16,678	17,825
428	661301	NORTH SALEM	19,212	20,267	20,267	20,273
429	280501	NORTH SHORE	18,005	20,288	20,288	23,323
430	420303	NORTH SYRACUSE	9,155	9,332	9,332	10,709
431	630202	NORTH WARREN	13,343	15,288	15,288	15,458
432	131101	NORTHEAST	12,969	15,151	15,151	15,342
433	90501	NORTHEASTERN	9,382	9,825	9,825	11,543
434	580404	NORTHPORT	15,387	16,459	16,459	18,014
435	90901	NORTHRN ADIRON	9,747	10,706	10,706	12,585
436	170901	NORTHVILLE	10,754	12,396	12,396	13,440
437	81200	NORWICH	8,503	9,089	9,089	9,956
438	512201	NORWOOD NORFOL	10,021	10,085	10,085	10,652
439	500304	NYACK	16,020	17,016	17,016	18,240
440	181101	OAKFIELD ALABA	9,346	10,716	10,716	9,994
441	280211	OCEANSIDE	13,675	15,026	15,026	16,067
442	550101	ODESSA MONTOUR	9,953	9,698	9,698	11,363
443	512300	OGDENSBURG	11,998	13,053	13,053	13,953
444	42400	OLEAN	9,145	9,933	9,933	10,976
445	251400	ONEIDA CITY	8,464	10,485	10,485	11,079
446	471400	ONEONTA	10,060	10,915	10,915	11,790
447	421201	ONONDAGA	10,106	10,459	10,459	12,132
448	621201	ONTEORA	14,239	15,687	15,687	18,571
449	171001	OPPENHEIM EPHR	12,178	13,504	13,504	13,204
450	142301	ORCHARD PARK	9,849	10,198	10,198	10,523

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
451	412901	ORISKANY	9,696	10,625	10,625	10,992
452	661401	OSSINING	15,525	16,981	16,981	18,293
453	461300	OSWEGO	10,684	12,105	12,105	12,263
454	471601	OTEGO-UNADILLA	9,462	10,367	10,367	11,481
455	600601	OWEGO-APALACHI	10,051	10,347	10,347	11,452
456	81501	OXFORD	10,495	11,678	11,678	11,858
457	280506	OYSTER BAY	19,270	22,633	22,633	22,533
458	581002	OYSTERPONDS	28,674	30,893	30,893	32,931
459	650901	PALMYRA-MACEDO	10,011	10,787	10,787	10,506
460	61601	PANAMA	10,287	10,861	10,861	11,826
461	512501	PARISHVILLE	9,498	9,890	9,890	10,609
462	580224	PATCHOGUE-MEDF	11,402	12,251	12,251	12,814
463	181201	PAVILION	9,698	10,273	10,273	10,682
464	131201	PAWLING	13,989	14,556	14,556	15,571
465	500308	PEARL RIVER	13,277	14,413	14,413	14,854
466	661500	PEEKSKILL	15,279	16,068	16,068	16,431
467	661601	PELHAM	14,768	15,317	15,317	16,187
468	181302	PEMBROKE	9,205	9,919	9,919	11,828
469	261201	PENFIELD	11,459	12,155	12,155	12,346
470	680601	PENN YAN	9,317	10,287	10,287	11,554
471	671201	PERRY	9,832	10,672	10,672	11,041
472	91101	PERU	9,860	11,126	11,126	11,849
473	431301	PHELPS-CLIFTON	9,388	10,623	10,623	11,376
474	462001	PHOENIX	10,791	11,107	11,107	12,226
475	440401	PINE BUSH	9,606	10,576	10,576	11,570
476	131301	PINE PLAINS	11,399	12,380	12,380	14,565
477	60601	PINE VALLEY	10,085	11,072	11,072	11,589
478	200101	PISECO	22,241	26,736	26,736	N/A
479	261401	PITTSFORD	11,870	12,644	12,644	12,722
480	280518	PLAINEDGE	12,076	13,977	13,977	15,701
481	280504	PLAINVIEW	15,891	16,964	16,964	17,945
482	91200	PLATTSBURGH	11,637	12,526	12,526	13,607
483	660809	PLEASANTVILLE	14,471	15,490	15,490	16,558
484	660802	POCANTICO HILL	32,101	36,989	36,989	46,333
485	211103	POLAND	10,141	10,558	10,558	11,690
486	51101	PORT BYRON	9,418	10,138	10,138	10,865
487	661904	PORT CHESTER	11,600	12,674	12,674	13,413
488	580206	PORT JEFFERSON	19,872	21,369	21,369	21,199
489	441800	PORT JERVIS	10,910	11,776	11,776	11,904
490	280404	PORT WASHINGTO	18,011	19,475	19,475	20,028
491	42901	PORTVILLE	9,153	9,726	9,726	10,058
492	512902	POTSDAM	9,979	10,840	10,840	11,390
493	131500	POUGHKEEPSIE	11,044	11,195	11,195	12,524
494	572301	PRATTSBURG	9,697	9,983	9,983	10,626
495	461801	PULASKI	8,770	10,270	10,270	11,580
496	641401	PUTNAM	20,620	23,086	23,086	23,966
497	480503	PUTNAM VALLEY	15,825	16,294	16,294	16,888
498	630902	QUEENSBURY	8,374	8,801	8,801	9,538
499	580903	QUOGUE	34,967	38,866	38,866	46,916
500	500401	RAMAPO	15,993	17,571	17,571	16,919

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
501	43001	RANDOLPH	8,957	9,806	9,806	10,720
502	10402	RAVENA COEYMAN	11,446	11,936	11,936	13,365
503	651503	RED CREEK	8,978	9,664	9,664	10,909
504	131701	RED HOOK	10,871	12,091	12,091	13,202
505	411701	REMSEN	11,110	13,154	13,154	14,790
506	580901	REMSENBURG	28,044	29,102	29,102	36,414
507	491200	RENSELAER	10,247	10,996	10,996	8,883
508	131801	RHINEBECK	13,604	14,204	14,204	16,681
509	472001	RICHFIELD SPRI	9,317	10,271	10,271	10,916
510	62401	RIPLEY	12,402	13,456	13,456	15,941
511	580602	RIVERHEAD	13,909	15,743	15,743	16,076
512	261600	ROCHESTER	10,070	10,868	10,868	12,426
513	280221	ROCKVILLE CENT	16,663	17,397	17,397	18,767
514	580209	ROCKY POINT	11,446	12,271	12,271	12,823
515	411800	ROME	9,456	10,778	10,778	11,413
516	560603	ROMULUS	11,185	11,830	11,830	14,567
517	620901	RONDOUT VALLEY	14,241	15,569	15,569	17,586
518	280208	ROOSEVELT	16,475	16,845	16,845	16,939
519	591301	ROSCOE	15,149	17,289	17,289	17,826
520	280403	ROSLYN	18,741	20,081	20,081	20,898
521	121502	ROXBURY	14,123	15,068	15,068	16,963
522	401201	ROYALTON HARTL	8,755	9,683	9,683	10,207
523	261701	RUSH HENRIETTA	11,226	11,738	11,738	12,330
524	661800	RYE	19,091	18,846	18,846	18,927
525	661901	RYE NECK	16,189	18,168	18,168	18,340
526	521401	S. GLENS FALLS	9,117	9,844	9,844	10,667
527	580413	S. HUNTINGTON	14,159	15,252	15,252	15,758
528	220101	S. JEFFERSON	7,368	8,069	8,069	9,183
529	121702	S. KORTRIGHT	12,416	13,857	13,857	13,381
530	500301	S. ORANGETOWN	14,278	14,729	14,729	15,503
531	580205	SACHEM	12,482	13,313	13,313	13,251
532	221001	SACKETS HARBOR	10,255	10,726	10,726	10,104
533	580305	SAG HARBOR	20,395	23,814	23,814	24,716
534	580910	SAGAPONACK	13,289	19,419	19,419	N/A
535	43200	SALAMANCA	9,448	11,211	11,211	11,582
536	641501	SALEM	9,675	11,650	11,650	13,082
537	161201	SALMON RIVER	12,370	11,610	11,610	13,576
538	461901	SANDY CREEK	10,230	10,747	10,747	12,911
539	91402	SARANAC	8,832	9,535	9,535	11,333
540	161401	SARANAC LAKE	11,656	13,140	13,140	13,999
541	521800	SARATOGA SPRIN	10,177	10,496	10,496	10,532
542	621601	SAUGERTIES	10,068	11,303	11,303	11,825
543	411603	SAUQUOIT VALLE	9,000	10,057	10,057	10,956
544	580504	SAYVILLE	12,579	15,751	15,751	16,460
545	662001	SCARSDALE	19,135	20,819	20,819	22,148
546	530501	SCHALMONT	11,630	12,830	12,830	13,862
547	530600	SCHENECTADY	9,590	10,272	10,272	12,014
548	470901	SCHENEVUS	10,974	11,100	11,100	12,566
549	491501	SCHODACK	10,509	11,674	11,674	12,169
550	541201	SCHOHARIE	9,913	10,626	10,626	12,138

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
551	151401	SCHROON LAKE	14,073	16,058	16,058	15,368
552	521701	SCHUYLERVILLE	10,735	11,600	11,600	11,472
553	22401	SCIO	10,157	12,133	12,133	11,968
554	530202	SCOTIA GLENVIL	9,606	10,245	10,245	11,013
555	280206	SEAFORD	13,451	14,547	14,547	15,660
556	560701	SENECA FALLS	9,687	10,676	10,676	11,016
557	280252	SEWANHAKA	10,781	12,243	12,243	12,522
558	541401	SHARON SPRINGS	14,169	12,510	12,510	14,154
559	580701	SHELTER ISLAND	25,991	25,456	25,456	27,980
560	520302	SHENENDEHOWA	9,905	10,502	10,502	11,060
561	82001	SHERBURNE EARL	8,687	9,264	9,264	10,707
562	62601	SHERMAN	9,446	10,611	10,611	10,196
563	412000	SHERRILL	9,105	9,667	9,667	9,651
564	580601	SHOREHAM-WADIN	13,116	14,471	14,471	15,726
565	121601	SIDNEY	9,571	11,217	11,217	11,628
566	61501	SILVER CREEK	9,574	10,079	10,079	11,223
567	421601	SKANEATELES	11,552	12,010	12,010	12,337
568	140709	SLOAN	10,003	10,860	10,860	11,946
569	580801	SMITHTOWN	12,667	13,272	13,272	13,969
570	651201	SODUS	11,350	12,258	12,258	12,623
571	420702	SOLVAY	9,801	10,721	10,721	11,760
572	662101	SOMERS	14,552	15,818	15,818	16,825
573	10601	SOUTH COLONIE	10,750	11,422	11,422	12,137
574	580235	SOUTH COUNTRY	14,265	15,404	15,404	15,951
575	231101	SOUTH LEWIS	10,725	11,777	11,777	13,513
576	560501	SOUTH SENECA	11,031	12,642	12,642	13,574
577	580906	SOUTHAMPTON	21,695	24,096	24,096	23,414
578	50701	SOUTHERN CAYUG	11,571	12,338	12,338	13,419
579	581005	SOUTHOLD	14,515	15,431	15,431	17,390
580	60201	SOUTHWESTERN	9,357	9,691	9,691	10,202
581	131602	SPACKENKILL	13,604	14,417	14,417	16,018
582	600801	SPENCER VAN ET	7,417	8,771	8,771	10,808
583	261001	SPENCERPORT	9,781	10,259	10,259	10,533
584	580304	SPRINGS	16,860	19,627	19,627	21,775
585	141101	SPRINGVILLE-GR	9,615	10,053	10,053	11,347
586	271102	ST JOHNSVILLE	9,869	10,561	10,561	11,910
587	161801	ST REGIS FALLS	9,824	11,664	11,664	13,886
588	121701	STAMFORD	9,430	11,560	11,560	13,915
589	401001	STARPOINT	8,219	9,058	9,058	9,789
590	522001	STILLWATER	8,313	8,971	8,971	9,269
591	251501	STOCKBRIDGE VA	8,517	9,838	9,838	10,638
592	591502	SULLIVAN WEST	12,938	14,012	14,012	15,001
593	30601	SUSQUEHANNA VA	10,413	11,919	11,919	12,156
594	140207	SWEET HOME	10,161	10,961	10,961	11,954
595	280502	SYOSSET	17,670	19,526	19,526	20,242
596	421800	SYRACUSE	8,884	10,362	10,362	11,933
597	660401	TARRYTOWN	14,846	16,455	16,455	16,449
598	220701	THOUSAND ISLAND	10,108	11,183	11,183	12,027
599	580201	THREE VILLAGE	13,098	14,277	14,277	15,887
600	151501	TICONDEROGA	11,278	13,258	13,258	13,455

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
601	600903 TIOGA	7,712	8,451	8,451	9,445
602	142500 TONAWANDA	9,165	9,779	9,779	10,051
603	211901 TOWN OF WEBB	16,513	18,823	18,823	20,143
604	591201 TRI VALLEY	15,653	16,260	16,260	18,324
605	491700 TROY	11,481	13,360	13,360	15,986
606	611001 TRUMANSBURG	9,597	10,114	10,114	10,222
607	660302 TUCKAHOE	17,306	18,600	18,600	20,009
608	580913 TUCKAHOE COMMO	24,583	24,715	24,715	28,200
609	421902 TULLY	8,785	9,585	9,585	10,036
610	160101 TUPPER LAKE	8,797	10,281	10,281	11,474
611	441903 TUXEDO	16,710	18,323	18,323	17,470
612	81003 UNADILLA	9,879	10,725	10,725	11,393
613	51901 UNION SPRINGS	9,910	11,969	11,969	12,059
614	280202 UNIONDALE	16,518	18,310	18,310	19,864
615	31501 UNION-ENDICOTT	10,331	10,955	10,955	11,048
616	412300 UTICA	7,860	8,441	8,441	9,280
617	280213 V STR THIRTEEN	14,899	15,193	15,193	15,487
618	280224 V STR TWENTY-F	18,799	18,886	18,886	19,237
619	660805 VALHALLA	18,472	19,877	19,877	20,983
620	280251 VALLEY STR CHS	12,487	13,762	13,762	14,838
621	280230 VALLEY STR UF	16,391	17,598	17,598	19,277
622	441301 VALLEY-MONTGMR	9,209	9,864	9,864	11,222
623	211701 VAN HORNSVILLE	12,184	12,211	12,211	11,991
624	31601 VESTAL	10,513	11,413	11,413	12,166
625	431701 VICTOR	8,790	9,618	9,618	9,518
626	11003 VOORHEESVILLE	11,206	12,377	12,377	12,742
627	260803 W. IRONDEQUOIT	9,590	10,711	10,711	10,413
628	580302 WAINSCOTT	13,289	19,419	19,419	N/A
629	621801 WALKKILL	9,807	10,532	10,532	10,997
630	121901 WALTON	9,575	9,739	9,739	10,718
631	280223 WANTAGH	12,237	13,441	13,441	13,593
632	132101 WAPPINGERS	9,186	10,055	10,055	10,887
633	631201 WARRENSBURG	12,837	14,290	14,290	14,836
634	671501 WARSAW	10,242	12,111	12,111	11,643
635	442101 WARWICK VALLEY	10,863	11,493	11,493	12,198
636	440102 WASHINGTONVILL	10,842	11,687	11,687	11,931
637	522101 WATERFORD	10,199	12,183	12,183	12,844
638	561006 WATERLOO CENT	8,549	9,295	9,295	10,263
639	222000 WATERTOWN	7,344	7,934	7,934	8,985
640	411902 WATERVILLE	9,725	10,734	10,734	10,900
641	11200 WATERVLIT	8,850	9,070	9,070	9,404
642	550301 WATKINS GLEN	9,323	9,562	9,562	10,489
643	600101 WAVERLY	8,126	8,476	8,476	9,059
644	573002 WAYLAND-COHOCT	9,018	9,611	9,611	10,796
645	650801 WAYNE	9,957	10,781	10,781	11,034
646	261901 WEBSTER	10,136	10,427	10,427	10,872
647	50301 WEEDSPORT	9,113	10,421	10,421	11,820
648	200901 WELLS	19,282	18,500	18,500	21,823
649	22601 WELLSVILLE	9,976	11,455	11,455	11,681
650	580102 WEST BABYLON	12,571	13,840	13,840	14,848

Charter Funding By NYS School District

* It is forecasted that 2010-11 will be the same rate as 2008-09 and 2009-10

	District Code	School District Name	Final 2007-08 Basic Tuition	Final 2008-09 Basic Tuition	Final 2009-10 Basic Tuition	Preliminary 2010-11 Basic Tuition
651	210302	WEST CANADA VA	9,181	10,384	10,384	11,723
652	420101	WEST GENESEE	9,079	9,820	9,820	10,199
653	280227	WEST HEMPSTEAD	14,351	14,732	14,732	16,755
654	580509	WEST ISLIP	11,756	12,679	12,679	13,799
655	142801	WEST SENECA	8,555	8,948	8,948	10,179
656	40204	WEST VALLEY	12,044	13,408	13,408	13,623
657	280401	WESTBURY	15,640	17,435	17,435	18,224
658	62901	WESTFIELD	9,929	10,983	10,983	11,891
659	580902	WESTHAMPTON BE	16,314	18,052	18,052	18,354
660	420701	WESTHILL	9,708	10,372	10,372	10,634
661	412801	WESTMORELAND	10,095	11,188	11,188	11,938
662	151601	WESTPORT	12,345	11,244	11,244	13,649
663	262001	WHEATLAND CHIL	12,694	14,442	14,442	15,259
664	170301	WHEELERVILLE	13,709	15,077	15,077	18,435
665	662200	WHITE PLAINS	17,123	18,811	18,811	19,443
666	641701	WHITEHALL	10,230	10,832	10,832	12,236
667	412902	WHITESBORO	9,275	9,505	9,505	9,886
668	22101	WHITESVILLE	9,180	10,241	10,241	10,904
669	31401	WHITNEY POINT	8,922	9,883	9,883	11,324
670	580232	WILLIAM FLOYD	12,659	13,077	13,077	14,168
671	651402	WILLIAMSON	9,984	11,381	11,381	12,113
672	140203	WILLIAMSVILLE	10,131	10,494	10,494	10,904
673	151701	WILLSBORO	12,153	13,461	13,461	15,355
674	401501	WILSON	9,136	10,584	10,584	10,386
675	191401	WINDHAM ASHLAN	15,266	14,868	14,868	18,838
676	31701	WINDSOR	9,118	9,813	9,813	10,115
677	472506	WORCESTER	10,398	10,422	10,422	12,352
678	580109	WYANDANCH	14,812	15,791	15,791	16,666
679	490804	WYNANTSKILL	9,237	10,613	10,613	11,243
680	671002	WYOMING	11,116	14,555	14,555	15,376
681	662300	YONKERS	12,015	12,006	12,006	14,520
682	241701	YORK	8,824	9,863	9,863	10,694
683	43501	YORKSHRE-PIONE	10,533	10,566	10,566	11,406
684	662402	YORKTOWN	13,595	14,859	14,859	16,743



Charter Schools Institute
The State University of New York

New Application Budget(s) & Cash Flow(s) Template
for SUNY Authorized Charter Schools

ROADS CHARTER SCHOOL I

Contact Name:

Jeff Li

Contact Email:

Contact Phone:

Examples

Pre-Opening Period

January 1, 2011 to June 30, 2011

Operational Year ONE

July 1, 2011 to June 30, 2012

**ROADS CHARTER SCHOOL I
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2011 to June 30, 2011**

Total Revenue	377,750
Total Expenses	267,651
Net Income	110,099
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

**START-UP
PERIOD**

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue

CY Per Pupil Rate

School District 1 (Enter Name)		
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-

TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-
Special Education Revenue		-
Grants		
Stimulus		-
DYCD (Department of Youth and Community Developmt.)		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs		-
Title I		-
Title Funding - Other		-
School Food Service (Free Lunch)		-
Grants		
Charter School Program (CSP) Planning & Implementation		-
Other		-
Other		-
TOTAL REVENUE FROM FEDERAL SOURCES		-

LOCAL and OTHER REVENUE

Contributions and Donations	325,000
Fundraising	50,000
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	2,750
Food Service (Income from meals)	-
Text Book	-
OTHER	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	377,750

TOTAL REVENUE	377,750
----------------------	----------------

ROADS CHARTER SCHOOL I
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2011 to June 30, 2011

Total Revenue	377,750
Total Expenses	267,651
Net Income	110,099
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

**START-UP
PERIOD**

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions		
Executive Management			
Instructional Management	1.00	26,000	Assume .20 FTE at 130,000 annually(School Leader)
Deans, Directors & Coordinators	1.00	16,000	Assume .20 FTE at 80,000 annually (Temporary Director of Curriculum Development)
CFO / Director of Finance	1.00	18,000	Assume .20 FTE at 90,000 annually (CFO)
Operation / Business Manager	-	-	
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	3.00	60,000	

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	2.00	18,750	assume .25 FTE (x2) at 75,000 annually
Teachers - SPED	-	-	
Substitute Teachers	-	-	Assume no classroom staff during start-up
Teaching Assistants	-	-	Assume no classroom staff during start-up
Specialty Teachers	-	-	Assume no classroom staff during start-up
Aides	-	-	Assume no support staff during start-up
Therapists & Counselors	-	-	Assume no support staff during start-up
Other	-	-	Assume no support staff during start-up
TOTAL INSTRUCTIONAL	2.00	18,750	

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	-	-	Assume no support staff during start-up
Librarian	-	-	Assume no support staff during start-up
Custodian	-	-	Assume no support staff during start-up
Security	-	-	Assume no support staff during start-up
Other	-	-	Assume no support staff during start-up
TOTAL NON-INSTRUCTIONAL	-	-	

SUBTOTAL PERSONNEL SERVICE COSTS

5.00	78,750
------	--------

PAYROLL TAXES AND BENEFITS

Payroll Taxes	6,300	Assume -8% of total salaries
Fringe / Employee Benefits	11,813	Assume -15% of Total Salaries
Retirement / Pension	3,938	Assume -5% of Total Salaries employer match to 403 (b)
TOTAL PAYROLL TAXES AND BENEFITS	22,050	

TOTAL PERSONNEL SERVICE COSTS

5.00	100,800
------	---------

CONTRACTED SERVICES

Accounting / Audit	3,000	Assume annual fiscal audit and audit of student lottery
Legal	5,000	Assume some legal expense for launch of 501c3, document review and start-up
Management Company Fee	-	
Nurse Services	-	Assume no students during start-up, no associated expenses
Food Service / School Lunch	-	Assume no students during start-up, no associated expenses
Payroll Services	1,181	Assume -1.5% of total salaries
Special Ed Services	-	Assume no students during start-up, no associated expenses
Titlement Services (i.e. Title I)	-	Assume no students during start-up, no associated expenses
Other Purchased / Professional / Consulting	62,500	Assume assistance with strategy, design/launch of c3, ILP development, curriculum development, facilities consulting
TOTAL CONTRACTED SERVICES	71,681	

SCHOOL OPERATIONS

Board Expenses	2,400	Assume 1 local retreat, food for Board meetings
Classroom / Teaching Supplies & Materials	2,500	Assume some materials for curriculum/assessment planning and design
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	3,000	Assume office supplies and consumables
Equipment / Furniture	5,250	Assume furniture for 6 employees
Telephone	2,500	Assume mobiles and landlines for 6 employees
Technology	2,500	Assume laptops and peripherals for 6 employees
Student Testing & Assessment	-	Assume no students during start-up, no associated expenses
Field Trips	-	Assume no students during start-up, no associated expenses
Transportation (student)	-	Assume no students during start-up, no associated expenses
Student Services - other	-	Assume no students during start-up, no associated expenses
Office Expense	2,000	Assume limited office supplies
Staff Development	5,250	Assume \$750 per employee for Professional Development or Training
Staff Recruitment	2,500	Assume job fairs, job postings and possible travel expenses
Student Recruitment / Marketing	15,000	sessions)
School Meals / Lunch	-	Assume no students during start-up, no associated expenses
Travel (Staff)	2,700	Assume limited travel during start-up
Fundraising	10,000	Assume moderate costs for 1-2 fundraisers events, limited mailings
Other	22,470	Assume 3% contingency expense
TOTAL SCHOOL OPERATIONS	78,070	

FACILITY OPERATION & MAINTENANCE

Insurance	6,000	Assume Directors & Officers, Liability and Umbrella Insurance for Organization with no students
Janitorial	-	Assume janitorial services provided by leaseholder
Building and Land Rent / Lease	9,000	Assume 800sf office @ \$25/sf, 5mos sublet
Repairs & Maintenance	-	Assume repairs and maintenance provided by leaseholder
Equipment / Furniture	-	Assume Furniture expenses above
Security	-	Assume security provided by leaseholder
Utilities	2,100	Assume utilities for rented office space during start-up
TOTAL FACILITY OPERATION & MAINTENANCE	17,100	

DEPRECIATION & AMORTIZATION

-	projections
---	-------------

DISSOLUTION ESCROW & RESERVES / CONTINGENCY

-	Assume escrow, dissolution reserves
---	-------------------------------------

TOTAL EXPENSES

267,651

NET INCOME

110,099

ROADS CHARTER SCHOOL I
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2011 to June 30, 2011

Total Revenue	377,750
Total Expenses	267,651
Net Income	110,099
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

START-UP
PERIOD

ENROLLMENT - *School Districts Are Linked To Above Entries*

School District 1 (Enter Name)	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
School District 6 (Enter Name)	-
School District 7 (Enter Name)	-
School District 8 (Enter Name)	-
School District 9 (Enter Name)	-
School District 10 (Enter Name)	-
School District 11 (Enter Name)	-
School District 12 (Enter Name)	-
School District 13 (Enter Name)	-
School District 14 (Enter Name)	-
School District 15 (Enter Name)	-
School District - ALL OTHER	-
TOTAL ENROLLMENT	-

REVENUE PER PUPIL	-
--------------------------	---

EXPENSES PER PUPIL	-
---------------------------	---

ROADS CHARTER SCHOOL I
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2011 to June 30, 2012

DESCRIPTION OF ASSUMPTIONS

Total Revenue	2,952,600	335,901	-	-	110,000	3,398,501
Total Expenses	2,043,945	762,818	59,778	35,765	484,453	3,386,759
Net Income	908,655	(426,917)	(59,778)	(35,765)	(374,453)	11,742
Actual Student Enrollment	-	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	13,527	2,029,050	-	-	-	-	2,029,050
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	2,029,050	-	-	-	-	2,029,050
Special Education Revenue	-	-	279,000	-	-	-	279,000
Grants	-	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmnt.)	-	41,800	-	-	-	20,000	61,800
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	2,070,850	279,000	-	-	20,000	2,369,850

Assume 150 FTE Students at PPE of 13,527

Assume 150 FTE Students at PPE of 13,527

Assume 6% of Students @ <20%, 14% @ 20-60% and 4% @ >60%

materials.

