

REDACTED

CHARTER

***ACHIEVEMENT FIRST
BROWNSVILL CHARTER
SCHOOL***

REDACTED



THE STATE EDUCATION DEPARTMENT/THE UNIVERSITY OF THE STATE OF NEW YORK

SECRETARY, BOARD OF REGENTS
Rm. 110, State Education Building
Albany, New York 12234
Tel. (518)474-5889
Fax (518) 486-2405
E-mail: TLofrume@mail.nysed.gov

December 17, 2008

Gina Musumeci
Achievement First Brownsville Charter School
2021 Bergen Street
Brooklyn NY 11233

RE: Document No. 355
Achievement First Brownsville Charter School
Revision to Charter
Date of Action: July 28, 2008

Dear Ms. Musumeci:

Enclosed is a copy of the Revision to Charter (with paginated pages) for the above-referenced school. Please file these at the school's corporate office. Kindly acknowledge receipt of these documents by completing the bottom section of this letter and returning the letter to the Regents Office, Room 110, State Education Building, Albany, New York 12234.

Thank you.

Sincerely,


Anthony Lofrumento

Enclosure

RECEIVED BY: _____

DATE RECEIVED: _____

cc: Kirti Goswami
School Improvement Services
Darlene Mengel
Ira Schwartz
Ralph A. Rossi, II ✓

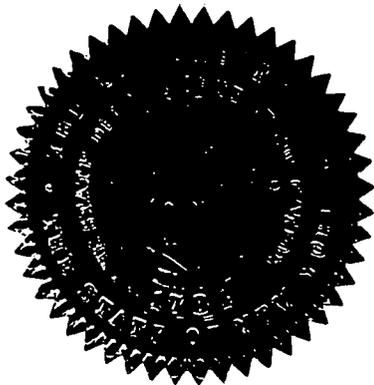
The University of the State of New York
Education  Department

**ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL
REVISION TO CHARTER**

This Instrument Witnesseth That the Board of Regents for and on behalf of the Education Department of the State of New York at their meeting of July 28, 2008,

Voted, that

The Board of Regents approve the proposed revision to the charter of the Achievement First Brownsville Charter School as set forth in the attached First Revision Charter Agreement dated June 23, 2008 between Achievement First Brownsville Charter School and the Board of Trustees of the State University of New York.



Granted, July 28, 2008, by the Board of Regents of The University of the State of New York, for and on behalf of the State Education Department, and executed under the seal of said University and recorded as Number 355.


Chancellor


President of the University and
Commissioner of Education

FIRST REVISION TO THE CHARTER

1. This agreement is executed on this the ___ day of June 2008 by and between the undersigned to revise the charter agreement between them entered into on or about the 26th day of October 2007.
2. The Charter Agreement is proposed to be revised per the terms set forth in Exhibit A attached hereto, such proposed terms having been approved by the Trustees.
3. The revision shall only take effect upon approval by the Board of Regents or by operation of law pursuant to subdivision 2852(5-a) or (5-b) of the Education Law as the case may be.
4. Capitalized terms used in this revision are defined as set forth in the Charter Agreement unless otherwise indicated, as is the use and validity of facsimile signatures and the execution of this revision by counterpart.

BOARD OF TRUSTEES OF THE
STATE UNIVERSITY OF NEW YORK

ACHIEVEMENT FIRST
BROWNSVILLE
CHARTER SCHOOL

Jennifer G. Sneed 6/19/08
Name Date

Kelly K. Wachowicz 6-23-08
Name Date

By: Jennifer G. Sneed, Ph.D., acting for
the Board of Trustees of the State
University of New York

By: Kelly K. Wachowicz

Title: Senior Vice President, Charter Schools Institute,
State University of New York

Title: Chair, Board of Directors

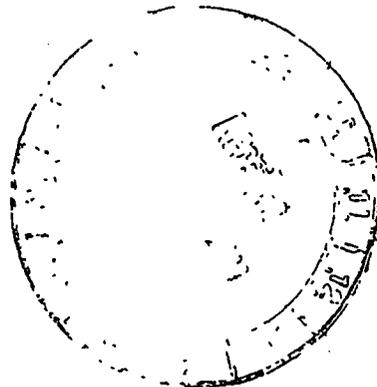


EXHIBIT A

1. The Charter Agreement is revised to delete Attachment 5 of the Terms of Operation and to substitute it with the attached, revised Attachment 5.
2. The Charter Agreement is revised to delete Attachment 6 of the Terms of Operation and to substitute it with the attached, revised Attachment 6.
3. The Charter Agreement is revised to delete Attachment 12 of the Terms of Operation and to substitute it with the attached, revised Attachment 12.
4. The Charter Agreement is revised to delete Attachment 46 of the Terms of Operation and to substitute it with the attached, revised Attachment 46.
5. The Charter Agreement is revised to delete Attachment 47 of the Terms of Operation and to substitute it with the attached, revised Attachment 47.
6. The Charter Agreement is revised to delete Attachment 48 of the Terms of Operation and to substitute it with the attached, revised Attachment 48.
7. The Charter Agreement is revised to delete Attachment 58 of the Terms of Operation and to substitute it with the attached, revised Attachment 58.

Attachment 5

Student Enrollment Information

Achievement First Brownsville Charter School will open in the fall of 2008 serving students in grade K and 1. The plan at capacity is to serve 954 students in grades K through 12. As the school grows, it will be sub-divided into three distinct academies: elementary (K-4), middle (5-8), and high school (9-12). Enrollment in the first year will consist of 168 K and 1st grade students. In its initial term the applicant is requesting to open with grades K and 1, and is also proposing growth in grades K-4 and 5-7 in the initial term of the charter.

Starting in the third year of the school, we plan to begin the middle school academy with 84 students in the 5th grade. The total enrollment for each grade is captured in the chart below.

After the third grade, we expect to have some natural attrition as students move away from the North Crown Heights community in Brooklyn. Because we are fully committed to serving all students, this planned attrition is NOT the result of asking students to leave. In the event that a student does leave Achievement First North Crown Heights Charter School, we will replace the student with a child from the waiting list, up to grade six. It will become more difficult to introduce students to the discipline and rigor of our program as the curriculum advances: therefore, students lost to attrition will not be replaced after the 6th grade.

Grades	Ages	Number of Students				
		Year 1	Year 2	Year 3	Year 4	Year 5
K	5	84	84	84	84	84
1	6	84	84	84	84	84
2	7	0	81	81	81	81
3	8	0	0	78	78	78
4	9	0	0	0	75	75
5	10	0	0	84	84	84
6	11	0	0	0	81	81
7	12	0	0	0	0	78
8	13	0	0	0	0	0
9	14	0	0	0	0	0
10	15	0	0	0	0	0
11	16	0	0	0	0	0
12	17	0	0	0	0	0
Total students		168	249	411	567	645
Number of classes per grade		3	3	3	3	3
Average number of students per class		14	18.3	27.4	27	29.5

We have proposed this enrollment plan in order to maintain small school divisions (K-4 will have approximately 402 students, and the 5th-8th division will have approximately 318 students), while still having enough students per grade to enable us to employ full-time specialists in physical education, music, and other subjects. The applicant is fully aware that the provisional charter will cover enrollment only through the 2008 - 2013 academic year.