REVENUE FROM FEDERAL FUNDING

IDEA Special Needs	-	56,901	-	-	-	-	56,901
Title I	60,750	-	-	-	-	-	60,750
Title Funding - Other	11,750	-	-	-	-	-	11,750
School Food Service (Free Lunch)	30,000	-	-	-	-	-	30,000
Grants	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	102,500	56,901	-	-	-	-	159,401

Assume 24% SPED population, @\$1500/student

Assume -85% FRL

Assume -85% FRL (Title IIA, IID, IV, V)

Assume average of 20% of students @\$50/month, 10months.

LOCAL and OTHER REVENUE

Contributions and Donations	500,000	-	-	-	-	-	500,000
Fundraising	250,000	-	-	-	-	-	250,000
Erate Reimbursement	-	-	-	-	85,000	-	85,000
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	5,000	-	5,000
Food Service (Income from meals)	15,000	-	-	-	-	-	15,000
Text Book	14,250	-	-	-	-	-	14,250
OTHER	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	779,250	-	-	-	90,000	-	869,250

Assume contributions and donations are spread between functional areas during Year 1.

Assume 1-2 fundraising events/campaigns during Year 1.

Assume 85% reimbursement for below infrastructure technologies.

Assume no non-cash investments during Year 1.

Assume low cash balances during Year 1.

Assume average of 30 students @\$50/month, 10months.

Assume 150 students @ \$95/student (NYSTL, NYSSL and NYSLIBL)

TOTAL REVENUE	2,952,600	335,901	-	-	110,000	3,398,501
----------------------	------------------	----------------	----------	----------	----------------	------------------

ROADS CHARTER SCHOOL I
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2011 to June 30, 2012

DESCRIPTION OF ASSUMPTIONS

Total Revenue	2,952,600	335,901	-	-	110,000	3,398,501
Total Expenses	2,043,945	762,818	59,778	35,765	484,453	3,386,759
Net Income	908,655	(426,917)	(59,778)	(35,765)	(374,453)	11,742
Actual Student Enrollment	-	-	-	-	-	-
Total Paid Student Enrollment	-	-	-	-	-	-

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Executive Management		-	-	-	-	-	-
Instructional Management	2.00	126,000	42,000	-	-	42,000	210,000
Deans, Directors & Coordinators		-	-	-	-	-	-
CFO / Director of Finance	1.00	-	-	-	18,000	72,000	90,000
Operation / Business Manager	1.00	6,000	6,000	-	-	48,000	60,000
Administrative Staff		-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	4.00	132,000	48,000	-	18,000	162,000	360,000

INSTRUCTIONAL PERSONNEL COSTS

Teachers - Regular	6.00	368,000	92,000	-	-	-	460,000
Teachers - SPED	3.00	-	230,000	-	-	-	230,000
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	5.00	60,000	15,000	-	-	-	75,000
Specialty Teachers	1.00	-	56,250	18,750	-	-	75,000
Aides	-	-	-	-	-	-	-
Therapists & Counselors	3.00	93,000	31,000	-	-	31,000	155,000
Other	3.00	162,625	22,000	-	-	-	184,625
TOTAL INSTRUCTIONAL	21.00	683,625	446,250	18,750	-	31,000	1,179,625

NON-INSTRUCTIONAL PERSONNEL COSTS

Nurse	1.00	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	1.00	-	-	-	-	-	-
Security	1.00	-	-	-	-	-	-
Other	0.50	-	-	27,500	-	-	27,500
TOTAL NON-INSTRUCTIONAL	3.50	-	-	27,500	-	-	27,500

SUBTOTAL PERSONNEL SERVICE COSTS

	28.50	815,625	494,250	46,250	18,000	193,000	1,567,125
--	-------	---------	---------	--------	--------	---------	-----------

PAYROLL TAXES AND BENEFITS

Payroll Taxes		65,250	39,540	3,700	1,440	15,440	125,370
Fringe / Employee Benefits		122,344	74,138	6,938	2,700	28,950	235,069
Retirement / Pension		40,781	24,713	2,313	900	9,650	78,356
TOTAL PAYROLL TAXES AND BENEFITS		228,375	138,390	12,950	5,040	54,040	438,795

TOTAL PERSONNEL SERVICE COSTS

	28.50	1,044,000	632,640	59,200	23,040	247,040	2,005,920
--	-------	-----------	---------	--------	--------	---------	-----------

CONTRACTED SERVICES

Accounting / Audit		-	-	-	-	15,000	15,000
Legal		-	-	-	-	5,000	5,000
Management Company Fee		-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		48,000	-	-	-	-	48,000
Payroll Services		10,195	6,178	578	225	2,413	19,589
Special Ed Services		-	80,000	-	-	-	80,000
Titlement Services (i.e. Title I)		72,500	-	-	-	-	72,500
Other Purchased / Professional / Consulting		30,000	-	-	-	20,000	50,000
TOTAL CONTRACTED SERVICES		160,695	86,178	578	225	42,413	290,089

SCHOOL OPERATIONS

Board Expenses		-	-	-	-	2,500	2,500
Classroom / Teaching Supplies & Materials		22,500	-	-	-	-	22,500
Special Ed Supplies & Materials		-	4,000	-	-	-	4,000
Textbooks / Workbooks		52,500	-	-	-	-	52,500
Supplies & Materials other		5,000	-	-	-	-	5,000
Equipment / Furniture		67,500	-	-	-	-	67,500
Telephone		-	-	-	-	12,000	12,000
Technology		162,500	-	-	-	18,500	181,000
Student Testing & Assessment		15,000	-	-	-	-	15,000
Field Trips		30,000	-	-	-	-	30,000

base salary 80K. Allocations = 60%, 20%, 20%.

Assume Dir. Of Finance and Ops base salary of 90K Allocations - 20%, 80%, 80% management

and 4 Teachers base salary of 75K Allocations of 80%, 20%.

Assume SPED Coordinator at base salary 80K, 2 SPED Teachers base salary of 75,000.

20%.

Assume 1 ELL Teacher base salary of 75,000. Allocations of 75%, 25%.

workers base salary of \$75,000, and one social work intern (at no cost). Allocations 60%, partnership initiative base salary 15K. Assume 5% pay for performance staff bonus for

Assumes Tech Support at 50% time at a salary of \$55,000. Time split between 2 schools

Assume 8% Payroll Taxes.

allocations.

Assume 5% Employer Match.

Assume annual fiscal and programmatic audit as well as 1-day lottery audit

Assume minimal legal costs in Year , utilizing pro-bono services whenever possible.

Assume above lunch revenues, plus additional 20% of student fees uncollectable.

Assume 1.25% of total salaries.

qualified Teacher(s).

Assume a Targeted Assistance plan for Title I-V during year 1.

Assume modest curr.and assess. consulting in Year 1. Some Admin consulting.

Assume 1 Board retreat as well as food for monthly board meetings.

Assume \$150/student.

Assume -\$200/student.

Assume \$200/new student in new grade.

Assume classroom supply contingency.

Assume \$450/new student in new grade.

Assume \$1000/month for landlines and mobiles.

(Including 1-1 laptops and conferencing equipment for BOD mtgs).

Assume \$100/student.

Assume \$200/student, additional fees pid by families

ROADS CHARTER SCHOOL I
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2011 to June 30, 2012

DESCRIPTION OF ASSUMPTIONS

Total Revenue	2,952,600	335,901	-	-	110,000	3,398,501
Total Expenses	2,043,945	762,818	59,778	35,765	484,453	3,386,759
Net Income	908,655	(426,917)	(59,778)	(35,765)	(374,453)	11,742
Actual Student Enrollment	-	-				-
Total Paid Student Enrollment	-	-				-
	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Transportation (student)	-	-	-	-	-	-
Student Services - other	30,000	-	-	-	-	30,000
Office Expense	-	-	-	2,500	15,000	17,500
Staff Development	50,000	4,000	-	-	5,000	59,000
Staff Recruitment	3,000	1,000	-	-	1,000	5,000
Student Recruitment / Marketing	-	-	-	-	7,500	7,500
School Meals / Lunch	15,000	-	-	-	-	15,000
Travel (Staff)	-	-	-	-	2,000	2,000
Fundraising	-	-	-	10,000	-	10,000
Other	20,000	-	-	-	-	20,000
TOTAL SCHOOL OPERATIONS	473,000	9,000	-	12,500	63,500	558,000
FACILITY OPERATION & MAINTENANCE						
Insurance	-	-	-	-	25,000	25,000
Janitorial	-	-	-	-	17,500	17,500
Building and Land Rent / Lease	280,000	35,000	-	-	35,000	350,000
Repairs & Maintenance	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	30,000	30,000
Security	-	-	-	-	-	-
Utilities	-	-	-	-	24,000	24,000
TOTAL FACILITY OPERATION & MAINTENANCE	280,000	35,000	-	-	131,500	446,500
DEPRECIATION & AMORTIZATION	61,250	-	-	-	-	61,250
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	-	-	-	-	25,000
TOTAL EXPENSES	2,043,945	762,818	59,778	35,765	484,453	3,386,759
NET INCOME	908,655	(426,917)	(59,778)	(35,765)	(374,453)	11,742

Assume all eligible student receive metrocards.
 Assume stipends for internships and college trips for exemplary students
 Assume small office supplies and materials needs.
 Assume \$1800/staff member for in-house PD and tuition reimbursement.
 Assume minimal costs for recruiting fairs, associated travel and job postings.
 Assume \$50/student app. for 150 app. This will be 3 application per slot.
 All school meals costs assumed above. Small snack expense of \$100/student.
 Assume moderate local travel. Travel for professional development assumed above.
 Assume 1-2 Events/Year, some costs underwritten.
 Monies to support workforce development certifications and trainings
 Assume D&O, Gen. Liability, Employee Misconduct and Umbrella Policy.
 Assumed as an estimate of 5% of lease cost.
 Assume leased space during year 1. Allocations 80%, 10%, 10%.
 Assume repairs included in lease fees.
 Assume misc equipment expense.
 Assume \$2000/month in utility charges.

ROADS CHARTER SCHOOL I
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
 July 1, 2011 to June 30, 2012

DESCRIPTION OF ASSUMPTIONS

Total Revenue	2,952,600	335,901	-	-	110,000	3,398,501
Total Expenses	2,043,945	762,818	59,778	35,765	484,453	3,386,759
Net Income	908,655	(426,917)	(59,778)	(35,765)	(374,453)	11,742
Actual Student Enrollment	-	-				-
Total Paid Student Enrollment	-	-				-

	PROGRAM SERVICES			SUPPORT SERVICES		TOTAL
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	

ENROLLMENT - *School Districts Are Linked To Above Entries*

School District 1 (Enter Name)	-	-	-			-
School District 2 (Enter Name)	-	-	-			-
School District 3 (Enter Name)	-	-	-			-
School District 4 (Enter Name)	-	-	-			-
School District 5 (Enter Name)	-	-	-			-
School District 6 (Enter Name)	-	-	-			-
School District 7 (Enter Name)	-	-	-			-
School District 8 (Enter Name)	-	-	-			-
School District 9 (Enter Name)	-	-	-			-
School District 10 (Enter Name)	-	-	-			-
School District 11 (Enter Name)	-	-	-			-
School District 12 (Enter Name)	-	-	-			-
School District 13 (Enter Name)	-	-	-			-
School District 14 (Enter Name)	-	-	-			-
School District 15 (Enter Name)	-	-	-			-
School District - ALL OTHER	-	-	-			-
TOTAL ENROLLMENT	-	-	-			-

REVENUE PER PUPIL	-	-	-			-
EXPENSES PER PUPIL	-	-	-			-

**ROADS CHARTER SCHOOL I
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2011 to June 30, 2012**

Total Revenue	712,175	2,500	389,175	4,500	403,675	154,500	420,075	48,000	446,076	293,750	434,575	89,500	3,398,501
Total Expenses	600,078	241,919	253,719	253,719	255,719	256,594	250,308	250,308	270,094	248,433	247,433	258,433	3,386,759
Net Income	112,097	(239,419)	135,456	(249,219)	147,956	(102,094)	169,767	(202,308)	175,982	45,317	187,142	(168,933)	11,742
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	112,097	(239,419)	135,456	(249,219)	147,956	(102,094)	169,767	(202,308)	175,982	45,317	187,142	(168,933)	11,742

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
REVENUE	* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget & Assumptions'.												
REVENUES FROM STATE SOURCES													
Per Pupil Revenue	CY Per Pupil Rate												
School District 1 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	13,527	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	338,175	-	338,175	-	338,175	-	338,175	-	338,175	-	338,175	-	2,029,050
Special Educat on Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants	46,500	-	46,500	-	46,500	-	46,500	-	46,500	-	46,500	-	279,000
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	30,900	-	-	-	30,900	-	61,800
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	384,675	-	384,675	-	384,675	-	415,575	-	384,675	-	415,575	-	2,369,850
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-	-	-	-	-	-	-	-	56,901	-	-	-	56,901
Title I	-	-	-	-	12,150	-	-	36,450	-	-	12,150	-	60,750
Title Funding - Other	-	-	-	-	2,350	-	-	7,050	-	-	2,350	-	11,750
School Food Service (Free Lunch)	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
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	2,500	2,500	2,500	2,500	17,000	2,500	2,500	46,000	59,401	2,500	17,000	2,500	159,401
LOCAL and OTHER REVENUE													
Contributions and Donations	175,000	-	-	-	-	150,000	-	-	-	175,000	-	-	500,000
Fundraising	150,000	-	-	-	-	-	-	-	100,000	-	-	-	250,000
Erato Re mbursement	-	-	-	-	-	-	-	-	-	-	-	85,000	85,000
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	500	500	500	500	500	500	500	500	500	500	5,000
Food Service (Income from meals)	-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000
Text Book	-	-	-	-	-	-	-	-	-	14,250	-	-	14,250
OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	325,000	-	2,000	2,000	2,000	152,000	2,000	2,000	2,000	291,250	2,000	87,000	869,250
TOTAL REVENUE	712,175	2,500	389,175	4,500	403,675	154,500	420,075	48,000	446,076	293,750	434,575	89,500	3,398,501

ROADS CHARTER SCHOOL I						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	3,398,501	4,004,477	4,636,136	4,695,597	4,807,793	
Total Expenses	3,386,759	3,599,168	3,961,161	4,020,516	4,110,311	
Net Income (Before Cash Flow Adjustments)	11,742	405,309	674,975	675,081	697,483	
Actual Student Enrollment	150	200	250	250	250	
Total Paid Student Enrollment	-	-	-	-	-	
	Year 1 2011-2012	Year 2 2012-2013	Year 3 2013-2014	Year 4 2014-2015	Year 5 2015-2016	
*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5						
REVENUE	Per Pupil Revenue Percentage Increase					
REVENUES FROM STATE SOURCES	0.0%	2.5%	2.5%	2.5%	2.5%	INFLATION FACTOR = 2.5% FOR ALL MARGINALLY ADJUSTED EXPENSES & REVENUES
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 (Enter Name)	-	-	-	-	-	
School District 2 (Enter Name)	-	-	-	-	-	Assume enrollment increase in year 2=50, year 3=50, year 4 =0, year 5=0
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	2,029,050	2,773,035	3,552,951	3,641,775	3,732,819	
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	2,029,050	2,773,035	3,552,951	3,641,775	3,732,819	
Special Education Revenue	279,000	381,300	488,541	500,754	513,273	constant
Grants	-	-	-	-	-	
Stimulus	-	-	-	-	-	
DYCD (Department of Youth and Community Developm.)	61,800	82,194	102,743	102,743	102,743	Enrollment increase in year 2=50, year 3=50, year 4 =0, year 5=0.
Other	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES	2,369,850	3,236,529	4,144,234	4,245,272	4,348,835	
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs	56,901	77,765	99,636	102,127	104,680	Assume 24% SPED populat on, @\$1500/student
Title I	60,750	83,025	106,376	109,035	111,761	Assume ~ 85% FRL
Title Funding - Other	11,750	16,058	20,575	21,089	21,616	Assume ~ 85% FRL (Title IIA, IID, IV, V)
School Food Service (Free Lunch)	30,000	41,000	52,531	53,845	55,191	Assume average of 20% of students @\$50month, 10months.
Grants	-	-	-	-	-	
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	
Other	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	159,401	217,848	279,118	286,096	293,248	
LOCAL and OTHER REVENUE						
Contributions and Donations	500,000	450,000	100,000	50,000	50,000	Assume consistent Board driven Give/Get
Fundrais ng	250,000	50,000	50,000	50,000	50,000	Assume 1-2 events and/or campaigns/year, growing d, nor base up
Erate Reimbursement	85,000	5,125	6,566	6,731	6,899	
Earnings on Investments	-	-	-	-	-	
Interest Income	5,000	5,000	5,000	5,000	5,000	Assume minimal cash balances/lower nterest rates for Year1-5
Food Service (Income from meals)	15,000	20,500	26,266	26,922	27,595	Assume constant participation rate
Text Book	14,250	19,475	24,952	25,576	26,216	Net revenue increase based on total enrollment
OTHER	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	869,250	550,100	212,784	164,229	165,710	
TOTAL REVENUE	3,398,501	4,004,477	4,636,136	4,695,597	4,807,793	

ROADS CHARTER SCHOOL I PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS	
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.							
	3,398,501	4,004,477	4,636,136	4,695,597	4,807,793		
Total Revenue	3,398,501	4,004,477	4,636,136	4,695,597	4,807,793		
Total Expenses	3,386,759	3,599,168	3,961,161	4,020,516	4,110,311		
Net Income (Before Cash Flow Adjustments)	11,742	405,309	674,975	675,081	697,483		
Actual Student Enrollment	150	200	250	250	250		
Total Paid Student Enrollment	-	-	-	-	-		
	Year 1	Year 2	Year 3	Year 4	Year 5		
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						
Executive Management						Assume constant headcount and inflat on factor for cost of living increase	
Instructional Management	2.00	210,000	215,250	220,631	226,147	231,801	Y2:
Deans, Directors & Coordinators		-	-	-	-	-	Assume constant headcount and inflat on factor for cost of living increase
CFO / Director of Finance	1.00	90,000	92,250	94,556	96,920	99,343	Assume constant headcount and inflat on factor for cost of living increase
Operation / Business Manager	1.00	60,000	61,500	63,038	64,929	66,876	Assume constant headcount and inflat on factor for cost of living increase
Administrative Staff		-	-	45,000	45,000	45,000	Assumes adding a secretary year 3
TOTAL ADMINISTRATIVE STAFF	4.00	360,000	369,000	423,225	432,996	443,020	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	6.00	460,000	421,500	712,038	729,838	748,084	Added two teachers in year 2; 1 more teacher n year 3.
Teachers - SPED	3.00	230,000	235,750	241,644	247,685	253,877	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	5.00	75,000	76,875	78,797	80,767	82,786	Assume constant instructor/student ratio
Specialty Teachers	1.00	75,000	76,875	78,797	80,767	82,786	Assume constant instructor/student ratio
Aides	-	-	-	-	-	-	
Therapists & Counselors	3.00	155,000	233,875	239,722	245,715	251,858	Assume constant staff/student ratio+ 1 additional sI/W/C year 2
Other	3.00	184,625	189,241	193,972	198,821	203,791	Assume constant staff/student ratio, partial headcount as needed
TOTAL INSTRUCTIONAL	21.00	1,179,625	1,434,116	1,544,969	1,583,593	1,623,183	
NON INSTRUCTIONAL PERSONNEL COSTS							
Nurse	1.00	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	1.00	-	-	-	-	-	
Security	1.00	-	-	-	-	-	
Other	0.50	27,500	28,188	28,892	29,614	30,355	
TOTAL NON-INSTRUCTIONAL	3.50	27,500	28,188	28,892	29,614	30,355	
SUBTOTAL PERSONNEL SERVICE COSTS	28.50	1,567,125	1,831,303	1,997,086	2,046,203	2,096,558	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		125,370	146,504	159,767	163,696	167,725	Assume 8% Payro I Taxes.
Fringe / Employee Benefits		235,069	274,695	299,563	306,930	314,484	-800/employee/month allocated according to total functional salary allocations.
Retirement / Pension		78,356	91,565	99,854	102,310	104,828	Assume 5% Employer Match.
TOTAL PAYROLL TAXES AND BENEFITS		438,795	512,765	559,184	572,937	587,036	
TOTAL PERSONNEL SERVICE COSTS	28.50	2,005,920	2,344,068	2,556,270	2,619,140	2,683,594	
CONTRACTED SERVICES							
Accounting / Audit		15,000	18,000	20,000	20,000	21,000	Assume some incremental increase with budget increase
Legal	5,000	5,000	5,000	5,000	5,000	5,000	Assume constant, low need for legal serv ces
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		48,000	65,600	84,050	86,151	88,305	uncollectable.
Payroll Services		19,589	22,891	24,964	25,578	26,207	Assume 1.25% of total salaries.
Special Ed Services		80,000	109,333	140,083	143,585	147,175	similarly qual fied Teacher(s).
Titlement Services (i.e. Title I)		72,500	99,083	126,951	130,124	133,377	Assume a Targeted Assitance plan for Title I-V during year 1.
Other Purchased / Professional / Consulting		50,000	25,000	4,000	4,000	4,000	Assume modest curr.and assess. consulting in Year 1. Some Admin consulting.
TOTAL CONTRACTED SERVICES		290,089	344,908	405,047	414,438	425,064	
SCHOOL OPERATIONS							
Board Expenses		2,500	2,500	2,500	2,500	2,500	Assume 1 Board retreat as well as food for monthly board meetings.
Classroom / Teaching Supplies & Materials		22,500	30,750	39,398	40,383	41,393	Assume per student basis.
Special Ed Supplies & Materials		4,000	5,467	7,004	7,004	7,004	Assume ~\$200/student.
Textbooks / Workbooks		52,500	17,500	17,500	25,000	25,000	Assume \$200/new student in new grade.
Supplies & Materials other		5,000	5,125	5,253	5,384	5,519	Assume per student basis.
Equipment / Furniture		67,500	15,000	10,000	10,000	10,000	Assume \$450/new student in new grade.
Telephone		12,000	12,000	12,000	12,000	12,000	Assume \$1000/month for landlines and mobiles.
Technology		181,000	35,000	35,000	30,000	30,000	Assume declining need after start-up, and signifcantly lower after Year 3
Student Testing & Assessment		15,000	20,500	26,266	26,922	27,595	Assume per student basis.
Field Trips		30,000	40,000	50,000	50,000	50,000	Assume \$200/student, additional fees pid by families
Transportation (student)		-	-	-	-	-	Assume a l eligible student receive metrocards.
Student Services - other		30,000	40,000	50,000	50,000	50,000	performance basis
Office Expense		17,500	18,025	18,566	19,123	19,696	Assume small office supplies and materials needs.
Staff Development		59,000	30,000	32,000	32,000	32,000	Assume ~\$2000/staff memeb for tuition reimbursement, travel and on-site PD.
Staff Recruitment		5,000	5,000	1,000	1,000	1,000	Assume minimal costs for recruiting fairs, associated travel and job post ngs.
Student Recruitment / Marketing		7,500	7,500	-	-	-	Assume \$50/student app. for 150 app. This will be 3 application per slot.
School Meals / Lunch		15,000	20,500	26,266	26,922	27,595	All school meals costs assumed above. Small snack expense of \$100/student.
Travel (Staff)		2,000	1,500	1,500	1,500	1,500	above.
Fundraising		10,000	10,000	-	-	-	Assume 1-2 Events/Year, some costs underwritten.
Other		20,000	-	-	-	-	
TOTAL SCHOOL OPERATIONS		558,000	316,367	334,253	339,739	342,803	
FACILITY OPERATION & MAINTENANCE							
Insurance		25,000	28,000	30,000	30,000	30,000	Assume D&O, Gen. Liability, Employee Misconduct and Umbrella Policy.
Janitorial		17,500	18,025	18,566	19,123	19,696	Assumed as an estimate of 5% of lease cost.
Building and Land Rent / Lease		350,000	400,000	450,000	450,000	450,000	Assume leased space during year 1. Allocations 80%, 10%, 10%.
Repairs & Maintenance		-	-	-	-	-	Assume repairs included in lease fees.
Equipment / Furniture		30,000	15,000	15,000	10,000	10,000	Assume misc equipment expense.
Security		-	-	-	-	-	
Utilities		24,000	32,800	42,025	43,076	44,153	Assume growth as per square footage, based on enrollment.
TOTAL FACILITY OPERATION & MAINTENANCE		446,500	493,825	555,591	552,198	553,849	
DEPRECIATION & AMORTIZATION		61,250	75,000	85,000	95,000	105,000	Assume aggregate 4 YR Depreciation

ROADS CHARTER SCHOOL I						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	3,398,501	4,004,477	4,636,136	4,695,597	4,807,793	
Total Expenses	3,386,759	3,599,168	3,961,161	4,020,516	4,110,311	
Net Income (Before Cash Flow Adjustments)	11,742	405,309	674,975	675,081	697,483	
Actual Student Enrollment	150	200	250	250	250	
Total Paid Student Enrollment	-	-	-	-	-	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	25,000	25,000	-	-	
TOTAL EXPENSES	3,386,759	3,599,168	3,961,161	4,020,516	4,110,311	
NET INCOME	11,742	405,309	674,975	675,081	697,483	

ROADS CHARTER SCHOOL I						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	3,398,501	4,004,477	4,636,136	4,695,597	4,807,793	
Total Expenses	3,386,759	3,599,168	3,961,161	4,020,516	4,110,311	
Net Income (Before Cash Flow Adjustments)	11,742	405,309	674,975	675,081	697,483	
Actual Student Enrollment	150	200	250	250	250	
Total Paid Student Enrollment	-	-	-	-	-	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
School District 1 (Enter Name)	-	-	-	-	-	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	150	200	250	250	250	
TOTAL ENROLLMENT	150	200	250	250	250	
REVENUE PER PUPIL	22,657	20,022	18,545	18,782	19,231	
EXPENSES PER PUPIL	22,578	17,996	15,845	16,082	16,441	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	61,250	75,000	85,000	95,000	105,000	Depreciation add back
Other	-	-	-	-	-	
Total Operating Activities	61,250	75,000	85,000	95,000	105,000	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	61,250	75,000	85,000	95,000	105,000	
NET INCOME	72,992	480,309	759,975	770,081	802,483	
Beginning Cash Balance	-	-	480,309	1,240,285	2,010,366	
ENDING CASH BALANCE	72,992	480,309	1,240,285	2,010,366	2,812,849	

ROADS CHARTER SCHOOL I						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	3,398,501	3,936,842	4,549,479	4,606,773	4,716,749	
Total Expenses	3,386,759	3,599,168	3,961,161	4,020,516	4,110,311	
Net Income (Before Cash Flow Adjustments)	11,742	337,674	588,318	586,257	606,438	
Actual Student Enrollment	150	200	250	250	250	
Total Paid Student Enrollment	-	-	-	-	-	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	
*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5						
REVENUE	Per Pupil Revenue Percentage Increase					
REVENUES FROM STATE SOURCES	0.0%	0.0%	2.5%	2.5%	2.5%	INFLATION FACTOR = 2.5% FOR ALL Marginally ADJUSTED EXPENSES & REVENUES
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 (Enter Name)	13,527	2,029,050	2,705,400	3,466,294	3,552,951	3,641,775
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	2,029,050	2,705,400	3,466,294	3,552,951	3,641,775
Special Education Revenue	-	279,000	381,300	488,541	500,754	513,273
Grants	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	61,800	82,194	102,743	102,743	102,743	102,743
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	2,369,850	3,168,894	4,057,577	4,156,448	4,257,791	constant
REVENUE FROM FEDERAL FUNDING	-	-	-	-	-	-
IDEA Special Needs	56,901	77,765	99,636	102,127	104,680	Assume 24% SPED populat on, @\$1500/student
Title I	60,750	83,025	106,376	109,035	111,761	Assume ~ 85% FRL
Title Funding - Other	11,750	16,058	20,575	21,089	21,616	Assume ~ 85% FRL (Title IIA, IID, IV, V)
School Food Service (Free Lunch)	30,000	41,000	52,531	53,845	55,191	Assume average of 20% of students @\$50/month, 10months.
Grants	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	159,401	217,848	279,118	286,096	293,248	
LOCAL and OTHER REVENUE	-	-	-	-	-	-
Contributions and Donations	500,000	450,000	100,000	50,000	50,000	Assume consistent Board driven Give/Get
Fundrais ng	250,000	50,000	50,000	50,000	50,000	Assume 1-2 events and/or campaigns/year, growing d. nor base
Erate Reimbursement	85,000	5,125	6,566	6,731	6,899	up
Earnings on Investments	-	-	-	-	-	-
Interest Income	5,000	5,000	5,000	5,000	5,000	Assume minimal cash balances/lower nterest rates for Year1-5
Food Service (Income from meals)	15,000	20,500	26,266	26,922	27,595	Assume constant participation rate
Text Book	14,250	19,475	24,952	25,576	26,216	Net revenue increase based on total enrollment
OTHER	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	869,250	550,100	212,784	164,229	165,710	
TOTAL REVENUE	3,398,501	3,936,842	4,549,479	4,606,773	4,716,749	

ROADS CHARTER SCHOOL I PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS	
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.							
	3,398,501	3,936,842	4,549,479	4,606,773	4,716,749		
Total Revenue	3,398,501	3,936,842	4,549,479	4,606,773	4,716,749		
Total Expenses	3,386,759	3,599,168	3,961,161	4,020,516	4,110,311		
Net Income (Before Cash Flow Adjustments)	11,742	337,674	588,318	586,257	606,438		
Actual Student Enrollment	150	200	250	250	250		
Total Paid Student Enrollment	-	-	-	-	-		
	Year 1	Year 2	Year 3	Year 4	Year 5		
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
	No. of Positions						
Executive Management						Assume constant headcount and inflat on factor for cost of living increase	
Instructional Management	2.00	210,000	215,250	220,631	226,147	231,801	Y2:
Deans, Directors & Coordinators		-	-	-	-	-	Assume constant headcount and inflat on factor for cost of living increase
CFO / Director of Finance	1.00	90,000	92,250	94,556	96,920	99,343	Assume constant headcount and inflat on factor for cost of living increase
Operation / Business Manager	1.00	60,000	61,500	63,038	64,929	66,876	Assume constant headcount and inflat on factor for cost of living increase
Administrative Staff		-	-	45,000	45,000	45,000	Assumes adding a secretary year 3
TOTAL ADMINISTRATIVE STAFF	4.00	360,000	369,000	423,225	432,996	443,020	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	6.00	460,000	421,500	712,038	729,838	748,084	Added two teachers in year 2; 1 more teacher in year 3.
Teachers - SPED	3.00	230,000	235,750	241,644	247,685	253,877	
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	5.00	75,000	76,875	78,797	80,767	82,786	Assume constant instructor/student ratio
Specialty Teachers	1.00	75,000	76,875	78,797	80,767	82,786	Assume constant instructor/student ratio
Aides	-	-	-	-	-	-	
Therapists & Counselors	3.00	155,000	233,875	239,722	245,715	251,858	Assume constant staff/student ratio+ 1 additional sI/W/C year 2
Other	3.00	184,625	189,241	193,972	198,821	203,791	Assume constant staff/student ratio, partial headcount as needed
TOTAL INSTRUCTIONAL	21.00	1,179,625	1,434,116	1,544,969	1,583,593	1,623,183	
NON INSTRUCTIONAL PERSONNEL COSTS							
Nurse	1.00	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	1.00	-	-	-	-	-	
Security	1.00	-	-	-	-	-	
Other	0.50	27,500	28,188	28,892	29,614	30,355	
TOTAL NON-INSTRUCTIONAL	3.50	27,500	28,188	28,892	29,614	30,355	
SUBTOTAL PERSONNEL SERVICE COSTS	28.50	1,567,125	1,831,303	1,997,086	2,046,203	2,096,558	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		125,370	146,504	159,767	163,696	167,725	Assume 8% Payro I Taxes.
Fringe / Employee Benefits		235,069	274,695	299,563	306,930	314,484	-800/employee/month allocated according to total functional salary allocations.
Retirement / Pension		78,356	91,565	99,854	102,310	104,828	Assume 5% Employer Match.
TOTAL PAYROLL TAXES AND BENEFITS		438,795	512,765	559,184	572,937	587,036	
TOTAL PERSONNEL SERVICE COSTS	28.50	2,005,920	2,344,068	2,556,270	2,619,140	2,683,594	
CONTRACTED SERVICES							
Accounting / Audit		15,000	18,000	20,000	20,000	21,000	Assume some incremental increase with budget increase
Legal	5,000	5,000	5,000	5,000	5,000	5,000	Assume constant, low need for legal serv ces
Management Company Fee		-	-	-	-	-	
Nurse Services		-	-	-	-	-	
Food Service / School Lunch		48,000	65,600	84,050	86,151	88,305	uncollectable.
Payroll Services		19,589	22,891	24,964	25,578	26,207	Assume 1.25% of total salaries.
Special Ed Services		80,000	109,333	140,083	143,585	147,175	similarly qual fied Teacher(s).
Titlement Services (i.e. Title I)		72,500	99,083	126,951	130,124	133,377	Assume a Targeted Assitance plan for Title I-V during year 1.
Other Purchased / Professional / Consulting		50,000	25,000	4,000	4,000	4,000	Assume modest curr.and assess. consulting in Year 1. Some Admin consulting.
TOTAL CONTRACTED SERVICES		290,089	344,908	405,047	414,438	425,064	
SCHOOL OPERATIONS							
Board Expenses		2,500	2,500	2,500	2,500	2,500	Assume 1 Board retreat as well as food for monthly board meetings.
Classroom / Teaching Supplies & Materials		22,500	30,750	39,398	40,383	41,393	Assume per student basis.
Special Ed Supplies & Materials		4,000	5,467	7,004	7,004	7,004	Assume ~\$200/student.
Textbooks / Workbooks		52,500	17,500	17,500	25,000	25,000	Assume \$200/new student in new grade.
Supplies & Materials other		5,000	5,125	5,253	5,384	5,519	Assume per student basis.
Equipment / Furniture		67,500	15,000	10,000	10,000	10,000	Assume \$450/new student in new grade.
Telephone		12,000	12,000	12,000	12,000	12,000	Assume \$1000/month for landlines and mobiles.
Technology		181,000	35,000	35,000	30,000	30,000	Assume declining need after start-up, and signifcantly lower after Year 3
Student Testing & Assessment		15,000	20,500	26,266	26,922	27,595	Assume per student basis.
Field Trips		30,000	40,000	50,000	50,000	50,000	Assume \$200/student, additional fees pid by families
Transportation (student)		-	-	-	-	-	Assume a l eligible student receive metrocards.
Student Services - other		30,000	40,000	50,000	50,000	50,000	performance basis
Office Expense		17,500	18,025	18,566	19,123	19,696	Assume small office supplies and materials needs.
Staff Development		59,000	30,000	32,000	32,000	32,000	Assume ~\$2000/staff memebrr for tuition reimbursement, travel and on-site PD.
Staff Recruitment		5,000	5,000	1,000	1,000	1,000	Assume minimal costs for recruiting fairs, associated travel and job post ngs.
Student Recruitment / Marketing		7,500	7,500	-	-	-	Assume \$50/student app. for 150 app. This will be 3 application per slot.
School Meals / Lunch		15,000	20,500	26,266	26,922	27,595	All school meals costs assumed above. Small snack expense of \$100/student.
Travel (Staff)		2,000	1,500	1,500	1,500	1,500	above.
Fundraising		10,000	10,000	-	-	-	Assume 1-2 Events/Year, some costs underwritten.
Other		20,000	-	-	-	-	
TOTAL SCHOOL OPERATIONS		558,000	316,367	334,253	339,739	342,803	
FACILITY OPERATION & MAINTENANCE							
Insurance		25,000	28,000	30,000	30,000	30,000	Assume D&O, Gen. Liability, Employee Misconduct and Umbrella Policy.
Janitorial		17,500	18,025	18,566	19,123	19,696	Assumed as an estimate of 5% of lease cost.
Building and Land Rent / Lease		350,000	400,000	450,000	450,000	450,000	Assume leased space during year 1. Allocations 80%, 10%, 10%.
Repairs & Maintenance		-	-	-	-	-	Assume repairs included in lease fees.
Equipment / Furniture		30,000	15,000	15,000	10,000	10,000	Assume misc equipment expense.
Security		-	-	-	-	-	
Utilities		24,000	32,800	42,025	43,076	44,153	Assume growth as per square footage, based on enrollment.
TOTAL FACILITY OPERATION & MAINTENANCE		446,500	493,825	555,591	552,198	553,849	
DEPRECIATION & AMORTIZATION		61,250	75,000	85,000	95,000	105,000	Assume aggregate 4 YR Depreciation

ROADS CHARTER SCHOOL I						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	3,398,501	3,936,842	4,549,479	4,606,773	4,716,749	
Total Expenses	3,386,759	3,599,168	3,961,161	4,020,516	4,110,311	
Net Income (Before Cash Flow Adjustments)	11,742	337,674	588,318	586,257	606,438	
Actual Student Enrollment	150	200	250	250	250	
Total Paid Student Enrollment	-	-	-	-	-	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	25,000	25,000	25,000	-	-	
TOTAL EXPENSES	3,386,759	3,599,168	3,961,161	4,020,516	4,110,311	
NET INCOME	11,742	337,674	588,318	586,257	606,438	

ROADS CHARTER SCHOOL I						DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	3,398,501	3,936,842	4,549,479	4,606,773	4,716,749	
Total Expenses	3,386,759	3,599,168	3,961,161	4,020,516	4,110,311	
Net Income (Before Cash Flow Adjustments)	11,742	337,674	588,318	586,257	606,438	
Actual Student Enrollment	150	200	250	250	250	
Total Paid Student Enrollment	-	-	-	-	-	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
School District 1 (Enter Name)	-	-	-	-	-	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	150	200	250	250	250	
TOTAL ENROLLMENT	150	200	250	250	250	
REVENUE PER PUPIL	22,657	19,684	18,198	18,427	18,867	
EXPENSES PER PUPIL	22,578	17,996	15,845	16,082	16,441	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	61,250	75,000	85,000	95,000	105,000	Depreciation add back
Other	-	-	-	-	-	
Total Operating Activities	61,250	75,000	85,000	95,000	105,000	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	61,250	75,000	85,000	95,000	105,000	
NET INCOME	72,992	412,674	673,318	681,257	711,438	
Beginning Cash Balance	-	-	412,674	1,085,992	1,767,250	
ENDING CASH BALANCE	72,992	412,674	1,085,992	1,767,250	2,478,688	

YR1	YR2	YR3	YR4	YR5
Aggregate inflation factor				
-	1.025	1.050625	1.07689063	1.10381289
Enroll Increase, Base=YR1				
-	1.33333333	1.66666667	1.66666667	1.66666667
Per Pupil Costs Increase Coef, Base=YR1				
-	1.36666667	1.75104167	1.79481771	1.83968815
Net Student Increase Coef, Base=YR1				
-	0.34166667	0.70041667	0	0
Management Fee - based on PPE				
	0	0	0.07	0.07

per Capita	13865.175	14211.8044	14567.0995	14931.277
Students	Total cost			
200	2773035	3552951.09	3641774.87	3732819.24
250	3552951.09			
250	3641774.87			

13527

11,742	405,309	674,975	675,081	697,483
11,742	337,674	588,318	586,257	606,438
-	(67,635)	(86,657)	(88,824)	(91,044)

2,464,591
2,130,430
(334,160)

Attachment 31(b): Budget Narrative

(b) Budget Narrative

Provide supporting evidence in the form of a narrative that the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that the proposed school would have sufficient start-up funds available to it. Provide the rationale for or source of the assumptions upon which your budget rests and explain how your budget supports the implementation of the academic program described in this proposal.

All assumptions in the start-up, first-year operational budget and the five-year budget are based on successful charter schools of similar size. As part of the founding group's research effort, all facets of the successful models cited in Attachment 8(b) were scanned, paying particular attention to the fiscal feasibility of the models. The founding group also worked with some research done by New Schools Venture Fund a few years ago that analyzed the financials of high performing charter and charter networks. The lessons taken from all of the research are multi-fold, but they fit into a few key points:

1. Structure the school efficiently
2. Be fiscally conservative
3. Set yourself up for success

Structure the School Efficiently

This budget is built upon a staffing model that attempts to efficiently leverage talent, the biggest cost driver in any school's budget. As with many successful schools, ROADS aims to focus as many resources as possible directly in the classroom. To do that, there are opportunities to empower teachers to play functions in addition to their core role, which has the fiscal benefit of supporting a leaner staff for better upside for teachers and significantly greater efficiency. These functions will build off individual strengths.

Some of the strategies that have been used in this budget include:

- *Hire staff as triggered by student demand.* An example of this is phasing additional teachers and social workers/guidance counselors/case managers based on growing student enrollment in Years 2 and 3;
- *Leverage the asset of inexpensive talent* in the AmeriCorps resource by recognizing the asset itself and creating a value proposition that attracts high quality talent just out of college hungry for a meaningful learning experience;
- *Train all teaching staff* to support students across the school's three core areas (academic, socio-emotional and job readiness) with the understanding that everyone can help support all facets of student learning; and
- *Outsourcing or partnership-building where appropriate.* As ROADS recognizes the importance of high-quality performance in areas that are the School's core competencies, the founding group also understands there are existing organizations that the School will seek to partner with for other functions, such as finding and cultivating a partnership with an organization that delivers outstanding mental health services to adolescents.

Be Fiscally Conservative

The founding group has been conservative in all assumptions on both the revenue and the expense side and has also developed contingencies throughout the budget. An example of one such contingency is a 3% contingency in the start-up year because the model is heavily dependent on grant funding during that period. Another example is the development of a fiscal strategy that has a clear sense of the priority level of budget items and has grouped them into two buckets – critical versus supplementary. An example of a critical resource is the technology line item in Year 1 (~\$181,000). The use of technology is at the core of the school model and therefore building the infrastructure and purchasing the hardware to realize the environment is essential. Other line items, such as substantial money for student stipends (\$30,000 in Year 1, growing to \$50,000 by Year 3), a 5% pool of bonus dollars for instructional staff,

Attachment 31(b): Budget Narrative

or a \$1800/per instructional employee for tuition reimbursement or professional development would be very nice to have, but are by no means essential to realizing the model at the amount budgeted.

In terms of operational expenses, the founding group used good market data to peg costs for services such as legal, accounting, janitorial supports, etc. Facilities, as with most charter schools, are also a big driver of the budget. While it is by no means a foregone conclusion that ROADS will secure space in a DOE building, the founding group built the budget with the assumption of needing to pay a market rate for space.

Set Your School Up for Success

While operational expenses at capacity will be covered by per pupil funding, during initial years, charter school specific grants as well as independent fundraising will be necessary. Based on the strength of the application and the innovations within the new model for the target population, ROADS is confident that it will acquire funding from a number of national and local funders working in the charter school space. The founding group has been in conversation with a broad spectrum of funders, such as Walton Foundation, the Broad Foundation, the Bill and Melinda Gates Foundation, The Carnegie Foundation, and The Tiger Foundation all of whom are excited about the ROADS model and have expressed interest in potentially supporting. Additional conversations have occurred with an array of funders, as demonstrated through various letters of support (included as Attachment 23 - Funder Support Letters).

Additionally, members of the founding team have good relationships with many members of the City Council and some have historically secured significant financial support, often in the form of capital (facilities, technology), all of which could significantly defray costs. While we have only included a letter of support from one member, City Council Member Annabel Palma, conversations with a number of others reflected interest in the implementation of a model with the potential for dramatic impact on a population many would like to serve better.

A final point is that the ROADS Board of Trustees has a broad range of experience that makes them uniquely suited to ensure ROADS is fiscally viable (see summary below). Individually and collectively, the Board has a demonstrated track record of fundraising significant funds for entrepreneurial efforts. They are committed to generating the private dollars necessary to ensure the model succeeds, especially during the start-up and early years of the school. They are equally committed to ensuring positive cash flow, necessary investments, and efficiency in the model.

Additional details about the ROADS Board of Trustees is as follows:

- Richard Barth, President and Chief Executive Officer of the KIPP Foundation
 - Manages \$24M annual budget
 - Strengthened the national board
 - Secured over \$160M in new, long-term funding commitments and \$65 million in federal funding.
 - Previously, President of District Partnerships for Edison Schools, Richard lead teams that served approximately 44,000 students in 72 schools, generating \$160 million in annual revenues.
 - Committed to applying school/charter/CMO start-up, organization-building, board-building, and fundraising knowledge/contacts to support ROADS

- Jemina Bernard, Vice-President, Regional Operations, Teach For America New York
 - Plays a key strategic, programmatic and financial role in Teach For America's broader organizational effort to ensure educational opportunity for all students
 - Managed a \$25MM investment strategy for uptown cultural organizations
 - Developed and managed a \$1.5MM Technical Assistance Program to help clients write business plans

Attachment 31(b): Budget Narrative

- Managed a \$2.6MM portfolio of capital improvement and technology grants
 - Will capitalize on experience cultivating relationship/donors and experience in investment strategy and strategic finance programming in support of ROADS
- James Forman, Jr., Co-founder, Board Chair, C-Chair of Development Committee, Maya Angelou Public Charter School
 - Founded schools in 1997 with similar mission and student population to ROADS
 - Led process to raise 1M annually
 - Over 15M raised in total for similar population of students
 - Committed to applying “founder”, organization-building, board-building, fundraising knowledge/contacts, learnings from Maya Angelou to support ROADS
- Marguerite Roza, Senior Scholar, Center on Reinventing Public Education
 - Serves on other public and private company boards of directors
 - Significant research, knowledge and writing on finances and education reform
 - Advisor to high-level education officials regarding financial issues and is committed to using this knowledge to ensure ROADS model is fiscally sound
- Richard R. Buery, Jr. President and Chief Executive Officer of The Children’s Aid Society
 - Serves as spokesperson, strengthening current funding from public and private sources,
 - Oversees \$100M budget
 - Led CAS’ efforts to raise \$94M from a mix of public/private sources – including \$1.4M through board giving Last year, Rich cultivated a portfolio of more than 85 individual donors, ranging from \$5K to \$3M, and 120 corporate and foundation donors
 - Committed to applying “founder”, organization-building, board-building, and fundraising knowledge/contacts to support ROADS
 - Previously, founded Groundwork, raising over \$700k in start up capital during the first year and eventually raising the annual budget to \$6M per year; overall, raised more that 10M and built infrastructure to do so from scratch
- Mark T. Gallogly, Co-Founder and Managing Principal, Centerbridge Partners
 - Co-founded and manages an investment firm with over \$15 billion of assets
 - Actively involved in partnership development through a broad spectrum of industries and businesses
 - Serves on other public and private company boards of directors
 - Hosted a cultivation event at his office, talked to others in the field about the idea, and put ROADS on the radar screen of a number of high-profile individuals
 - Committed 500K to launch ROADS Charter Schools
 - Committed to applying board experience, fundraising knowledge/contacts, donor development and “founder” experience to support ROADS
- Kim Smith, Co-founder and Chief Executive Officer (CEO) of Bellwether Education Partners
 - In one year to launch Bellwether, Kim raised \$1.5M from individual donors for leadership programs, \$1.5M from the Bill and Melinda Gates Foundation, and \$680K from the Rockefeller Foundation
 - Previously as Founder and CEO of NewSchools Venture Fund (NSVF), Kim raised over \$70M to support education entrepreneurs and NSVF operations between 1998 and 2006

Attachment 31(b): Budget Narrative

- Included a fund specifically focused on creating and supporting the start-up of Charter Management Organizations and multi-site charter operators like ROADS.
- Committed to leveraging relationships with national funders from time with NSVF and Bellwether to support ROADS

- William J. Snipes, Partner, Sullivan and Cromwell
 - Launched *Pipeline Crisis/Winning Strategies*- initiative to call attention to the steady stream of young black men falling behind the rest of society
 - Attracted hundreds of individuals from law firms, financial service institutions, non-profit and community groups, federal, state, and local government agencies, colleges, universities and law schools to the Pipeline Crisis/Winning Strategies cause
 - Raised over \$1M to convene non- traditional charity fundraisers at Chelsea Piers in July of 2006, 2007 and 2008
 - Co-hosted multiple events to raise money for various social and political causes, including Cory Booker's mayoral campaign and President Obama, which raised over 200K
 - Committed to leveraging partnerships and achieving funding goals to increase options for all students, particularly those from under-represented backgrounds

Attachment 31(c) - Financial Planning

(c) *Financial Planning*

Explain the process your school will use to develop its budget. Your response should address:

- *Who will be involved;*
- *How needs will be identified and weighed;*
- *The timeline for creating and approving budgets; and*
- *Procedures for monitoring and modifying budgets.*

Financial Planning

Annual Budget Planning

The original budget included in this petition was created by the founding group, with advice from some external advisers. As the writing of the petition has been a collaborative effort, the budget has been continually refined throughout the process.

On an ongoing basis, there will also be several entities involved in budget planning annually. Budget planning will take place consistent with the other fiscal year planning. The Director of Finance and Operations will be primarily responsible for ensuring that the School is adhering to budget constraints and meeting forecasts on expenditures for day-to-day activities. As the Director of Finance and Operations' direct manager, the School Leader will be the authority on school-based finances and decisions affecting the School's operations.

As explained elsewhere in this application, the Board of Trustees will have the ultimate accountability for finances and fiscal planning related to ROADS. With its Fiscal Health Committee, the Board will be accountable to ensure that the School remains a viable and sustainable institution. The Board will discuss and weigh any potentially contradicting budget needs in order to determine an appropriate plan for executing a responsible school financial plan.

Friends of ROADS, the umbrella organization overseeing some of the start-up and other specific functions related to ROADS, will be primarily responsible for all fundraising. As such, while the Board of Trustees for ROADS Charter Schools is accountable for the finances of the School, Friends of ROADS will be marginally involved in the budgeting activities. The School will seek advice from Friends of ROADS when it is determining private fundraising goals and expectations.

Monitoring and Modifying the Budget

The Director of Finance and Operations will be responsible for keeping track of all School expenditures and costs and will report to the School Leader on these issues, among others. It will be the responsibility of the School Leader to keep track of any issues related to the budget that need to be escalated and reviewed by the Board. The School Leader will liaise with the Fiscal Health Committee to discuss both planned, as well as unplanned, fiscal commitments.

The ROADS Board will be responsible for (1) ensuring that the budget is sufficient to meet the goals of the school and (2) liaising with the Friends of ROADS Board of Trustees (through direct communication or through the Friends of ROADS Executive Director) to ensure that the annual fundraising plan meets the needs of the School beyond what has been allocated through public funds.

In furtherance of these goals, the Board will:

- Review budgets to ensure efficiency;
- Review annual fiscal reports to ensure economic well-being;
- Analyze BTA reports to ensure fiscal efficiency;
- Conduct quarterly meetings with Friends of ROADS to monitor progress of fundraising efforts; and

Attachment 31(c) - Financial Planning

- Intervene or recommend mod-course corrections, as necessary.

The Board will also hold the staff accountable for:

- Refining the school budget as necessary and communicating those changes to the ROADS Board;;
- Completing an analysis on budget to actual spending bi-annually; and
- Presenting an annual fiscal report.

Fiscal Audit

ROADS Charter School shall contract with an independent New York State certified public accountant to perform audits of financial statements to the same extent as other public schools, but at least annually, pursuant to Education Law 2854(1)(c), and such audit shall be conducted in accordance with generally accepted auditing standards and government auditing standards issued by the Comptroller General of the United States. It will be the responsibility of the Fiscal Health Committee of the Board of Trustees to ensure that the fiscal audit is completed (with help from the Director of Finance and Operations), reviewed by the Board of Trustees and submitted to the Chartering Authority in a timely manner. All Board members receive a complete copy of the full audit and management letter within five business days following the delivery of the final audit by the auditing firm.

Attachment 31(d): Fiscal Impact

(d) *Fiscal Impact*

Complete the following table and discuss the fiscal impact of the school on other public and non-public schools in the area, including:

- Enrollment expectations (should tie to Attachment 3 and the 5-year budget projection);
- Per Pupil Allocation assumptions;
- Dollar amount the proposed charter school anticipates receiving from each district in Per Pupil Funding;
- Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);
- Projected Budget for the District; and
- Projected impact as a percentage of dollars of each district's budget (with more than 10 students projected to attend the charter school) for each year.

Operational Year (A)	Enrollment (# of Students) (B)	Per Pupil Allocation (C)	Projected Per Pupil Charter Cost (B x C = D)	Other Projected District Revenue (SPED Funding, Food, Service, Grants, etc.) (E)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (G)	Projected Impact (i.e. % of District's Overall Funding) (F / G = H)
20xx – 20xx		\$	\$	\$	\$	\$	0.000%
20xx – 20xx		\$	\$	\$	\$	\$	0.008%
20xx – 20xx		\$	\$	\$	\$	\$	0.011%
20xx – 20xx		\$	\$	\$	\$	\$	0.015%
20xx – 20xx		\$	\$	\$	\$	\$	0.019%

Given the small student enrollment of the proposed ROADS Charter School, effects on local community school districts will be minimal. While it is impossible to calculate the exact impact because the school has yet to be sited, it is important to note that one of the primary recruitment targets will be students *not currently enrolled* in NYC DOE schools. In addition, the School's collaboration with NYC DOE's District 79 is designed to leverage the district's existing knowledge of student population to identify and refer students whose needs are not currently being met by suitable school alternatives within NYC DOE.

Therefore, it is fair to assume that very few students—and their associated funds—will be drawn away from existing traditional schools, regardless of the eventual location. It is also important to note that student recruitment will pull from a larger geographic catchment—made up of a collection of multiple community school districts, thereby further diffusing any direct impact within a set geographic community school district.

The NYC DOE approaches school financing for most funding sources on a per pupil basis. However, programs and schools that work with disconnected youth are different. District 79 – the most analogous public school entity serving a similar population to those contemplated for ROADS – serves two kinds of students: (1) students who are in involuntary settings (e.g., on Rikers Island and/or in a drug treatment setting) and (2) students who are voluntarily returning to school. Programs that serve students in the first category are funded on a fixed cost basis as a set-aside. To the extent that the student's home schools incurred a fiscal loss as a result of the student no longer

Attachment 31(d): Fiscal Impact

attending the school, it has already happened prior to them coming onto District 79's student register. Of the students in the second category, at least half were previously not attending any school at all and another 25% were attending so infrequently, there schools were likely not receiving the full per pupil cost connected to educating these students. Therefore, if ROADS Charter School is successful in recruiting disconnected youth, the fiscal impact on the DOE will be minimal as the majority of revenue associated with educating them will be new.

Figure 1 (on the following page) is consistent with the narrative above, illustrating that just 25% of the projected enrollment will have a fiscal impact on the community school district. We believe that attributing 25% of enrollment to the fiscal impact is a conservative projection because the vast majority of ROADS students will be disconnected youth, and therefore not already generating funding for the CSD.

Operational Year	Enrollment (# of Students)	Per Pupil Allocation	Projected Per Pupil Charter Cost	Other Projected District Revenue (SPED Funding, Food, Service, Grants, etc.)	Total Projected Funding to Charter School from District	Total Budget for NYC School District	Projected Impact (i.e. % of District's Overall Funding)
(A)	(B)	(C)	(B x C = D)	(E)	(D + E = F)	(G)	(F / G = H)
2011-2012	150	\$ 13,527	\$ 507,263	\$ 912,819	\$ 1,420,082	\$ 18,500,000,000	0.01%
2012-2013	200	\$ 13,933	\$ 696,641	\$ 940,204	\$ 1,636,844	\$ 18,500,000,000	0.01%
2013-2014	250	\$ 14,351	\$ 896,925	\$ 968,410	\$ 1,865,334	\$ 18,500,000,000	0.01%
2014-2015	250	\$ 14,781	\$ 923,832	\$ 997,462	\$ 1,921,294	\$ 18,500,000,000	0.01%
2015-2016	250	\$ 15,225	\$ 951,547	\$ 1,027,386	\$ 1,978,933	\$ 18,500,000,000	0.01%

Figure 1

Notes:

- **Column B:** \$13,257 is proposed DOE per capita allocation from DOE charter school office for FY11. Figure has not yet been finalized. Per capita allocation for 2012-2013 assumes a 3% increase each year
- **Column D:** Assumes 25% of enrollment will have a fiscal impact because the vast majority of student are disconnected youth
- **Column E:** Taken from ROADS Budget Yr 1 Budget and Assumptions (SE Total Revenue + Total Contracted Services Expense GE and SE + Total Facility Operation and Maintenance Expenses GE and SE)
- **Column E:** For 2012-2016 simply added 3% on each year
- **Column G:** Total Budget for District is the total operating budget for DOE in FY09 (pulled from DOE website)

Attachment 32: Insurance

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

At this time ROADS is unable to supply specifics regarding the type of insurance it will carry due to the lack of specific information, such as names of school officers, which prevents insurance companies from supplying proper estimates. ROADS Charter School will, however, will carry comprehensive policies in the following areas:

Types of Policies

Umbrella insurance (general liability)

Once individual premiums are calculated, it will be possible to acquire an additional umbrella policy, which should increase general liability and personal injury coverage to \$5 Million. Such a policy or an associated policy should encompass potential liability due to employee dishonesty and sexual misconduct.

Property Loss Insurance

All school facilities, whether owned or leased will be insured to cover the value of all buildings, equipment, supplies, materials, vehicles, and physical assets. The amount of this coverage is of course based largely on the value of the facility, which has yet to be determined.

Liability Insurance

The school will carry coverage of no less than \$1 Million. In addition, umbrella coverage will effectively increase this figure to \$5 Million.

Personal Injury Insurance

ROADS Charter School will carry no less than \$1 Million in coverage, for students, officers, and employees. In addition, umbrella coverage will effectively increase this figure to \$5 Million.

The areas listed below will also be covered by appropriate levels of insurance, as per federal, state or local law or as prescribed by official school policy:

- Health Insurance for Employees
- Dental Insurance for Employees
- Life Insurance for Employees
- Disability Insurance for Employees
- Workers Compensation Insurance
- Indemnity Insurance for Directors and Officers
- Automobile Insurance, as needed

Potential Service Providers

The following is a description of four insurance firms that ROADS will consider when applying that offer the above-mentioned categories of insurance coverage.

Austin & Co.

Austin & Co., Inc specializes in providing property and liability, employee benefits and human resource consulting services to New York State charter schools. Austin provides a highly consultative approach, leveraging its insurance advisory, claims management and administrative expertise to the benefit of its clients. Its employee owned organization prides itself on partnering with charter schools to provide an insurance package with a reasonable and fair cost structure. Each individual school has a dedicated service team including: an Account Executive, a Client Service Representative, a Claim Representative and a Technical Assistant whose sole responsibility is to service

Attachment 32: Insurance

their ongoing needs. By providing personalized service, Austin helps charter school clients meet all of their insurance challenges, whether day-to-day or complex in nature.

Arthur J. Gallagher & Co.

CharterSafe, Arthur J. Gallagher & Co. is an insurance and safety program designed for charter schools by charter school leaders and school insurance experts. Arthur J. Gallagher & Co. is a FORTUNE 1000 company, traded on the New York Stock Exchange, and ranked by Business Insurance magazine as the world's fourth largest insurance broker. Gallagher is a stable company that has been in the insurance business since 1927. Gallagher is also included in Forbes magazine's Platinum 400 Best Big Companies in America. Yet, Gallagher continues to be family run and client focused.

Arthur J. Gallagher & Co. focuses on long-term relationships and commitments and has been providing brokerage services for school clients for decades. With 34 offices and more than 200 dedicated professional staff that specialize in K-12 school clients, Gallagher can deploy its resources and knowledge to all parts of the country based upon client need. The program currently insures 160 charter schools. It insures new and existing charter schools and offers all-in-one inclusive package including Workers' Compensation, Liability, School Board, Property, Risk Management Services.

Executive Benefits New York

Executive Benefits New York (EBNY) is a leading insurance brokerage and financial services provider located in the heart of New York City. EBNY's Charter Insure program is a leading full-service insurance platform exclusively dedicated to Charter Schools throughout the United States.

Charter Insure

Charter Insure is a rapidly growing, family operated firm that is dedicated to providing Charter School insurance and benefits. Charter Insure's independent brokerage status as well as its large client base provide access to the best rates in the market. Charter Insure works closely with schools to offer a one stop shop for all Financial and Insurance needs.

Magii, Inc.

Magii, Inc. is another leading provider of benefits programs for charter schools in New York, MAGII, Inc. has exclusive and discounted programs specifically designed for the unique needs of our discerning charter clientele. Magii, Inc serves over 50 charter schools with benefits services and offers insurance packages designed uniquely for charter schools.

Attachment 33: Fiscal Audits

Describe the school's plans for at least annual fiscal audits.

Fiscal Audit

ROADS Charter School shall contract with an independent New York State certified public accountant to perform audits of financial statements to the same extent as other public schools, but at least annually, pursuant to Education Law 2854(1)(c), and such audit shall be conducted in accordance with generally accepted auditing standards and government auditing standards issued by the Comptroller General of the United States. The School shall include this audit as a part of its Annual Report to its Board of Trustees, the Chartering Authority and the State Board of Regents. The first annual audit will cover the fiscal year ending June 30th, 2012 and will include any relevant start-up period prior (start-up financials will be identified in the footnotes to the financial statements).

The fiscal audit will contain information including:

- Financial position;
- Activities;
- Cash flow; and
- Functional expenses.

The audit will be completed using the Charter School Institute's mandatory audit templates.

Audits will be conducted in accordance with the auditing standards generally accepted in the United States of America and Government Auditing Standards issued by the Comptroller General of the United States.

General Audit Procedures

It will be the responsibility of the Fiscal Health Committee of the Board of Trustees to ensure that the fiscal audit is completed (with help from the Director of Finance and Operations), reviewed by the Board of Trustees and submitted to the Chartering Authority in a timely manner. All Board members receive a complete copy of the full audit and management letter within five business days following the delivery of the final audit by the auditing firm.

The Board will utilize no single auditing firm or auditing personnel for more than three consecutive years as to prevent the erosion of objectivity necessary for independent fiscal and programmatic due diligence.

Attachment 34: Board By-Laws

Please provide a set of by-laws for the proposed school, which includes the charter school's method for appointment/election of trustees and the length of the terms established for each trustee position. Note that recent amendments to the Act require that the by-laws be in compliance with provisions of the New York General Municipal Law regarding conflicts of interest, which does not allow teachers, administrators, or other school employees to serve on charter school boards.

BY-LAWS OF ROADS New York Charter School I (A Type B New York Not-for-Profit Corporation)

ARTICLE I: NAME

Section 1. Name. The name of the charter school is ROADS Charter School I. It is hereinafter referred to as "ROADS" or "School."

Section 2. Purposes. ROADS is a Type B New York Not-for-Profit Corporation organized under the laws of the State of New York and its purposes are determined by the Board of Trustees and included here.

ARTICLE II: MEMBERS

Section 1. Members. The Educational Corporation known as the ROADS Charter School I ("School") shall have no members. The Trustees shall have all powers and duties for the conduct of the activities of the School.

ARTICLE III: BOARD OF TRUSTEES

Section 1. Powers. The School shall be managed by the Board of Trustees ("Trustees"). Trustees shall act only through the Board of Trustees, and shall have no power as individual trustees.

Section 2. Qualifications. Each Trustee shall be at least eighteen years of age, except for the student member who shall be no younger than sixteen years of age. No person shall be ineligible as a Trustee by reason of sex. No person with an interest in a for-profit contract may serve on the Board.¹ Teachers, administrators and other school employees will not be permitted to serve on the Board unless such teachers and administrators are covered by a collective bargaining agreement. Trustees shall have such other qualifications as may be prescribed by the Certificate of Incorporation or these By-laws.

Section 3. Number of Trustees. The number of voting Trustees on the Board of Trustees shall not be less than five and not more than thirteen, or such other maximum number (no greater than 25 members) designated from time to time by a two-thirds vote of Board of Trustees, after notice of the proposed action in the call for a meeting. The Board will start with eleven active members, all of whom are entitled to vote. Any newly created Trustee positions may be filled in accordance with section 7 below. If the Board of Trustees votes to decrease the number of Trustees, such decrease shall not affect the term of any incumbent Trustee. If new Trustee positions are created, the Board of Trustees shall determine the class(es) of the additional Trustee(s) in accordance with the principles of section 5.

¹This restriction applies to consultants and commodities contracts, but does not apply to contracts with not-for-profit entities, such as non-profit CMOs. If the Board has at least six Trustees, then one may be affiliated with the CMO. If the Board has at least seven Trustees, then two may be affiliated but one affiliated Trustee is limited to being a director or Trustee of the not-for-profit entity.

Attachment 34: Board By-Laws

Section 4. Reserved Spots. There will be three spots on the Board reserved for individuals in certain roles at the school. There will be one student member, to be selected by a majority vote of the students enrolled in the school. There will be one parent representative, to be selected by a majority vote of the members of the Parent Teacher Association. The third spot will be reserved for a community member, ideally a staff member working for an organization that deals primarily with disconnected youth. Preference will first be given to a member working with the same population of students as will likely be enrolled at ROADS Charter School. Second preference will be reserved for someone who lives or works in a geographic area in proximity to the location of the school.

Section 5. Initial Trustees; Nomenclature. The members of the initial Board of Trustees ("Initial Trustees"), and as of the date hereof are as set forth on Annex A.

Section 6. Terms. At the first Annual Meeting, the Trustees shall be divided into three equal classes to serve one, two, and three-year terms respectively ("Classification Terms") so that thereafter, one-third of the Trustees' terms shall expire at the time of the Annual Meeting over the subsequent three years. Each Trustee elected after the expiration of a Classification Term shall hold office for a term of three years. Each Trustee may be elected to a successive term.

Section 7. Election of Trustees. After the expiration of the Classification Terms of an Initial Trustee (or as of the first Annual Meeting following the earlier death, resignation or removal of an Initial Trustee), such Trustee's Board position shall be considered open. No special qualification, residence or affiliation requirements are imposed by these By-laws in respect to such seats. 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 Other 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 the School for the ensuing year; the Trustees shall transact such other business as may properly come before the meeting. In the event that no candidate receives a majority of 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. 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).

Section 8. Vacancies. When vacancies among the Trustees occur 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 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.

Section 9. 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.

Section 10. Extended Vacancies. Any vacancy in the office of Trustee continuing for more than one year, or any vacancy reducing the number of Trustees to less than two-thirds of the full number may be filled by the regents.

Section 11. Removal and Suspension of Trustees. In accordance with Education law, a Trustee may be removed or suspended for cause by a majority vote of the entire Board of Trustees, provided said Trustee and all other Trustees have been duly notified in writing at least one week prior to the Meeting with the reason for removal. Cause will include due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty. As

Attachment 34: Board By-Laws

used in these By-laws, “entire Board of Trustees” means the total number of Trustees entitled to vote which the School would have if there were no vacancies on the Board of Trustees.

Section 12. Lack of Attendance. If any Trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the Trustees, he or she shall be deemed to have resigned, and the vacancy shall be filled.

Section 13. Regents Removal. The regents may remove any Trustee for misconduct, incapacity, neglect of duty, or where it appears to the satisfaction of the regents that the Board has failed or refuses to carry into effect its educational purposes. A hearing in the proceeding for the removal of such Trustees shall be had before the regents or a committee thereof and the Trustees shall be given at least ten days’ notice of the time and place of such hearing. In the case of removal, the regents may appoint successors of the Trustees so removed.

Section 14. Annual Meeting. The Annual Meeting of the Board of Trustees shall be held in the month of November of each year at the facility of the School (or, if there is more than one ROADS Charter School, then the meeting will take place at one of the school facilities), 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. Video conferencing will be available at the alternate school location.

Section 15. Annual Financial Report. At each annual meeting of the Board of Trustees, the Finance and Audit Committee shall present an annual financial report showing in appropriate detail the following:

- (1) the assets and liabilities of the School as of the end of the fiscal year of the School just terminated;
- (2) the principal changes in assets and liabilities during such fiscal year;
- (3) the revenue or receipts of the School, both unrestricted and restricted to particular purposes during such fiscal year; and
- (4) the expenses or disbursements of the School, 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 2.11, or from any other financial reporting requirements the Board of Trustees may have.

Section 16. Annual Report. In accordance with the Charter Schools Act of 1998, as amended, 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 Charter Schools Act of 1998, as amended, and shall include a copy of the most recent independent fiscal audit of the school, which will be monitored and compiled by the Finance and Audit Committee.

Section 17. Regular and Special Meetings. When only one school is open, monthly meetings will take place at the school facility. Once the second ROADS Charter School is open, monthly meetings of the Board will alternate locations between the two school facilities. Video conferencing will be available at the location at which the actual meeting is not occurring pursuant to the Open Meetings Law. These meetings will take place on the first Wednesday of each month, unless it should fall on a holiday. In that case, the meeting will be held on the first school day following the holiday. Special meetings of the Board of Trustees may be called 1) at any time by the Chairperson, 2) by the senior Trustee on written request of three Trustees if the Chairperson is absent, or 3) by any other manner determined by the Board of Trustees. Seniority shall be according to the order in which the Trustees are named in the charter or subsequently elected.

Section 18. Participating by Video Conference. Board members who do not reside in New York, or who cannot be present at the location and date of the meeting will participate by video conference in order to be counted for the quorum and vote on relevant matters. Appropriate notice and access will be given to the public such that they can be

Attachment 34: Board By-Laws

participate in the meeting if they so wish at any location in which video conferencing is being used. Public notice will inform the public that video conferencing will be used, identify the locations for the meeting, and state that the public has the right to attend the meeting at any of the locations. Members may participate by phone, but will not be included as part of the quorum and will not be permitted to vote on pending issues. Further, members will not be permitted to vote by proxy.

Section 19. 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.

Section 20. 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 mailed to each Trustee not less than five and no more than ten days before the meeting to the usual address of every Trustee.

Section 21. Open Meetings. Notwithstanding any other provisions of these By-laws, the School shall comply with the New York Open Meetings Law.

Section 22. Executive Session. To the extent permitted by the New York Open Meetings Law, the Board of Trustees may go into executive session during the course of any regular or special meeting. Topics for an executive session will be limited to those few confidential matters identified in the New York Open Meetings Law.

Section 23. Action by the Board of Trustees. 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 or she shall have no more than, nor no less than, one vote.

ARTICLE IV: EXECUTIVE AND OTHER COMMITTEES

Section 1. Executive and Other Committees of Trustees. The Board of Trustees, by resolution adopted by a majority of the entire Board of Trustees, may designate from among its members an Executive Committee, consisting of five or more Trustees, and other standing committees, each consisting of three or more Trustees. All committees are subject to the New York Open Meetings Law.

Section 2. Guidelines. Unless otherwise provided by these By-laws or in a resolution of the Board of Trustees by creating or modifying a special committee, members of each Committee shall be elected by a majority of the Trustees. Each Committee member, to the extent provided in the resolution establishing the Committee, shall have all the authority of the Board of Trustees, except that no such committee shall have authority as to the following matters:

- (1) the filling of vacancies in the Board of Trustees or in any committee;
- (2) the final approval of recommendations regarding formal complaints filed by individuals or groups against the school;
- (3) the fixing of compensation of the Trustees for serving on the Board of Trustees or on any committee;
- (3) the amendment or repeal of the By-laws or the adoption of new By-laws; and
- (4) the amendment or repeal of any resolution of the Board of Trustees which, by its terms, shall not be so amendable or repealable.

Attachment 34: Board By-Laws

Section 3. Alternate Members. The Board of Trustees may elect 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.

Section 4. Special Committees. The Board of Trustees may create such special committees as it may deem desirable. Special committees shall have only the powers specifically delegated to them by the Board of Trustees and in no case shall have powers which are not authorized for standing committees.

Section 5. Executive Committee. The Executive Committee shall include at least one holder of a Parent Seat unless otherwise agreed by a majority vote of the entire Board. The Executive Committee, in intervals between the meetings for the Trustees, may transact such business of the school as the Trustees may authorize, except to grant degrees or to make removals from office.

Section 6. Fiscal Health Committee. A Fiscal Health Committee, created and operating under the guidelines relating to Standing Committees as set forth in these By-laws, shall have and may exercise the authority, without limitation, to (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 as prepared by the designated Director of Finance and Operations; and (v) perform such other matters as the Board may assign from time to time.

Section 7. Mission Integrity Committee. A Mission Integrity Committee, created and operating under the guidelines relating to standing Committees as set forth in these By-laws, shall have and may exercise the authority, without limitation, to (i) request academic reports and measures from the School Leadership, (ii) review with the School Leadership: curricula, assessments, assessment results and graduation/matriculation requirements, and (iii) review/request result of annual surveys. The Mission Integrity Committee is responsible for ensuring the effective implementation of the school's complaint policies (details of which are included in Attachment 27b).

Section 8. Performance Management Committee. The Chairperson of the Board of Trustees shall be ex officio chairperson of the Performance Management Committee, and the Secretary of the Board of Trustees shall act as secretary thereof. All 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.

Section 9. 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 V: OFFICERS

Section 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 Vice Chairperson, a Secretary, a Treasurer, and such other officers or assistant officers as the Board may determine. Any two or more offices may be held by the same person, except the offices of Chairperson and Secretary or the offices corresponding thereto.

Section 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. The Chairperson shall perform such other duties as may from time to time be assigned to him or her by the Board of Trustees.

Attachment 34: Board By-Laws

Section 3. Vice Chairperson. If the Chairperson is absent or if there is a vacancy in the office of the Chairperson, then the Vice Chairperson shall perform all the duties of the Chairperson and in so acting shall have all the powers of and be subject to all the restrictions upon the Chairperson. The Vice Chairperson shall perform such duties as may from time to time be assigned to such Vice Chairperson by the Board of Trustees or the Chairperson.

Section 4. Treasurer. The Treasurer shall be responsible for preparing the annual budget of projected Board expenses which, upon approval by the Board, shall be submitted to the Director of Finance and Operations. The Treasurer shall also ensure that all Board expenditures follow policies established by the Board. Additionally, the Treasurer, with assistance from the Finance and Audit Committee, shall be responsible for the review and acceptance of all interim un-audited Financial Statements prepared by the Director of Finance and Operations. Such interim financial statements should be presented to the full board no less than once per financial quarter. The review of Financial Statements will include balance statements, budget-versus-actual statements, cash flow projections and all School bank account reconciliations for the corresponding financial reporting period.

Section 5. Secretary. The Secretary shall act as secretary of all meetings of the Board of Trustees and of the Executive Committee, 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 the school are duly given. The Secretary shall have charge of the books, records and papers of the school. 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.

ARTICLE VI: CONFLICTS OF INTEREST

Section 1. Disclosure. Trustees, officers and employees shall seek to avoid potential conflicts of interest in personal and in professional relationships, and shall timely disclose potential conflicts of interest to appropriate supervisory personnel and/or other applicable ROADS officials in accordance with the School's policies. In addition, all Trustees, officers and staff shall fully cooperate in the management of any potential conflicts of interest. In addition, trustees, officers and senior staff shall fully comply with the School's Conflict of Interest Policy.

Section 2: Avoidance of Self-Dealing Transactions. The Board of Trustees and the school shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: A transaction which is part of a public or charitable program of the school, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

ARTICLE VII: CONTRACTS, LOANS, GRANTS AND PROPERTY

Section 1. Contracts. 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 School, in the name and on behalf of the School, to enter into any contract. Any such authority may be general or confined to specific instances.

Section 2. Loans. The Board of Trustees may prospectively authorize the Treasurer or any other officer(s) or agent(s) of the School to effect loans and advances at any time for the School 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 School, and when authorized to do so to pledge, hypothecate or transfer, to the extent permitted by law, any securities or other property of the School as

Attachment 34: Board By-Laws

security for any such loans or advances. Such authority conferred by the Board of Trustees may be general or confined to specific instances.

Section 3. Grants. The Board of Trustees, on the basis of written recommendations from individual Trustees, officers and employees of the School, may, prospectively or retroactively, authorize the Chairperson, on behalf of the School, to make grants and other contributions.

Section 4. Property Holding. The Board of Trustees may take and hold by gift, grant, devise or bequest in their own right or in trust for any purpose comprised in the objects of the school, such additional real and personal property, beyond such as shall be authorized by its charter, as the regents shall authorize within one year after the delivery of the instrument or probate of the will giving, granting, devising or bequeathing such property. Such authority given by the regents shall make any such gift, grant, devise or bequest operative and valid in law. Any grant, devise or bequest shall be equally valid whether made in the school's name or to the Trustees, and such powers given to the Trustees shall be powers of the school.

Section 5. Control of Property. The Board of Trustees may (a) buy, sell, mortgage, let and otherwise use and dispose of its property as it shall deem for the best interests of the school; and (b) lend or deposit, or receive as a gift, or on loan or deposit, literary, scientific or other articles, collections, or property pertaining to its work. Such gifts, loans or deposits may be made to or with the school. Any such transfer of property, if approved by the regents, shall during its continuance, transfer responsibility therefor to the school, which shall also be entitled to receive any money, books or other property from the state or other sources to which the school would have been entitled but for such transfer.

ARTICLE VIII: COMPENSATION OF TRUSTEES

Section 1. Compensation of Trustees. No compensation shall be paid by the School 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 IX: INDEMNIFICATION; INSURANCE

Section 1. Indemnification of Trustees and Officers. In accordance with Section 721 of the New York Not-For-Profit Corporation Law, the School shall, to the fullest extent permitted, and in the manner prescribed, by Sections 721, 722, 723 and 725 of the New York Not-For-Profit Corporation Law, as amended from time to time, indemnify any person who is or was made, or threatened to be made, a party to any action or proceeding, whether civil or criminal, whether involving any actual or alleged breach of duty, neglect or error, any accountability, or any actual or alleged misstatement, misleading statement or other act or omission and whether brought or threatened in any court or administrative or legislative body or agency. This should include an action by or in the right of the School to procure a judgment in its favor and an action by or in the right of any other corporation of any type or kind, domestic or foreign, or any partnership, joint venture, trust, employee benefit plan or other enterprise, which any Trustee or officer of the School is serving or served in any capacity at the request of the School, by reason of the fact that he, his testator or intestate, is or was a Trustee or officer of the School, or is serving or served such other corporation, partnership, joint venture, trust, employee benefit plan or other enterprise in any capacity, against judgments, fines, amounts paid in settlement, and expenses (including, without limitation, attorneys' fees, costs and charges) incurred as a result of such action or proceeding, or appeal therein. The School shall reimburse or advance to any person referred to in this section the funds necessary for payment of expenses (including, without limitation, attorneys' fees, costs and charges) 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 Sections 721, 722, 723 and 725.

Attachment 34: Board By-Laws

Section 2. Insurance. In accordance with Section 726 of the New York Not-For-Profit Corporation Law, the School shall prescribe and maintain insurance to indemnify Trustees and officers of the School, on any terms and conditions set forth in a resolution of the Board of Trustees.

ARTICLE X: BOOKS AND RECORDS

Section 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, the Executive Committee and all Standing Committees shall be kept at the main office.

ARTICLE XI: FISCAL YEAR

Section 1. Fiscal Year. The fiscal year of the School shall begin on July 1 and shall end on June 30 in each year.

ARTICLE XII: CORPORATE SEAL

Section 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 XIII: OFFICE

Section 1. Office. The main office of the School shall be located at the location of the ROADS Charter School I.

ARTICLE XIV: AMENDMENTS

Section 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 more than a majority vote shall be required for 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 thereunder.

Section 2. SUNY Approval. No material amendment to the By-laws shall be effective without approval of the SUNY Board of Trustees or its designee.

ARTICLE XV: OTHER PROVISIONS

Section 1. Appointment of School Leader. The Board of Trustees may appoint and remove by majority vote of the entire Board, and determine the terms and conditions of employment of, a School Leader whose principal responsibilities include education-related matters ("School Leader"). This section is subject to the terms of any other contracts entered into by the School.

Section 2. Removal of Employees other than the School Leader. The employees of the School, other than the School Leader, shall report to the School Leader as determined from time to time by the Board of Trustees. The School Leader shall have the power to remove teachers and other staff members, subject to the provisions of any applicable collective bargaining agreement or other contracts entered into by the School.

Section 3. No Limitation. The enumeration of certain miscellaneous powers in this Article XIV shall not be construed as a limitation on any powers of the Board of Trustees.

Attachment 34: Board By-Laws

Section 4. Interpretation of Charter. In the instance a provision of the By-laws is in conflict with a provision of the Charter, the provision of the Charter shall control.

These By-laws were adopted by the Board of Trustees at its meeting held on _____ by a vote of _____.

Board Secretary

Date

Attachment 34: Board By-Laws

Annex A

List of Board of Trustees

- **Richard Barth** (President/CEO, KIPP)
- **Jemina Bernard** (Vice President of Regional Operations, Teach For America)
- **Rich Buery** (President/CEO, Children's Aid Society)
- **James Forman, Jr.** (Professor of Law, Georgetown University)
- **Marguerite Roza** (Director, Bill and Melinda Gates Foundation)
- **Kim Smith** (CEO, Bellweather Partners)
- **William J. Snipes** (Partner, Sullivan and Cromwell and Co-Founder, Winning Strategies for Black Men)
- **Mark T. Gallogly** (Co-Founder and Managing Partner at Centerbridge Partners L.P.)

Current Vacancies

- **Student Member** (vacant)
- **Parent Member** (vacant)
- **Community Member** (vacant)

Attachment 35: Code of Ethics

Attach the code of ethics of the charter school. The code of ethics must include a comprehensive and formal conflict of interest policy with specific procedures for implementing the policy and assuring compliance therewith. The code of ethics and conflict of interest policy must be written to apply not only to trustees, but to officers and employees of the school as well.

Code of Ethics

Introduction

The Board of Trustees has adopted this Code of Ethics ("Code") to specify certain rules and policies applicable to upholding the ROADS Charter School's commitment to integrity. All Trustees, officers, and staff members are expected to comply with the letter and spirit of the Code.

The Code establishes general ethical requirements so that ROADS' activities are conducted with the highest standards of integrity. Trustees, officers and staff members are expected to conduct themselves accordingly.

General principles

01. The Board of Trustees shall conduct or direct the affairs of the School and exercise its powers, subject to the applicable limitations of the Education Law, Not-for-Profit Corporation Law, the School's charter, and its by-laws. The Board may delegate aspects of the management of the school activities to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
02. Trustees, officers and employees shall obey all applicable laws and regulations and shall act with integrity, honesty, diligence, and good faith.
03. Unless explicitly designated as a non-voting member, every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.
04. Trustees, officers and employees shall reward and recognize accomplishments without regard to race, gender, family or other close relationships, sexual orientation or religion.
05. Trustees, officers and employees shall promote ethical behavior and an environment that encourages confidential reporting to appropriate persons of any observation or reasonable suspicion of illegal or unethical behavior. It is the policy of the School not to permit retaliation for reports of possible misconduct made in good faith.
06. Trustees, officers and employees shall promote relationships based on mutual trust and respect and shall provide an environment in which individuals may question a practice without fear of adverse consequences.
07. Trustees, officers and employees shall make every reasonable effort to ensure that the School's assets are used responsibly.

Prohibited Actions

09. No Trustee, officer or employee shall directly or indirectly, solicit any gift, or accept or receive any gift having a value of \$75 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 or could reasonably be expected to influence him/her in the performance of his/her official duties, or was intended as a reward for any official action on his/her part.
10. No Trustee, officer or employee shall disclose confidential information acquired in the course of his/her official duties or use such information to further his/her personal interests.
11. 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 before the Board.

Attachment 35: Code of Ethics

12. 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 before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of the services rendered.
13. Trustees, officers and employees cannot have an interest in any for-profit contract with the school.
14. Trustees, officers and employees owe their loyalty to the school; therefore, they may not communicate with the school on behalf of a person or a firm unless such communication is part of their official duties for the school or is expressly authorized by the School Leader or Board of Trustees.
15. Trustees, officers and employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.
16. Charter school Trustees, officers and employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

Conflict of Interest Policy

17. The Board of Trustees and the school shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: A transaction which is part of a public or charitable program of the school, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.
18. No Trustee, officer or employee may have an interest in any contract with the school when such officer or employee, individually or as a member of the Board, has the power or duty to:
 - a. Negotiate, prepare, authorize or approve the contract or authorize or approve payment thereunder;
 - b. Audit bills or claims under the contract; or
 - c. Appoint an officer or employee who has any of the powers or duties set forth above.
19. No fiscal officer, treasurer, or deputy or employee, shall have an interest in a bank or trust company designated as a depository, paying agent, registration agent or for investment of the funds of the school. This does not preclude payment of lawful compensation and necessary expenses of a school employee in one or more public offices or positions of employment, the holding of which is not prohibited by law.
20. Exceptions to the above rule (paragraph 19) apply herein and are outlined in the General Municipal Law
21. Trustees, officers and employees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
22. Trustees, officers and employees shall seek to avoid potential conflicts of interest in personal and in professional relationships, and shall timely disclose potential conflicts of interest to appropriate supervisory personnel and/or other applicable ROADS officials in accordance with the School's policies. In addition, all Trustees, officers and staff shall fully cooperate in the management of any potential conflicts of interest. In addition, trustees, officers and senior staff shall fully comply with the School's Conflict of Interest Policy. These standards for Trustees, officers and employees apply with respect to:
 - a. Holding of investments in conflicts with official duties.
 - b. Private employment in conflict with official duties.
 - c. Future employment.
 - d. Other standards relating to the conduct of officers and employees that may be deemed advisable.

Disclosure of Interests

23. Any Trustee, officer, or key 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 shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and/or to the Board of Trustees as soon as he or she has knowledge of such actual or prospective interest. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse

Attachment 35: Code of Ethics

to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school.

24. Trustees representing any not-for-profit corporation proposing to do business with the charter school shall disclose the nature and extent of such business propositions.
25. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
26. Although certain interests may not be expressly prohibited by law, they are still subject to disclosure requirements. Counsel should be sought concerning any question regarding disclosure of specific items.
27. Written disclosure shall be made part of and set forth in the minutes of the Board. Once made, no further disclosures with respect to additional contracts with the same party during the remainder of the fiscal year need be made.

Penalties

28. Any trustee, officer or employee who shall knowingly and intentionally violate any of the provisions of this code may be suspended or removed from office.
29. Any contract willfully entered into by or with the school in which there is an interest prohibited by this Code shall be null, void and fully unenforceable.

Distribution and Updating of Code

30. The Code of Ethics will be distributed to all employees before commencing work at the school and each employee must be read in full and acknowledge accordingly. All Trustees and officers will be given a written copy of the Code of Ethics upon appointment to the Board and each such person will be required to abide by this Code.
31. If amendments are made to the Code of Ethics, all employees, officers and Trustees shall receive an updated copy.
32. Time will be allotted at least once every two years for separate Board and staff meetings to explain and re-approve the Code, in either existing or revised form.

Conclusion

The Board shall determine appropriate actions to be taken in the event of violations of this Code. Such actions shall be reasonably designed to deter wrongdoing and to promote accountability for adherence to the Code. In determining what action is appropriate in a particular case, the Board shall take into account all relevant information, including the nature and severity of the violation, whether the violation appears to have been intentional or inadvertent or whether the individual should have known that the conduct was a violation, and whether the individual in question had been advised prior to the violation as to the proper course of action.

Attachment 36: Admissions Policy

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

- *The required anti-discrimination criteria and allowable admissions preferences, including in New York City, the Community School District (CSD) preference;*
- *Any "at-risk" admission factors, such as students with disabilities (requiring special education programs/services), students who are English language learners or students who are eligible to participate in the federal free or reduced-price lunch program, etc.;*
- *The scheduled application and enrollment periods for the first and subsequent years, including the approximate date each year on which you intend to hold the lottery, if necessary, which must be after April 1st of each year;*
- *An outreach plan including strategies for: (1) recruiting prospective students and (2) attracting English language learners, students with disabilities and students who qualify for free and reduced-price lunch in sufficient numbers as to meet targets that are comparable to the school district of location;*
- *The specific targeted student population (if any);*
- *The step-by-step procedures to be implemented in the event timely applications for admission exceed the available seats, including who will conduct the lottery, the precise manner in which the lottery will be conducted, and measures that will be taken to ensure that the process adheres to Education Law subdivision 2854(2);*
- *The procedures for student registration after being admitted through the lottery or otherwise, to include whether the school will backfill grades and if so how and when;*
- *The manner in which the waitlist will be maintained;*
- *The procedures for an enrolled student's withdrawal from the school; and*
- *The procedures for currently enrolled students to notify the school of their intent to enroll the following year.*

Except as set forth below, new students will be admitted each year without regard to intellectual ability, measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry. The School shall be open to any child who is eligible under the laws of New York State for admission to a public school, and the School shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law.

Target Population

ROADS Charter School is designed to serve disconnected, over-aged, under-credited youth. Due to the enormous need and lack of options afforded to these students, the School will focus on enrolling students 15-17 years old with 0-11 credits. Special consideration will be given to students with the following:

- History of criminal justice involvement (e.g., having been incarcerated or detained for a criminal offense, having been convicted of a crime, or otherwise involved with the court system, probation or correctional agencies);
- Involvement with foster care system and/or child welfare system (e.g., utilizing services administered by the Administration of Children's Services (ACS), including Child Protective Services, Family Court, Family Support or Financial Services);
- Homeless or runaway youth (e.g., students who qualify as homeless under Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (Title X, Part C, of the No Child Left Behind Act));
- Formerly dropped out of school (e.g., students who have formally and informally been withdrawn from school and/or who have stopped attending school for substantial periods of time); and
- At least one year behind their graduation cohort (as defined by New York City Department of Education).

Attachment 36: Admissions Policy

Based on current trends and data from comparable populations of students, if ROADS enrolls students who have one or more of these qualifications, the School will also be targeting high percentages of students with disabilities, ELLs and students who qualify for free and reduced-price lunch. For example, District 79 enrolls disconnected and court-involved youth and has higher populations of the aforementioned students than the DOE as a whole. (See Attachment 24)

Outreach Plan

Publicity

In order to publicize the School and make students and other community members aware of the School's existence, as well as its mission and vision, the following steps will be taken, among others:

- Posting flyers at local supermarkets, community centers, and apartment complexes in neighborhoods with high concentrations of over-aged, under-credited students followed by an analysis performed by the Office of Multiple Pathways and District 79 to verify that the correct neighborhoods are being targeted;
- Sending notices to public high schools, public middle schools, District 79 Referral Centers, and youth centers; and
- Conducting presentations to local community-based organizations, as well as citywide organizations that focus on working with the population identified above.

Recruitment

ROADS Charter School will undertake a variety of activities to recruit student applicants. The activities may include but are not limited to the following:

- Accepting referrals from students transitioning out of District 79 programs for incarcerated youth (last year alone approximately 3,000 fit the criterion above);
- Partnering with District 79 Referral Centers for High School Alternatives (one-stop centers whose mission is to help reconnect disconnected youth with school - served approx. 10,000 students last year of whom about 30% fit the criterion above);
- Emphasizing importance of word of mouth from existing students; and
- Conducting other practices that are likely to lead to students meeting the target population criteria defined above, students with IEPs, those who are ELLs, and student with free and reduced-price lunch status.

Attracting Students With Disabilities, ELLs and Students Who Qualify for Free and Reduced-Price Lunch

In order to meet or exceed targets explained earlier in this application, ROADS will provide additional supports to applicants who have IEPs, those who are ELLs and/or who qualify for free and reduced-price lunch. Some of the School's actions will include:

- Conferencing with parents of students with disabilities to explain how the school focuses on differentiation and other teaching strategies that are typically successful for students with different learning styles;
- Publicizing information about the breadth of student support services the school provides;
- Offering an application translated into many languages;
- Having a Spanish-speaking person available to assist those parents who need help completing the application; and
- Meeting to conduct specific outreach with organizations that work with students predominantly eligible for free and reduced-price lunch.

Application

Families interested in enrolling their child in ROADS must complete the ROADS Charter School Enrollment Application prior to the third Friday of June of the year in which the student seeks enrollment. The application is available upon request (see below). The application is a simple, double-sided document that requests biographical and contact information. Translation assistance will be provided to those parents who do not speak English and a Spanish-language version of the application is available.

Attachment 36: Admissions Policy

Lottery

If the number of applicants in one or more grades exceeds enrollment capacity, a public random selection process (i.e. lottery), conducted by the School will be held after April 1st, on a date publicized to all applicants. Notice for the admissions lottery will be provided to the public via newspaper advertisement and posting on the Schools' website, in a manner consistent with the Open Meetings Law.

The lottery will be conducted in a manner, and with appropriate measures taken, to ensure that the admission process adheres to Ed Law S 2854(2). The lottery will be held during the faculty in-service/PD session at the beginning of July.

The lottery for the School will include only students enrolling in the 9th grade. (See Attachment 03 – Enrollment) Each year, admitted students will be 15-17 years old with 0-11 credits. The School will not backfill enrollment to enroll students in subsequent grade levels resulting from attrition and other factors.

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

1. First preference will be given to returning students of the ROADS Charter School.
2. Second preference will be given to siblings of enrolled students. "Sibling" is defined as children who are related either by birth by means of the same father or mother or by legal adoption.
3. Third preference will be given to students who meet at least four of the criteria for the target population above, who reside in the CSD of the School's location.
4. Fourth preference will be given to students who meet at least four of the criteria for the target population above, who reside outside of the CSD of the School's location.
5. Fifth preference will be given to students who meet at least three of the criteria for the target population above, who reside in the CSD of the School's location.
6. Sixth preference will be given to students who meet at least three of the criteria for the target population above, who reside outside of the CSD of the School's location.
7. Seventh preference will be given to students who meet at least two of the criteria for the target population above, who reside in the CSD of the School's location.
8. Eighth preference will be given to students who meet at least two of the criteria for the target population above, who reside outside of the CSD of the School's location.
9. Ninth preference will be given to students who meet at least one of the criteria for the target population above, who reside in the CSD of the School's location.
10. Tenth preference will be given to students who meet at least one of the criteria for the target population above, who reside outside of the CSD of the School's location.
11. Eleventh preference will be given to students who reside in the CSD of the School's location.
12. Twelfth preference will be given to students who reside outside of the CSD of the School's location.

Waitlist

In the event that enrollment is determined via lottery, names will be drawn after all available spaces are filled in order to form a waitlist. This waitlist, sequenced in the order determined by the lottery, will be the only official document identifying the names of eligible students with applications to ROADS Charter Schools pending acceptance when vacancies arise.

Students who wish to apply to ROADS Charter School subsequent to the lottery occurring will be placed on the wait list based on how many preference criteria apply. For example, a student applying after the start of the school year who meets three of the preference criteria will be placed in front of a student that only meets two of the criteria, even if that second student applied prior to the lottery.

Attachment 36: Admissions Policy

All empty seats at ROADS Charter School will be filled as soon as the seat is determined vacant.¹ Any student enrolling in ROADS after the beginning of a trimester will be required to attend new student orientation during the following trimester and will be considered part of the cohort of students starting at that time. However, in order to ensure engagement and continued academic involvement, students may be admitted at any point during the school year.

Notification

Once the lottery has been conducted, parents and guardians of applicants will be notified about whether their children have been granted seats at the school or if they are on the waitlist. Parents and guardians will be asked to confirm their intent to enroll their child in the school within two weeks of the notice being sent.

In addition to notification of intent, an Enrollment Form will be filled out by the parent and/or guardian which will include information regarding the special needs of students, including students with IEPs or those who are ELLs, and any other information that would be necessary for school planning. The Enrollment Form must be completed at least 30 days prior to the first day of attendance.

Enrollment

In addition to completing the Enrollment Form, the enrollment process also includes the completion and returning of any other required paperwork, as well as submission of evidence of adequate immunizations. The entirety of the enrollment process must be completed prior to the first day of school. Translation assistance will be provided to those parents who do not speak English.

Notification of Intent to Re-enroll

Regardless of when a student enrolled in the school, at the end of each school year, parents and guardians will be sent a form requesting that they notify the school of their intent to re-enroll the student for the following school year. These forms will be sent out at least a month prior to the last day of school and must be completed and submitted by close of business on the last day of school. If such forms are not returned to the school in a timely manner, the administration has the right to exclude the student from enrollment for the following school year. For purposes of this section, the summer session will not be included in the school year.

Voluntary Withdrawal

As ROADS Charter School is a public school of choice, families may withdraw their child from the school at any time. Withdrawal must be made in writing. The school will ensure the timely transfer of any necessary school records to the student's new school. Parents can voluntarily withdraw after winning a seat in the lottery thereby indicating that they do not wish to enroll their child.

¹ For example, a seat will be determined vacant if a student and/or his/her parent officially withdraws from school, is imprisoned or detained for a substantial period of time, or is absent for more than 20 consecutive days.

Attachment 36: Admissions Policy

ROADS Charter School Enrollment Application

Deadline: Applications must be delivered to the school by hand, mail or email no later than June 17th, 2011. Please contact the school directly to see if any additional information is required prior to the deadline.

STUDENT INFORMATION

Student's Last Name: _____

First Name: _____ Middle Initial: _____

Date of Birth: _____ Student I.D.: _____ Male ___ Female ___

Email: _____ Phone: _____

Address: _____

City: _____ State: _____ Zip: _____

Last Completed Grade: _____ Number of Credits Earned: _____

Current School (if applicable): _____

Community School District where student resides: _____

(Check your Community School District by calling the number 311 or online by entering your address at:

<http://gis.nyc.gov/dcp/at/fl.jsp>)

Check all admissions preference criteria that apply:

- History of criminal justice involvement
- Involvement with foster care system and/or child welfare system
- Homeless or runaway youth
- Formerly dropped out of school
- At least one year behind their graduation cohort

PARENT/GUARDIAN INFORMATION

Parent's Last Name: _____

First Name: _____ Middle Initial: _____

Primary Phone: _____ Work Phone: _____ Cell Phone: _____

Address (if different from above): _____

City: _____ State: _____ Zip: _____

Parent's Last Name: _____

First Name: _____ Middle Initial: _____

Attachment 36: Admissions Policy

Primary Phone: _____ Work Phone: _____ Cell Phone: _____

Address (if different from above): _____

City: _____ State: _____ Zip: _____

SIBLINGS

Does the applying student have a sibling attending ROADS Charter School? Yes ____ No ____

If so, please list name and date of birth of sibling:

1) Last Name: _____ First Name: _____

Date of Birth: _____

2) Last Name: _____ First Name: _____

Date of Birth: _____

OTHER INFORMATION

This information is optional but providing it may increase your student's chances of admission to certain schools. Please include information about whether the student receives special education services, is an English Language Learner and/or qualifies for free or reduced-price lunch in the space below. You may also have to provide supporting documentation.

AGREEMENT

I affirm that the information I have submitted above is true to the best of my knowledge. Additionally, I understand that submitting this application does not guarantee admission to ROADS Charter School.

Print Name: _____

Signature: _____ Date: _____

NOTE

If ROADS Charter School has more applicants than open spots, a lottery will be held consistent with the School's Admissions Policy. If the student is not selected via lottery, spots on the waiting list will be filled in order of how many preference criteria apply. For example, a student that meets three of the preference criteria will be placed in front of a student that only meets two of the criteria. This ordering will apply regardless of whether a student applies for enrollment prior or subsequent to the lottery.

Attachment 37: Discipline Policy

(a) *General Education*

Attach the charter school's student discipline rules and procedures for general education students. If your school is to have a provision for suspension or expulsion, include as well the long term and short term due-process protections for students and parents, and procedures and policies for implementing mandatory alternative instruction.

A Positive, Instructional, Proactive Discipline Policy

A positive, instructional, and proactive discipline policy is a critical component to the success of students at ROADS Charter School. Many of the School's students may have had prior negative experiences with ineffective discipline policies, and another experience with a counterproductive policy could cause serious setbacks in student achievement.

ROADS Charter School's discipline policy will reflect the discipline philosophy, principles, and practices outlined in Randall Sprick's work, *Discipline in the Secondary Classroom: A Positive Approach to Behavior Management*. The work has been used effectively with District 79 school leaders, classrooms and students, and promises to be a valuable tool to assist staff as they work with students at ROADS. It will be introduced and reviewed during the new teacher staff training prior to the School's first year of operation.

The ROADS Charter School discipline policy is *positive, instructional, and proactive* in nature, and reflects the following beliefs:

- *Positive*: The cornerstone to successful classroom management and school discipline is a positive attitude and a personal connection between staff and students. If either is absent, the entire school discipline structure will be lacking in its ability to effectively foster positive student behavior. All ROADS Charter School staff will take steps to know and care about students, build positive student-staff relationships, and solicit student perspectives. They will communicate the belief that each student can succeed in school, and will create guidelines for success that emphasize respect, effort, a positive attitude, and responsibility. They will set—and maintain—high expectations for *every* student's success.
- *Instructional*: Staff will define and teach clear and consistent behavioral expectations for all regularly scheduled activities. On the first day of the trimester, staff will communicate behavioral expectations for in-class work, and will routinely revisit the expectations throughout the year. They will use the ACHIEVE acronym to help students understand expectations surrounding regular classroom activities. ACHIEVE stands for:
 - **Activity**: What is the activity? What is expected?
 - **Conversation**: Can the students talk? With whom, about what, and for how long?
 - **Help**: How should students get their questions answered during the activity? How should students get teachers' attention? Are students allowed to get out of their seats? What reasons are acceptable to leave seats and is permission needed?
 - **Integrity**: Are students allowed to work together? What is considered cheating?
 - **Effort**: Which behaviors demonstrate active participation? Which behaviors indicate a lack of participation?
 - **Value**: How will students benefit from the activity? How should students demonstrate that they value the assignment?
 - **Efficiency**: What does productivity look like?

Teachers will develop plans to teach these expectations and will be prepared to respond consistently to student misbehavior. They will develop and display classroom rules that refer to specific, observable behaviors and that

Attachment 37: Discipline Policy

are stated positively. Students will have a clear understanding of which behaviors are expected and valued and which are not.

- *Proactive:* ROADS Charter School staff will develop specific plans for correcting early-stage misbehavior. Staff will initial use proximity, gentle verbal remands, discussion, family contact, appropriate humor and restitution. They will plan to implement corrective consequences consistently—regardless of how they might feel about the behavior when it occurs.

Consequences will fit the severity of the misbehavior and will be mild enough so that teachers feel comfortable implementing them each time a student exhibits an irresponsible behavior. Staff will implement the selected consequence unemotionally. Because students oftentimes exhibit behavior that teachers give the most attention to, staff will plan to interact only briefly with students when they misbehave—treating misbehavior as only momentary interruptions to a student's path to success. At a private and later time, teachers will talk with the student about the misbehavior as needed. Teachers will plan to interact with students at least three times more often when they are behaving appropriately than when they are misbehaving.

Teachers will learn these principles and practices during the incoming new teacher training. Incoming teachers will develop a system of consequences (i.e., loss of points, time owed, detention, etc.) to use both in their individual classrooms and across the school. They will also develop accompanying plans for how and when to involve the student's parent/guardian in discipline-related matters.

Throughout the school year, the School Leader will support teachers in their efforts by observing teacher performance in classrooms, offering constructive, private feedback on a teacher's classroom management and initiating school-wide discipline discussions as needed at weekly staff meetings.

Progression of Initial Disciplinary Procedures¹

While ROADS Charter School's behavior management system is strengths- and intervention-based, there may be a time at which a more disciplinary-based system of approaches is necessary. Teachers and staff should employ the intervention strategies explained above to the extent possible and only after he/she has not been successful with the student may a disciplinary procedure be imposed. Time in class and on task should be maximized in all instances.

Should an incident rise to the level of a disciplinary infraction and one of the following approaches may be necessary, the classroom teacher witnessing the event shall act immediately to deescalate the situation and ensure safety of all involved. Any adult staff member may issue a Detention when faced with the corresponding infractions. Any infraction necessitating discipline more serious than a Detention will be communicated to the Director of Student Support in writing. Unless otherwise noted, the Director of Student Support will be responsible for determining the level of discipline to impose. If the Director of Student Support recommends a Probation or Expulsion, these disciplinary options will require approval from the School Leader.

¹ For information regarding the discipline of students with disabilities, please see the next section.

Attachment 37: Discipline Policy

The following chart illustrates the progressive nature of the disciplinary procedures to be imposed at ROADS Charter School.

Type of Discipline	Time/Length	Location	Imposed by
Teacher's Detention	No longer than the end of the school day	On campus	Teachers, Social Workers/ Guidance Counselors/ Case Managers
School Detention	After school/ Variable lengths of time	On campus	Director of Student Support
Short-Term Suspension	1-10 days	On or off campus	Director of Student Support
Long-Term Suspension	>10 days	Off campus	Student Honor Board or School Leader
Disciplinary Probation	Any length		Student Honor Board or School Leader
Expulsion	Permanent		Student Honor Board or School Leader

Serious Offenses and Safety Threats

Serious offenses and safety threats will be handled on an individual basis. In these instances, it is not necessary to follow the above procedures. Teachers will contact the student's parent/guardian immediately.

Teacher's Detention

For repeated violations (or significant infractions) of posted classroom rules or other teacher-initiated classroom management norms, a student will be given a Teacher's Detention, which will require the student to spend time outside of the classroom in order to meet with the counselor to redirect his/her behavior. These will often last for a short period of time to be served on a single day and will always take place at the school facility. The student will be asked to leave the classroom upon repeated disruption and will proceed directly to the counselor. The student will be returned to class when it is clear that he/she can participate in the educational program without further disruption.

Examples of behaviors calling for a Teacher's Detention may be consistent and persistent interrupting of peers and/or the teacher despite warnings; outbursts in class that prevent other students from working; and/or using profanity. Given the student population served by ROADS, every attempt will be made to positively re-direct students and avoid Teacher's Detentions; however, if a teacher has been consistent, clear, and specific in his/her feedback to a student about how and why they are breaking classroom norms and the student has not been successfully re-directed, the teacher may be permitted to impose a Teacher's Detention. Following each Teacher's Detention, teachers will be required to articulate the presenting factors leading up to the detention, the actions they took to try to prevent the detention, and the reason they are recommending the detention. The Director of Student Support and the School Leader will periodically review such detentions for consistency – especially in the event that specific teachers are recommending more detentions than others.

Parents will be notified of a student's Teacher's Detentions at parent teacher conferences and other meetings but will not be called separately about notice of the classroom removal.

School Detention

If the student's behavior escalates and becomes substantially disruptive to the educational process or substantially interferes with a teacher's authority over the classroom, and a Teacher's Detention has been tried either that day or prior to that day for similar behavior, a School Detention may be imposed. If a staff member believes a School Detention is appropriate, he/she will be required to articulate in writing to the Director of Student Support the presenting factors leading up to the detention, the actions they took to try to prevent the detention, and the reason they are recommending the detention. The Director of Student Support shall approve all School Detentions and the School Leader will periodically review such detentions for consistency – especially in the event that specific teachers are recommending more detentions than others.

Attachment 37: Discipline Policy

School Detentions will take place over a series of days and the student will be required to stay at school for a period of time after the end of the school day or on the weekend. Students will be assigned to meet with the counselor, complete school assignments or other tasks as recommended by the staff member imposing the discipline and approved by the Director of Student Support. All detentions will be supervised by a ROADS staff member. The type and length of the School Detention will be determined on a case-by-case basis and will be reasonable to address the seriousness of the student's behavior.

After a student is given a School Detention, the student's parent/guardian will be notified by telephone. When a student is given one School Detention, a letter will be sent to the parent/guardian, and the parent/guardian will sign the letter and return it to the school. Upon receiving five School Detentions, the parent/guardian will be contacted to schedule a meeting. Students will not be penalized if a parent fails to appear at this meeting, but all outreach efforts should be employed to increase parent involvement. If the parent cannot attend, the meeting will be held with the student. The purpose of meetings will be to discuss the student's behavior and develop a plan to prevent that behavior from occurring in the future.

A School Detention may be issued for any offense listed above in the paragraphs explaining Teacher's Detentions, as well as for the following:

- Failure to report to a Teacher's Detention;
- Dress code violation;
- Boisterous conduct in the school building; and
- Any type of behavior that is disrespectful or subversive in nature to the administration, faculty, or staff of ROADS Charter School.

Suspension

Suspension is intended to remove the student from peers and the class environment. This longer period of separation provides the student time to reflect on his/her behavior and to consider a possible pattern of behavior that will be more positive and less disruptive to his/her education and the education of his/her peers. The length and nature of all suspensions will be immediately recommended in writing by the teacher or staff member witnessing the infraction, but will ultimately be determined by the Director of Student Support with oversight from the School Leader.

Short-Term Suspension

If student behavior is physical in nature and is seriously disruptive to the educational process, or if it is dangerous or violent, a harsher punishment will be imposed upon the student – Short-Term Suspension. A Short-Term Suspension will remove the student from the classroom setting. Most frequently, the student will still remain at the school site during the suspension. Students given on campus Short-Term Suspensions will arrive at school at the regular time. Teachers will give the student written assignments that he/she must complete under the direct supervision of a designated staff member. In certain select circumstances (if the safety of other students or staff is a concern), the student may be given an off campus Short-Term Suspension. In such cases, the student's placement will be determined by the Director of Student Support upon suspension and assignments will be delivered to the student (with an expectation they will be completed during the Suspension). The maximum number of days a student may be suspended for a Short-Term Suspension is ten school days.

A student may be suspended for any of the following acts:

- Theft, destruction, or defacement of school or personal property during school hours or during school-sponsored events (Parents/guardians will be held financially responsible);
- Defiance, disrespect, or abuse of school authority;
- Harassment;
- Hazing;

Attachment 37: Discipline Policy

- Fighting;
- Profanity or vulgarity in word or gesture;
- Narcotics possession or use (marijuana, dangerous drugs, or other harmful substances);
- Smoking or possessing tobacco products on campus or at school-sponsored events;
- Being under the influence of, or possessing, alcohol or any controlled substance at school or any school-sponsored event;
- Writing on, tagging, or defacing school property; and
- Any infraction not listed but considered sufficiently serious by the School Leader.

Short-Term Suspensions will not be imposed without minimal due process consisting of:

1. Informing the student of the charges against him/her;
2. Hearing the students' reiteration of the events; and
3. Informing the student of the determination and penalty.

A student may not be suspended or expelled for any misconduct unless that act is related to school activity or school attendance that act occurs at any time, including, but not limited to 1) while on school grounds; 2) while going to or coming from school; 3) during the lunch period whether on or off the campus; or 4) during or while going to or coming from a school-sponsored activity.

Parents will be informed of all Short-Term Suspensions.

Long-Term Off-Campus Suspension

In select circumstances, the infraction might be such that a Short-Term Suspension is not sufficient and instead, a longer suspension may be imposed. For any suspension longer than ten consecutive school days, there will be a hearing and the student will have the right to:

- Involve counsel in any due process proceedings;²
- Confront and present witnesses; and
- Challenge and present evidence.

In most cases, the Student Honor Board, led by the Director of Student Support, will be responsible for holding such hearings. The length of the suspension (or expulsion) and the nature of the placement will be recommended by the Student Honor Board to the School Leader who will be responsible for imposing the final punishment for the student.³

Upon determining a Long-Term Suspension is appropriate, the Director of Student Support will reach out to the accused student's parent (or the student, if 18 or older) to get permission for the Student Honor Board to hear the case. If there is a victim or another student involved in the infraction, and such a hearing would disclose confidential information about that student, consent will also be obtained from the student's parent (or from the student himself/herself). Written consent will be obtained for the release of any confidential information. In such cases where a parent (or a student) does not consent to share information with the Student Honor Board, a hearing will be held by staff designated by the School Leader and discipline will be imposed following the hearing.

A student may not be suspended or expelled for any misconduct unless that act is related to school activity or school attendance that act occurs at any time, including, but not limited to 1) while on school grounds; 2) while going to or

² To the extent a student seeks to have counsel present at a disciplinary hearing, such counsel will not be provided or paid for by the school.

³ The federal Gun Free School Zones Act requires that any student found to have possessed a firearm at any setting under the control and supervision of the school for student activities be suspended for at least one calendar year. Any such suspension shall follow the school's due process procedures for Long-Term Suspensions. The School Leader may modify, in writing, the one year suspension on a case-by-case basis. However, in all instances where the School Leader determines that a student possessed a firearm at a school setting, the School Leader shall report such determination to the County Attorney or other appropriate law enforcement official.

Attachment 37: Discipline Policy

coming from school; 3) during the lunch period whether on or off the campus; or 4) during or while going to or coming from a school-sponsored activity.

Alternative Instruction

In all cases of suspension, alternative instruction will be provided within 24 hours of such suspension or expulsion and shall consist of actual live instruction as well as all assignments for the duration of the suspension. Alternative instruction will be at least 90 minutes and will be of such quality that the student will take all assessments and be given all assignments in order to keep pace with his/her classes and, as appropriate, graduate on time. Students that do not report to school for alternative instruction will be marked as absent.

Disciplinary Probation

Disciplinary Probation refers to a period of time, prior to expulsion, determined by the School Leader during which a student's behavior is monitored and evaluated to determine the student's right to remain at ROADS Charter School. The Disciplinary Probation period is a positive attempt to help the student realize that all choices carry consequences and is designed to help the student correct his/her behavior. Disciplinary Probation may be imposed if a student has had three or more suspensions in a given two year period.

Disciplinary Probation will only be imposed in one of two ways:

1. After a full due-process hearing where the School has the grounds to expel the student but rather than do so it places the student on probation and then gives the student minimal due process when the School Leader decides the probation is violated; or
2. After minimal due process where the School has grounds to place the student on probation and then gives the student a full due process hearing prior to the expulsion in the case that probation is violated.

Expulsion

If a student engages in behavior that would qualify for a School Detention or harsher penalty while on a period of Disciplinary Probation, he/she may be permanently expelled from the school. Measures will be taken by staff to find an appropriate community school placement for any student who is expelled.

In addition to violating Disciplinary Probation, students can be expelled from ROADS Charter School for any of the following major violations or for repeating any violation listed under the Suspension section:

- Brandishing a knife at another person, or possession or use of any weapons or firearms on school premises or at school sponsored events;
- Possession of an explosive;
- Unlawfully selling a controlled substance including providing or selling narcotics of any kind (immediate expulsion);
- Inflicting or causing bodily harm to any person on campus;
- Committing or attempting to commit a sexual assault or committing a sexual battery;
- Assault or battery, or any threat of force or violence directed toward another;
- Fighting;
- Theft of, tampering with, or unauthorized handling of a teacher's grade book, textbook, handbook, keys, briefcase, or other personal items;
- Tampering with fire alarms or extinguishers; and
- Any infraction considered sufficiently serious by the School Leader (multiple suspensions, consistent defiance, etc.)

A student may not be suspended or expelled for any misconduct unless that act is related to school activity or school attendance that act occurs at any time, including, but not limited to 1) while on school grounds; 2) while going to or

Attachment 37: Discipline Policy

coming from school; 3) during the lunch period whether on or off the campus; or 4) during or while going to or coming from a school-sponsored activity.

Prior to an immediate expulsion (as opposed to expulsion because of a violation of Disciplinary Probation), a hearing in front of the Discipline Board will be held. To expel a student, the Student Discipline Board will hold a hearing and the student will have the right to:

- Involve counsel in any due process proceedings;
- Confront and present witnesses; and
- Challenge and present evidence.

Student Discipline Board

The Student Discipline Board is an advisory committee to the School Leader and will be composed of five students, selected each trimester (or at other times, as designated by the School Leader).⁴ One member will be selected by the School Leader and the staff members on the School Leadership Team will each select one additional member for the Board. Specific goals, rules and procedures for the Student Honor Board will be determined by the School Leader.

The Honor Board convenes when a student commits a serious violation of the Discipline Policy and is entitled to a due process hearing (prior to Long-Term Suspensions and Expulsions). The Board hears the evidence and comes to a final recommendation which is submitted to the School Leader. It may recommend disciplinary action, terms of probation, suspension duration, and/or withdrawal from the school or expulsion.

Notification and Parent Involvement

Parents/guardians will be notified of all hearings, but are not required to be present. Notification includes a written notice outlining the student's violations and the suspension/expulsion process. Parents/guardians are notified in writing of the final determination of the Student Honor Board.

Parents/Guardians have the right to appeal expulsions and suspensions to ROADS Charter School's Board of Trustees. If that is the chosen course, an appeal must be submitted within 30 days of being informed of the expulsion or suspension to the Board of Trustees. If there is such an appeal, the Board of Trustees will select three members to hear the case. A hearing will occur as soon as practically possible between the School Leader, the parent and the designated representatives from the Board of Trustees. The Trustees will determine the appropriate placement for the student. Unless there is a safety threat, the suspension or expulsion will not occur until the appeal has been heard and ruled upon by the Board of Trustees.

Record Keeping and Transfer

ROADS Charter School will collect suspension and expulsion data, which will be available for the Trustees to review.

All suspensions and expulsions will be documented in writing including student name, description of incident, and disciplinary action taken. As charter schools are subject to the federal Family Education Rights and Privacy Act of 1975 (FERPA; Title 20 U.S.C. §1232(g)) which requires a school to protect a student's privacy, the ROADS Charter School will not disclose any personally identifying information from the student's permanent records except as

⁴ Evidence shows that involving students in the school hearing process yields positive results for all parties involved. For more information see *An Interview with Judy Wolfe: School Courts Use Positive Peer Pressure to Change Behavior*, NYSBA Journal, January 2011, p. 34.

Attachment 37: Discipline Policy

authorized pursuant to FERPA, or in response to a subpoena, as required by law, including the Freedom of Information Law (FOIL). The parent/guardian of a student under eighteen years of age, or student eighteen years of age or older, is entitled to access the student's school records by submitting a written request to the School Leader. Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA. If students have records with the New York City Department of Education, they will be transferred in compliance with FERPA regulations.

Search and Seizure

The following rules apply to the search of school property belonging or assigned to a specific student and the seizure of illegal items found therein:

1. School authorities will make an individual search of student's book bag, desk, lockers, cubbies, and person only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process.
2. Searches will be conducted under the authorization of the School Leader or designee. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from student's desks, book bag, lockers, cubbies, and person by school authorities.

Off-Campus Events

Students at school sponsored off-campus events, including internships, field trips, and extracurricular activities will be governed by all the guidelines of the school and are subject to the authority of school staff. Failure to obey the lawful instruction of school staff can result in a loss of eligibility to attend school sponsored off-campus events and may result in additional disciplinary measures.

Attachment 37: Discipline Policy

(b) Special Education

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

Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses. ROADS will comply with all federal and state laws and regulations governing the discipline of students with disabilities, including 34 CFR §300.519-529 of the Code of Federal Regulations (CFR). Additionally, the following procedures will apply:

Special Cases

Students for whom the Individual Education Plan (IEP) includes specific disciplinary guidelines (e.g., a Functional Behavioral Assessment (FBA), Behavioral Intervention Plan (BIP) or goals and objectives related to student behavior) will be disciplined in accordance with those guidelines.

Safety

The School may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child:

- Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function;
- Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or to or at a school function; or
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

If any imposed disciplinary action appears to further disrupt student behavior or if there is a concern for health and safety of the student or others, the matter will be immediately referred to the local school district's Committee on Special Education (CSE) for consideration of changing placement.

Change of Placement

For purposes of removals of a child with a disability from the child's current educational placement, a change of placement occurs if:

- The removal is for more than ten consecutive school days; or
- The child has been subjected to a series of removals that constitute a pattern:
 - Because the series of removals total more than ten school days in a school year;
 - Because the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
 - Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

The School determines on a case-by-case basis whether a pattern of removals constitutes a change of placement. This determination is subject to review through due process and judicial proceedings.

Short-Term Removals

If a student violates the Discipline Policy, school personnel may remove a child with a disability from his/her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten consecutive school days and for additional removals of not more than ten cumulative school days in that same school year for separate incidents of misconduct.

Attachment 37: Discipline Policy

Long-Term Removals

For disciplinary changes in placement that exceed ten consecutive school days, if the behavior that gave rise to the violation of the Discipline Policy is determined not to be a manifestation of the child's disability, School personnel may apply relevant disciplinary procedures to students with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities, except as provided by 34 CFR §300.530(d).

Students who are removed for more than ten consecutive school days where the behavior is not a manifestation of the disability must:

- Continue to receive education services so as to enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the child's IEP; and
- Receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not reoccur.

Notice

On the date on which the decision is made to make a removal that constitutes a change of placement of a child with a disability because of an infraction, the CSE will notify the parent of that decision and provide parents with the procedural safeguards required by law.

Whenever procedural safeguards notice is issued pursuant to 34 CFR §300.523, the School will notify the CSE in order to keep the CSE appropriately informed of any disciplinary actions taken.

Manifestation Determination Reviews

For a student identified as having a disability who is removed for a total of more than ten days during the school year, the CSE of the district in which the student resides will be responsible for conducting a manifestation determination review. In no case later than 10 school days after the date on which such decision is made, the district's CSE and other qualified personnel will meet and review the relationship between the child's disability and the behavior subject to the disciplinary action.

This review will involve the School Leader (or a designee), parent/guardian(s) and relevant members of the student's IEP team. At the meeting, the group will review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parent/guardian(s) to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was a direct result of the school's failure to implement the IEP.

If one of these conditions was met, then the conduct is determined to be a manifestation of the child's disability. When the conduct has been determined to be a manifestation of the child's disability, the IEP team will conduct an FBA and implement a BIP (or if one already exists, the team will review the current BIP and modify it as appropriate). The student will be returned to the placement from which he/she was removed unless the parent and the school agree to the change of placement as part of the BIP.

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

ROADS Charter School will adhere to the requirements of 34 CFR §300.527. In accordance with this section, students who have not yet been determined to be eligible for special education and related services and who have engaged in behaviors that violated the Discipline Policy may assert any of the protections provided in Part 300 of Title 34 of the Code of Federal Regulations if the School or school district of residence had knowledge that the student was a student with a disability before the behavior that precipitates the disciplinary action occurred.

Attachment 37: Discipline Policy

Arrangements of Services During Removal

Students removed for a period of less than ten days will receive all classroom assignments during the time of his/her suspension. Arrangements will be made to permit a suspended student to make up assignments or tests missed as a result of such suspensions. The School will also provide additional alternative instruction within 24 hours by actual instruction, so that the student is given full opportunity to complete assignments and master curriculum, including classroom instruction, phone assistance, computer instruction, and/or home visits, and one-on-one tutoring.

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

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

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

Due Process

Parents may request a hearing to challenge either the decision regarding the removal and/or the placement or the manifestation determination. Whenever a hearing is requested related to disciplinary removals, the parent and the School must have an opportunity for an impartial hearing process which the CSE is responsible for arranging within 20 school days of the date the complaint requesting the hearing is filed. The hearing officer has ten school days from the hearing to make a determination. The child remains in his/her current educational placement while the hearing is pending except as provided below:

If a parent/guardian requests a hearing or an appeal regarding a discipline action relating to weapons or drugs to challenge the interim alternative educational setting or the manifestation determination, the child will remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for the disciplinary action, whichever occurs first, unless the parent and School agree otherwise.

Attachment 38: Dress Code Policy

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

All dress code requirements reflect principles of cleanliness, respect, and safety. Students will not be required to wear uniforms. They will be expected to observe the following guidelines:

- **General:** Apparel depicting gangs, tobacco, alcohol, drugs, sexual connotations, obscenities, violence, and ethnic or racial slurs/superiority is prohibited. Students wearing clothing considered inappropriate by an administrator may be asked to change.
- **Headwear:** Students are not allowed to wear hoods or hats in class.
- **Jewelry:** Jewelry or body ornaments that are educationally distracting, potentially dangerous, or that pose health concerns are prohibited. Students may not wear sunglasses in class.
- **Skirts, skorts, shorts:** Skirts, skorts, and shorts must cover all appropriate body parts. All skirts, skorts, shorts, and dresses must be longer than the student's fingertips when arms are extended at sides while standing.
- **Shirts and blouses:** All shirts and blouses must cover the mid area. Clothing that does not adequately cover the body or that is torn/altered in an explicit or suggestive manner is not permitted.
- **Real World attire:** Students will wear appropriate professional attire when participating in Real World experiences (mentorships, job shadowing, internships). Students' attire should match the dress code of the organizations in which they are working.

Students with limited financial means will be provided with funds to purchase appropriate professional clothing for their Real World experiences, as determined on an as-needed basis and if the budget permits. Funds have been set aside in the school's budget for this purpose.

Attachment 39: Complaint Policy

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

Section 2855 (4) of the NYS Charter Schools Act provides that parents (as well as any other individual) who believe that a charter school has violated a term of its charter or the law may complain formally to the school and seek relief. If a student, family or other individual issues a formal complaint about the school, the following process will be followed:

1. All complaints must be made in writing to the School Leader. Complaints may not be anonymous; there must be an individual or group who signs the complaint and is responsible for providing relevant information regarding the complaint.
2. The School Leader will notify the Chairperson of the Board of the type and nature of the complaint and his/her approach to investigating the complaint. There are two types of complaints:
 - a. If the complaint is about an operational issue – such as facilities, the admissions policy or, Special Education services – the Principal may delegate the investigation to the appropriate staff member.
 - b. If the complaint is about anything other than operational issues, the School Leader will maintain primary responsibility for investigating the allegation(s).
3. During the investigation, the investigator will gather all relevant evidence (including first person statements from staff, parents and students as necessary, collecting copies of any documents at issue and pursuing all other leads) to fairly assess the situation and develop an understanding of what happened. Investigations will be completed within 10 school days.
4. At the conclusion of the investigation, investigator (if not the School Leader) will prepare a report for the School Leader who will, in turn, propose action steps. The School Leader will present the recommended action steps at the next monthly meeting of the Board of Trustees who will be responsible for approving or denying the School Leader's recommendations. Should the Board not approve the recommendations, members may suggest and vote on alternative action steps for resolving the complaint, if appropriate.
5. The School Leader will send notification to the individual or group making the complaint in writing within 15 business days of the decision about the action steps approved by the Board of Trustees. The written response will be made available to all Board Members for comment prior to its transmission at least three business days prior to the aforementioned 15-day deadline. Once the written response has been transmitted to the relevant party, it shall be deemed final.
6. If, after the Board's final resolution has been transmitted to the complaining party, the individual or group determines that the Board has not adequately addressed the complaint, they may present that complaint to the Charter Schools Institute of the State University of New York (the Charter Entity), which shall investigate and respond.

Attachment 39: Complaint Policy

Contact information for the Charter Entity

Charter Schools Institute
The State University of New York
41 State Street, Suite 700
Albany, New York 12207
518/433-8277 (phone)
518/427-6510 (fax)
charters@suny.edu

7. If, after presentation of the complaint to the Charter Entity, the individual or group determines that the Charter Entity has not adequately addressed the complaint, they may present that complaint to the Board of Regents, which shall investigate and respond. The Charter Entity and the Board of Regents shall have the power and the duty to issue appropriate remedial orders to the school under their jurisdiction to effectuate the provisions of the New York Charter Law.

Attachment 40: Dissolution Procedures

Attach the procedures that the school would follow in the event of the closure and dissolution of the charter school, including for the transfer of students and student records, execution of a closure plan, and for the disposition of school assets. Please indicate the applicant's preference for distributing the assets to either the school district of location or another charter school within that district.

In the event of closure or dissolution of the ROADS Charter School, the Board of Trustees shall delegate, by vote, a party (or parties) primarily responsible for the duties of managing the dissolution process. This identified person will be responsible for ensuring that the following gets completed in a timely manner.

Closure Plan

Consistent with the outline to be provided by the Chartering Authority in the event of a dissolution proceeding, ROADS will create and implement a closure plan that will outline the procedures to be followed by all relevant parties.

Notification to Students, Families and Community Schools

This process shall include, though not be limited to, the notification to parents of children enrolled in ROADS Charter School, via accessible, multi-lingual public meetings and direct mailing. Additionally, a list of students attending the school will be sent to the relevant school district, in coordination with the New York City Department of Education. The above notifications will take place on the timeline designated by the SUNY Closure Plan. Meetings held in regards to dissolution will be held at multiple times and/or locations to ensure that all parents may attend.

Transferring Student Records

The ROADS Charter School shall transfer copies of all student records to the Department of Education prior to dissolution in accordance with SUNY's Closure Plan.

Transferring Assets

The remaining assets of the School, after satisfaction of outstanding debts, shall be transferred to another charter school within New York City.

Segregated Account

The School will establish a segregated account of no less than \$75,000 to pay for legal, audit and other such expenses deemed necessary in the event of the school's dissolution. Such monies will be set aside during the first three years of operation of the school and said monies will remain in a segregated account so long as the school is operational. Upon notice from SUNY that the school is to be closed, these sums will be transferred to an escrow account managed by a third party.

If, at any time, dissolution seems reasonably likely, or that the Board deems that a larger sum is necessary to ensure the speedy and efficient transfer of students, records, and assets, then that figure may be increased by majority vote.

Attachment 41: Personnel Policies

Attach a copy of the proposed school's personnel policies, including at least the following information:

- *The procedures for hiring and dismissing school personnel;*
 - *The school's required qualifications for hiring teachers, school administrators and other employees;*
 - *A description of responsibilities for staff members;*
 - *A description of the school's processes and criteria for evaluating teacher performance; and*
 - *A description of how teachers will be held accountable for student achievement.*
-

Employee Classifications

Full-Time Employees

Full-time employees are persons employed for greater than 25 hours per week. Full-time employees may fulfill the job responsibilities of several distinct positions and all hours will count cumulatively towards full-time status. Regardless of number of hours worked, no single employee will be eligible for benefits exceeding those allowed for a single, full-time position.

Full-time employees may be exempt or non-exempt, depending on the specific job responsibilities performed. All non-exempt employees will be eligible for overtime exceeding 40 hours per week, as per the Fair Labor Standards Act.

Part-Time Employees

Part-time employees are persons scheduled or employed for no more than 25 hours per week. Part-time employees are ineligible for employee benefits, with the exception of holiday, sick, personal and vacation time, which is earned on a pro-rata basis. On occasion, it may be necessary for part-time employees to work in excess of 25 hours per week, however if this is only an infrequent occurrence, this will not qualify as full-time eligibility. In the event that the employee consistently begins working more than 25 hours per week, they should seek official full-time employment status with the Director of Finance and Operations.

All part-time non-instructional employees are considered non-exempt and will be eligible for overtime on any and all hours worked in excess of eight per day.

Temporary Employees

Temporary employees are persons employed to work positions lasting less than six months. Temporary employees are ineligible for all employee benefits, excepting those mandated by federal, state and local law.

All temporary non-instructional employees are considered non-exempt and will be eligible for overtime on any and all hours worked in excess of eight per day.

At-Will Employment

All employees are considered "at-will" as per New York State Law. No contract shall be entered into on the part of the School committing the School or its Board of Trustees otherwise.

As "at-will" employees, any and all employees may be discharged for any reason or no reason, except those deemed discriminatory, such as decisions based on: race, creed, national origin, age, handicap, gender, sexual orientation or marital status or any other attributes protected by federal, state or local law.

Conversely, employees may resign at any time, for any reason or for no reason, without financial penalty, unlawful revocation of benefits or retaliation.

Attachment 41: Personnel Policies

In order to ensure the on-going success of students, the School and its systems, it is requested that all resignations be performed professionally and with appropriate warning. In addition, barring extenuating circumstances, instructional personnel who voluntarily resign mid-academic year, or without adequate warning, may be considered to have left unprofessionally, as it may jeopardize student success.

Certification and Requirements

Depending on the specific position, employees may be required to present certifications; this will be decided on an individual basis. However, all employees will be required to complete New York State fingerprint clearance prior to the commencement of work. All employees should begin the fingerprinting process immediately upon return of a signed offer letter. Those employees who have already been cleared to work in New York City Schools are still required to complete the necessary paperwork for fingerprint clearance. The Director of Finance and Operations will provide guidance on what filings are necessary and how to best expedite the process. In the event that fees are collected for fingerprinting or processing thereof, the employee shall pay all such fees.

In the event that any employee must begin work prior to completing fingerprint clearance, in order to prevent disruption of services, the following steps must be completed: 1) the School must conduct an independent criminal background check on the employee and find no offenses whatsoever, 2) the employee must sign an affidavit ensuring that they have no criminal convictions, pending investigations or know of any reason why they should reasonably be refused employment in a public school 3) the Board of Trustees must approve emergency conditional appointments for the explicitly listed employees, and 4) the employee in question must begin the fingerprinting process immediately and expeditiously and convey all status updates to the school.

Our mandatory safety policy, as it pertains to an emergency conditional appointment, will ensure the health, education, and safety of all students and staff. Two policies that will be undertaken during that period are an open door policy and ensuring more than one adult in the room with students at all times. The nature of the ROADS model is such that team teaching is the norm, and teaching assistants are often providing in-class supports.

Hiring Procedures

In order to create and maintain an exemplary school, superior talent must be attracted, selected, cultivated and retained. In order to do so, the following steps must be followed when filling any position at the School.

1. Formal Resume and Cover Letter Review – All candidates, regardless of affiliation or connection to the School and/or staff must submit a formal cover letter and resume, which will be reviewed by all members of the hiring committee. The hiring committee will contain no fewer than four persons, who are selected by the School Leader and Director of Finance and Operations.
2. Initial Telephone Interview – In order to preserve school time, candidates who pass the resume review will be contacted by the School Leader, the Director of Finance and Operations or a designee for a brief phone interview.
3. In-person Interview – Candidates who are selected via telephone interviews will be invited to the School for in-person interviews with no less than three staff members, though preferably more. Formal rubrics will be designed and completed by all interviewers for all candidates. Whenever possible, other staff members should be encouraged to observe or informally meet with potential new hires and provide feedback.
4. Live Scenarios – All prospective staff must perform relevant work functions, under either time constraints or live observation. These scenarios will take a variety of forms, depending on the position in question and may include: sample lessons, project based-learning facilitation, lesson planning, mock-counseling sessions,

Attachment 41: Personnel Policies

mock-disciplinary scenarios, mock-parent engagement, mock-mediation, administrative tasks and/or writing samples.

When possible and appropriate, Steps 4 and 5 should be conducted on the same day to minimize disruption to the School. In addition, the hiring committee should err on the side of more interviews and scenarios, rather than less and more staff opinion, rather than less. In order to build and maintain a healthy culture of high achievement hiring must be allocated considerable time, resources and thoughtfulness.

While the Director of Finance and Operations is primarily responsible for coordinating the recruiting and interviewing process, all hiring decisions are ultimately at the discretion of the School Leader, who is encouraged to take all internal feedback extremely seriously. In the case of Director Level hires, the Board of Trustees will conduct additional interviews and scenarios, as if the School Leader sees fit.

At no time shall hiring decisions be influenced by considerations of: race, creed, national origin, age, handicap, gender, sexual orientation or marital status or any other attributes protected by federal, state or local law. ROADS Charter School is proud to be an Equal Opportunity Employer.

Job Responsibilities

Job responsibilities listed for the below positions may include, but are not limited to:

School Leader

- Create and implement all academic systems
- Research and review all assessments and curricula on an on-going basis
- Create, and regularly update and present academic metrics to staff and Trustees
- Manage all instructional and select non-instructional staff, as per the attached organizational chart
- Serve as primary coach for all teaching staff
- Recruit, hire and cultivate extraordinary instructional talent
- Oversee the proper usage of classroom learning technologies
- Interface with stakeholders such as staff, Trustees, Friends of ROADS, parents, chartering entities, foundations and educational authorities
- Manage all academic-oriented reporting, including quarterly programmatic reports submitted to the Board of Trustees
- Cultivate a culture of professionalism, respect, rigor, creativity and excellence
- Serve as the ultimate disciplinary authority at the school
- Bear responsibility for the day-to-day management of the School and success of the mission
- Work to ensure that every student receive an individualized education, both in and out of the classroom that they might realize their academic and personal potential

Director of Finance and Operations

- Serve as a member of the School Leader's Cabinet
- Create and implement all non-academic systems
- Manage all non-instructional personnel, as per the attached organizational chart
- Create, and regularly update and regularly present operational and financial metrics to Trustees, and, when appropriate, staff
- Recruit, hire and cultivate extraordinary operational personnel
- Implement and oversee the proper usage of student information systems
- Manage effective financial and student information record keeping systems
- Conduct the annual fiscal and, if the School Leader designates, the programmatic audit
- Manage all non-academic reporting requirements
- Maintain all school financial records

Attachment 41: Personnel Policies

- Manage all fire and safety systems
- Manage all emergency plans
- Manage all employee benefits and human resources systems
- Manage all payroll systems
- Manage all school grants
- Coordinate with food service providers
- Coordinate with health service providers
- Interface with shareholders such as staff, Trustees, Friends of ROADS, parents, chartering entities, foundations and educational authorities
- Ensure that all school resources, physical, human, technological and otherwise are used for the ultimate success of students
- Cultivate a culture of professionalism, respect, rigor, creativity and excellence
- Bear responsibility for the day-to-day management of the School and success of the mission

Business Manager

- Support effective financial and student information record keeping systems
- Provide data in support of the annual fiscal and programmatic audit
- Manage all fire and safety systems
- Manage all emergency plans
- Provide necessary data and reporting as it relates to all school grants
- Coordinate with food service providers
- Coordinate with health service providers
- Until Year 3, take on the roll of an administrative assistant to the School Leader (see below)

Secretary

- Greet parents and students
- Facilitate student recruitment
- Manage student information systems
- Maintain student records
- Print progress reports and report cards
- Answer telephones
- Manage acquisition and distribution of student Metrocards
- Manage transportation, admission and food for field trips
- Assist School Leader, as needed

Director of Curriculum and Instruction

- Serve as member of the School Leader's Cabinet
- Research and review all assessments and curricula on an on-going basis
- Lead the process of developing and customizing curriculum, particularly in support of Academic PBL blocks
- Help support the knowledge management efforts, within and across ROADS Schools, to develop a high quality, accessible resource for teachers that captures and manages curriculum and promising practice
- Develop and manage ongoing Professional Development as it relates to curriculum
- Meet with Instructional Leadership Team, as necessary
- Support teachers in the delivery of exemplary direct and small-group instruction
- Manage and coach Teaching Assistants, as needed
- Deliver timely and relevant data on student progress to the School Leader
- Utilize all student information systems and grade-books, as requested
- Meet with parents both in and out of school, as needed
- Coordinate with ESL Teacher and Special Education Coordinator, as needed
- Implement effective uses of classroom technology

Attachment 41: Personnel Policies

Director of Partnerships

- Serve as member of the School Leader's Cabinet
- Work with Friends of ROADS to select, manage, and support viable, high quality partnerships for internships and job shadowing
- Design and lead Professional Development as it relates to components of Real World curriculum
- Liaise with District 79 regarding promising practices to enhance job readiness programming, with a particular focus on training for certifications, assessments, and internship/job shadowing protocols
- Work with Friends of ROADS to select, manage, and support a high-quality mentorship program
- Help support the knowledge management efforts, within and across ROADS Schools, that captures and manages Real World curriculum and promising practices
- Manage and coach Teaching Assistants, as needed
- Deliver timely and relevant data on student progress to the School Leader
- Utilize all student information systems and grade-books, as requested
- Meet with parents both in and out of school, as needed
- Coordinate with ESL teacher and Special Education Coordinator as needed
- Implement effective uses of classroom technology

Special Education Coordinator

- Serve as a member of the Instructional Leadership Team
- Ensure all Special Education students receive all services as required by their IEP
- Serve as primary contact with the Committee for Special Education (CSE)
- Deliver applicable special education services throughout the school day, with support from additional special education teachers
- Coordinate for delivery of services from outside providers
- Deliver timely and relevant data on student progress to the School Leader
- Lead pull-out groups, as needed
- Serve as push-in classroom teacher, as needed
- Maintain all relevant records
- Meet with parents, providers and stakeholders to ensure proper certification for all students in need
- When possible, offer additional education support services to non IEP-Students

ELL Teacher(s)

- Ensure all ELL Students receive all services ,as needed
- Deliver applicable ESL services throughout the school day
- Deliver timely and relevant data on student progress to the School Leader
- Lead pull-out groups, as needed
- Serve as push-in classroom teacher, as needed
- When possible, offer additional education support services to non ELL-Students

Director of Student Support

- Manage student emergencies and immediate safety issues
- Responsible for educating students and parents about school discipline policies
- Supervise the Student Honor Board in discipline hearings and other activities
- Communicate with parents following student removals and suspensions
- Build culture of high expectations and staff involvement
- Develop and implement student intervention plans
- Provide social work counseling to students and parents, including the provision of psycho-social assessment and diagnosis of behavioral disabilities with recommendations and/or environmental manipulations at the school, home and/or in the community with periodic re- evaluations

Attachment 41: Personnel Policies

- Organize and manage case conferences involving cooperation with other pupil personnel workers, school personnel and community agencies
- Act as an ombudsman for outreach and communication with parents and families
- Make referrals to high-quality public and private agencies with appropriate follow-up
- Manage other school support professionals, including the ability to coordinate, plan and lead in-service training
- Maintain appropriate school records and provides written reports and communications
- Lead in-service training and planning

Social Workers/Guidance Counselors/Case Managers

- Provide social work and academic counseling to students and parents, including advise regarding New York graduation requirements, scheduling protocols and other guidance duties
- Provide psycho-social assessment and diagnosis of behavioral disabilities with recommendations and/or environmental manipulations at the school, home and/or in the community with periodic re- evaluations
- Participate in case conferences involving cooperation with other pupil personnel workers, school personnel and community agencies
- Make referral to public or private agencies with appropriate follow-up
- Serve as a liaison between school, family and community resources
- Serve as a source of information regarding community resources
- Maintain appropriate school records and provides written reports and communications

Math and Literacy Specialists

- Serve as a member of the Instructional Leadership Team
- Guide and mentor other teachers on providing effective literacy and math strategies
- Work directly with students who have intensive literacy and math needs, as needed
- Ensure each classroom is a safe, respectful and rigorous learning environment
- Act as facilitator to project based learning
- Deliver exemplary direct and small-group instruction
- Manage and coach Teaching Assistants, as needed
- Deliver timely and relevant data on student progress to the School Leader
- Utilize all student information systems and grade-books, as requested
- Meet with parents both in and out of school, as needed
- Coordinate with ESL and Special Education Staff, as needed
- Implement effective uses of classroom technology
- Make meaningful contributions to school curricula
- Chaperone field trips
- Perform additional *specific* non-instructional duties, such as college readiness training, internship coordination or job-readiness training

General Education Teachers

- Ensure each classroom is a safe, respectful and rigorous learning environment
- Act as facilitator to project based learning
- Deliver exemplary direct and small-group instruction
- Deliver timely and relevant data on student progress to the School Leader
- Utilize all student information systems and grade-books, as requested
- Meet with parents both in and out of school, as needed
- Coordinate with ESL and Special Education Staff, as needed
- Implement effective uses of classroom technology
- Make meaningful contributions to school curricula

Attachment 41: Personnel Policies

- Chaperone field trips
- Perform additional non-instructional duties, such as college readiness training, internship coordination *or* job-readiness training

Teaching Assistants

- Ensure each classroom is a safe, respectful and rigorous learning environment
- Act as facilitator to project based learning
- Deliver small-group instruction and tutoring
- Assist all teachers as requested
- Collect timely and relevant data on student progress
- Meet with parents both in and out of school, as needed
- Coordinate with ESL and Special Education Staff, as needed
- In addition to all of the aforementioned, each Teaching Assistant will be assigned to other areas for targeted assistance (i.e., Real World, Curriculum Development, Technology, Operations)
- Implement effective uses of classroom technology
- Chaperone field trips

Salaries

All initial employee salaries shall be outlined in offer letters made to employees before work commences. Salary increases shall be documented in the relevant employee's human resources file and may be viewed, by the employee, upon request. The School Leader and Director of Finance and Operations are jointly responsible for setting individual staff salaries. The School Leader shall be solely responsible for setting the salary of the Director of Finance and Operations and the Board of Trustees shall determine the School Leader's salary.

While it is the intent and wish of the School to offer compensation competitive or in excess of that of New York City Public Schools, in no way should this be misconstrued as a formal commitment of any kind. Furthermore, no School employee has the right to make assurances or guarantees regarding salaries, salary increases, bonuses or employee benefits, other than those described herein.

All full-time employees, including the School Leader and the Director of Finance and Operations, as well as all instructional staff are 12-month employees. Teaching Assistants, as per their AmeriCorps contract, will serve a 12-month term of service.

Benefits

All full-time employees will be eligible for the following employee benefits:

- Health Insurance, for employee and family
- Dental Insurance, for employee and family
- Retirement Plan, 403(b)—with 5% employer match
- Disability Insurance
- Flexible Spending Account
- Sick Leave (10 days)
- Vacation Time (4 weeks)
- Personal Time (3 days)
- Maternity/Paternity Leave (in alignment with FMLA, but extending benefits to 6 months)
- Professional Development/Tuition Reimbursement (\$2000/per instructional employee)

Attachment 41: Personnel Policies

Employee Evaluation and Bonus

All full-time employees will be eligible for annual bonuses. Bonuses will be paid based on a rubric containing qualitative and quantitative performance metrics created specifically for each position, as well as school-wide metrics applicable to all positions. Formal staff evaluations, which will be conducted prior to the payment of any and all bonuses, will be scheduled in concert with critical events in the academic calendar and as such, all employees may not receive evaluations and bonuses at the same time. For example, bonuses for instructional staff will undoubtedly have metrics tied to performance on Regent's Exams, whereas Administrative Staff may have metrics related to the annual fiscal audit. Hence their bonuses may not always occur simultaneously. Employees should feel free at any time to inquire as to the date of their next formal evaluation or, as desired, request additional informal feedback from their supervisor. In addition, copies of the evaluation rubric are available upon request and should be used to guide day-to-day performance.

Bonuses for the School Leader will be determined by the Board of Trustees, based on metrics adopted annually, prior to the beginning of the fiscal year. In addition, the Board will approve, as a part of the budget approval process, the maximum percentage bonus for each position. Exact bonus amounts will be based on this percentage as well as the performance on the rubric and metrics outlined above.

Employee Grievance Procedure

The employee grievance policy is meant to protect employee rights to fair treatment as outlined in internal policies and all applicable laws. This policy is in addition to the complaint procedures detailed in the Charter Schools Act. Under school policy, the following employment actions may be grieved:

- Violation of school policy or suspicion of the same
- Suspension with or without pay
- Inappropriate workplace behaviors
- Misrepresenting school data, financial or student information or policies
- Equal Employment Opportunity Issues

Before any employee begins the grievance process, it is best to confront the Direct Supervisor informally to attempt to resolve the issue in question. The grievance process, while not an absolute last resort, is intended for use only in those cases where standard professional communication and reporting mechanisms prove insufficient.

Employees who wish to file a grievance should complete the following steps, in order until such time as the issue is resolved.

Appeal to the Direct Supervisor

If standard informal reporting mechanisms prove insufficient to resolve an issue pertaining to the above actions, an employee may submit a written grievance to their Direct Supervisor. Such a grievance shall contain any and all pertinent facts, evidence and opinions. Within three business days, the Direct Supervisor in question must report the existence of the grievance to their Direct Supervisor (in the case of the School Leader, the Board of Trustees) and should additionally transmit a full copy of the grievance and any accompanying documentation to that party.

Within ten business days, the Direct Supervisor of the employee submitting the grievance must respond to the grievance, in writing and make a reasonable effort to resolve the grievance in such a way as to protect the effective operation of the School and enforce any applicable policies.

At any time before, during or after the grievance process, the employee or Direct Supervisor in question may speak with the Director of Finance and Operations about the process itself or grieved actions.

Attachment 41: Personnel Policies

In the event that the Director of Finance and Operations is in fact one of the involved parties, the School Leader shall function, to the best of his/her ability in that role.

Appeal to Next-Level Supervisor

In the event that a written grievance to the Direct Supervisor does not resolve the issue in question, the above Appeal process should be repeated involving the Next-Level Supervisor (the Direct Supervisor of the employee's Direct Supervisor). In some cases may be the Board of Trustees may be the applicable "supervisor." The Supervisor will conduct an investigation and attempt to resolve the issue.

Appeal to the Board of Trustees

In the event that a grievance cannot be resolved using the above two steps, a written grievance may be submitted to the Chairman of the Board of Trustees. The Board may choose to address the grievance in full session or Board approved ad-hoc committee, however the existence of such a grievance and full documentation thereof, must be made available, upon request, to any and all Trustees.

The Board, or their authorized ad-hoc committee, must respond to the grievance, in writing, within 15 business days. In the event that a sub-committee issues the response, the response must be made available to all Board members for comment prior to its transmission to the relevant employees, at least 3 business days prior to the aforementioned 15-day deadline. Once the written response has been transmitted to the relevant employees it shall be deemed final and binding and no further appeal shall be heard.

Employee Rights Relating to Grievances

At no time during or after a grievance has been made shall an employee lose compensation or benefit, due to the existence of the grievance. If, however, the reported actions themselves warrant disciplinary action, entitled parties may undertake such action. In addition, at no time during or after a grievance has been made, shall any retaliation be taken under any involved party, in response to the issuance of a grievance.

Employees retain the right to withdraw a grievance at any time prior to the issuance of a written response by the relevant supervisor or Trustees. All such withdrawals must be submitted in writing in a timely manner.

Sexual Harassment

The School will, under no circumstances, tolerate, and employees should not allow, sexual harassment of any kind. Sexual harassment is defined by the school as: unwanted sexual advances, unwanted requests for sexual favors and other unwanted verbal, physical or written conduct. It can also include comments, conduct or display of materials that create a "poisoned" or "unwelcoming" environment where the person(s) feels psychologically or emotionally harmed, offended or intimidated on the basis of his or her sex.

Sexual harassment may include one or more of the following behaviors:

- Unwelcome sexual flirtation, advances, propositions or gestures
- Verbal harassment such as sexist jokes and innuendos
- Graphic, verbal comments about an individual's body
- Unwelcome display of sexual pictures or materials
- Intentional, unwanted physical contact
- Sexual assault (an offense under the *Criminal Code*)
- Retaliation (negative work consequence) or threat of retaliation for rejection of a sexual solicitation or advance

Any and all instances of sexual harassment should be reported immediately to the Director of Finance and Operations or the School Leader. Such offenses will be treated with the utmost seriousness, including, but not limited to immediate disciplinary actions.

Attachment 41: Personnel Policies

Employee Protections – Confidentiality and Non-Retaliation

The School will not tolerate *retaliation* against employees who complain of harassment, or who provide information in an investigation.

A complainant's or alleged harasser's name, or any circumstances related to the complaint will not be disclosed to anyone, except as necessary to investigate the complaint or take disciplinary action related to a complaint, or as required by law. Managers involved in a complaint are reminded to keep all information confidential, except in the above circumstances.

Attachment 42: Action Plan

Provide an action plan that outlines the steps that the founding group will undertake to ensure a successful start-up. In a well-organized chart, your action plan should include:

- *A list of the tasks to be completed between the time the charter is approved and the opening of the school.*
- *The start date and projected completion date of each task; and*
- *The person(s) responsible for each task*

The chart below outlines some of the main work streams that will need to be completed prior to the school's launch in the Fall of 2011:

Goal	Desired Outcome	Approximate Start Date and Projected Date of Completion	Person Responsible	Collaborators
Write and submit two applications to a New York State Chartering Authority in January 2011 proposing to launch two schools in New York City in the Fall of 2011 that will be accepted and chartered by The New York State Board of Regents in Spring 2011.	Two completed charter school applications are submitted to the Charter Schools Institute at SUNY on January 14, 2011	7/15/2010 - 1/14/2011	Founding Group, Board of Trustees	
Recruit and hire two high quality applicants for school leaders who will, in turn, recruit and hire school staff in anticipation of school launch in Fall 2011.	Potential candidates identified and contacted regarding the position	1/15/2011 - 2/15/2011	Executive Director of Friends of ROADS (ED)	Board of Trustees, Founding Group
	Potential candidates interviewed	2/15/2011 - 3/15/2011	Board of Trustees	ED
	A high quality applicant hired for school leader positions	3/15/2011 - 3/31/2011	Board of Trustees	
Cultivate individual donors and foundation/grant relationships sufficient to solicit private funding to cover the first year and a half of expenses for both ROADS Charter Schools, as well as the Friends of ROADS.	Grant opportunities are researched and evaluated	9/1/2010 - 2/28/2010	Founding Group, ED	Board of Trustees
	Grant applications are written and submitted to potential funders	1/15/2011 - 9/30/2011	ED	
	Grants are awarded to ROADS	1/15/2011 - 9/30/2011	ED	
	Potential individual high amount donors are identified and solicited	1/15/2011 - 9/30/2011	ED	Board of Trustees, Founding Group

Attachment 42: Action Plan

Goal	Desired Outcome	Approximate Start Date and Projected Date of Completion	Person Responsible	Collaborators
	Individual donors make contributions of over \$5000	1/15/2011 - 9/30/2011	ED	Board of Trustees, Founding Group
Establish robust initial school-based relationships and citywide relationships necessary to offer all students the following services: (A) mentors; (B) real world internships; (C) AmeriCorps volunteers; (D) Social Work graduate school interns; and (E) Other wrap around supports.	Identify and reach out to organizations to partner with in order to create a collaboration on soliciting and matching mentors with students (OR) Identify and reach out to companies/ community based organizations committed to spreading the word about mentorship opportunities with ROADS Scholars	2/1/2011 - 4/30/2011	ED	
	Secure meaningful adult mentors for each student enrolled in ROADS for year one	2/1/2011 - 9/30/2011	ED	School Leader
	Identify and reach out to companies/ community based organizations that could potentially offer meaningful internship and job shadowing opportunities to ROADS Scholars	2/1/2011 - 9/30/2011	ED	School Leader, Board of Trustees, Founding Group
	Complete application for Americorps grant sufficient to fund the number of volunteers needed in the first three years of school operations	1/3/2011 - 1/30/2011	Founding Group, ED	
	Secure commitment from one local school of social work to sponsor interns to work at ROADS on an ongoing basis	4/1/2011 - 6/30/2011	ED	
	Pursue other identified potential partnerships for	1/15/2011 - 7/30/2011	ED	Board of Trustees,

Attachment 42: Action Plan

Goal	Desired Outcome	Approximate Start Date and Projected Date of Completion	Person Responsible	Collaborators
	collaborations on service delivery (such as mental health supports, other wrap around supports) and enter into/set up high quality partnerships that are consistent with the ROADS model			Founding Group
Locate and secure two school facilities sufficient to house ROADS Charter Schools for at least a one year incubation period (though school facilities that can house the schools at maximum capacity are much preferred to prevent schools from having to move locations as the school grows).	Identify and visit potential DOE spaces that are centrally located, easily accessible, suitable for use as school facilities	7/15/2010 - 3/30/2011	Founding Group, ED	Board of Trustees
	Identify and visit private spaces that could be suitable for use as school facilities	1/15/2011 - 5/30/2011	Founding Group, ED	Board of Trustees
	Select and secure school facility	1/15/2011 - 5/30/2011	Founding Group, ED	Board of Trustees
	Develop a feasible blueprint for the ideal school facility	10/1/2010 - 5/30/2011	Founding Group, ED	
	Develop and implement a build-out plan that will enable the secured facility to be complete and ready for school launch in Fall 2011	1/31/2010 - 3/30/2011 (or when facility is selected)	ED	Board of Trustees
Recruit and secure applications from student applicants for ROADS Charter Schools who meet the desired eligibility criteria and who are appropriate and will benefit from the school model as designed.	Identify and contact venues/partnerships for publicizing the schools and spreading the word about how to apply for Fall 2011	3/1/2011 - 3/31/2011	ED	School Leader
	Meet with all D79 Referral Center staff members to explain school model and how to refer students to apply for Fall 2011	3/1/2011 - 3/31/2011	ED	School Leader

Attachment 42: Action Plan

Goal	Desired Outcome	Approximate Start Date and Projected Date of Completion	Person Responsible	Collaborators
	Design and print fliers with application for mass distribution	2/1/2011 - 2/28/2011	ED	
	Create translated versions of recruitment materials for distribution (Spanish, Chinese)	2/1/2011 - 2/28/2011	ED	
Design and implement a technology platform (Individual Life Plan, ILP) for student goal setting and progress monitoring for both students and adults to use when school launches in Fall 2011	Research and identify potential vendors to work with to develop the platform	1/3/2011 - 2/28/2011	Founding Group	
	Solicit at least 3 price quotes and basic project specifications for the creation of an ILP from vendors	3/1/2011 - 3/15/2011	ED	
	Create and execute a basic project plan for getting the platform completed for school launch (including main purposes, components and functions of the ILP)	2/1/2011 - 2/28/2011	ED	Founding Group
	Develop an ownership agreement to formalize product ownership once completed	1/3/2011 - 2/28/2011	Founding Group	ED
Complete all logistical and operational tasks necessary to start school in Fall 2011.	Schools open in September 2011 with a full roster of qualified teachers, support staff and other staff members	3/31/2011 - 8/1/2011	School Leader	ED, Board of Trustees
	Furniture is selected and ordered	5/15/2011 - 8/1/2011	School Leader	
	Students are selected and notified about enrollment processes, as well as school launch procedures	4/1/2011 - 7/1/2011	School Leader	

Attachment 42: Action Plan

Goal	Desired Outcome	Approximate Start Date and Projected Date of Completion	Person Responsible	Collaborators
Build out curriculum such that ROADS Charter School is prepared to launch in Fall 2011 with teachers ready to teach, assessments in place, materials and supplies ordered and course maps and sequencing completed.	Curriculum consultant is hired by Friends of ROADS to summarize curriculum materials and interview publisher, the founding group and other users	1/15/2011 – 3/15/2011	ED, School Leader	Founding Group
	Course materials are reviewed, selected and ordered	3/15/2011 – 4/15/2011	School Leader	ED, Consultant,
	Professional development calendar is build-out, summer institute is designed and materials are distributed	4/15/2011 – 6/15/2011	School Leader	ED, Consultant, Director of Curriculum and Instruction (if hired)
	Summer institute effectively prepares all school staff for school start and teaching assignments/schedules are finalized	7/1/2011 – 7/31/2011	School Leader	Academic staff
	Teachers refine the scope and sequence for the first three semesters and create unit plans	7/1/2011 – 8/30/2011	Academic staff	

Attachment 43: Supplemental Information

If you have any additional information that you think would be helpful to the Institute and the SUNY Trustees in their evaluation of your proposal, you may provide it here.

Throughout this application, Friends of ROADS has been mentioned and it is worth spending some time here explaining more thoroughly the role of this organization in relation to the School.

Structure of Friends of ROADS

Friends of ROADS will be incubated by Blue Ridge Foundation and will utilize the services of a fiscal conduit called FJC, A Foundation of Philanthropic Funds. Blue Ridge Foundation New York supports start-up nonprofit organizations in New York City. Their support includes funding, strategic assistance, a grantee community and back office support. Clients working with Blue Ridge often employ the services of FJC, which is a public charity that provides total management of charitable giving. Over 1,000 FJC Donor Advised Funds have been established and to date, over \$100,000,000 in grants have been made to charities in the United States and around the world. See Attachment 23 – Funder Support Letter – Evidence of Community Support (FJC) for more information.

Goals and Responsibilities of Friends of ROADS

Friends of ROADS (Friends) has two sets of goals: short and long term. In the short term, the ultimate goal is to help launch two schools that serve to reengage students and provide them with a full spectrum of services such that they graduate with a Regents diploma, as well as being college and career ready. Friends is necessary so that (a) the School Leader can focus his/her efforts on hiring, curriculum, and school-based operations; and (b) because the student population is so unique and the model relies on strong partnerships and community engagement.

In the long term (after both ROADS I and ROADS II are successfully operating), the goal of Friends of ROADS is two-fold.

First, Friends of ROADS will conduct fundraising and external relations on behalf of the Schools. The goal will be to raise enough money and create the necessary number of citywide partnerships to fully make the school model successful and sustainable. Specific responsibilities will include:

- Fundraising – Friends of ROADS will be responsible for raising private revenue for the Schools through individual donors, grants and other opportunities;
- External Affairs– Friends of ROADS will cultivate citywide relationships, including evaluating potential partners for service delivery (e.g., mental health, substance recovery), building awareness in community and government agencies that will refer students, and evaluating and developing mentor and internship opportunities.
- Staff Recruitment – Friends will identify, vet and present highly qualified applicants to ROADS SL.

In the long term, Friends will cultivate relationships that could potentially fill one or many of these rolls.

Second, Friends of ROADS will seek to grow the model by starting additional schools in and around New York City. The long term goals will be further developed as the organization is launched and well on its way to meeting the established short term goals.

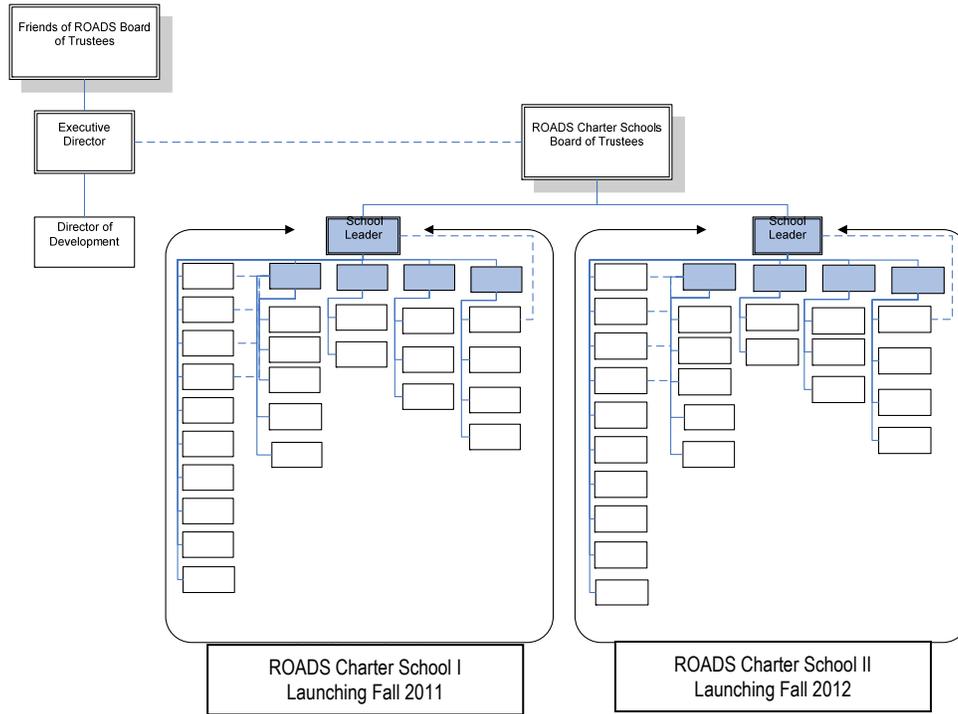
Organizational Growth

In year three of its operation, the role of Friends of ROADS will be evaluated, and centralization of some school functions will be contemplated. To benefit from operational, curricular, and intellectual economies of scale, ROADS Charters may begin to contemplate expansion in Year 3. As the Board of ROADS determines appropriate, applications to start additional schools may be filed. Applicable procedures will be filed and relevant amendments to the charter will be sought should the Board determine growth to be the appropriate course of action.

Attachment 43: Supplemental Information

Management Structure

The Executive Director of Friends of ROADS will initially act as a liaison to the Board of Trustees of ROADS Charter Schools. Once a board is developed for Friends of ROADS, the Executive Director of Friends of ROADS will be held accountable to the Board of Trustees of the Friends of ROADS. The Executive Director will also work closely with the School Leader of each School, but the School Leaders will be accountable to the Board of Trustees of ROADS Charter Schools. This diagram illustrates the interaction between Friends of ROADS and ROADS Charter Schools:



Attachment 43: Supplemental Information

Budget

The following is a projected budget for Friends of ROADS:¹

Friends of Roads: 2 Year Budget				
Description	Year 1	Year 2	Total	Notes
	July 1, 2010- June 30, 2011)	July 1, 2011- June 30, 2012)		
Revenues				
Individual Donations		\$500,000	\$500,000	
Foundation Grants	\$750,000	\$1,000,000	\$1,750,000	
Corporate Sponsorships	\$0	\$0	\$0	
Fundraisers	\$0	\$0	\$0	<i>Breakout each projected fundraiser as a separate line item</i>
In-kind donations	\$0	\$0	\$0	
Total Revenues	\$750,000	\$1,500,000	\$2,250,000	
Expenses				
Salaries	\$146,300	\$153,615	\$299,915	<i>130K for ED and 90K for Dir of Development plus benefits. Plus 33% pay taxes, fringe, benefits, and performance incentives</i>
Rent	\$10,000	\$22,000	\$32,000	
Office Supplies	\$2,000	\$3,000	\$5,000	
Computers/technology	\$3,500	\$3,500	\$7,000	<i>laptops and wireless cards for team members</i>
Postage	\$1,000	\$1,000	\$2,000	
Telephone	\$1,200	\$1,200	\$2,400	<i>land line and blackberry service</i>
Utilities	\$1,350	\$1,450	\$2,800	<i>basic utilities</i>
Fundraising Costs	\$5,500	\$6,000	\$11,500	
Professional Services	\$3,500	\$4,200	\$7,700	
Advertising/Marketing	\$5,000	\$7,000	\$12,000	
Insurance	\$1,000	\$1,200	\$2,200	
Travel	\$6,000	\$6,000	\$12,000	
Total Expenses	\$186,350	\$210,165	\$396,515	
Balance	\$563,650	\$1,289,835	\$1,853,485	

¹ This budget represents the first two years of operations for Friends of ROADS. Friends will support the launch of ROADS I and the pre-launch phase for ROADS II during this time.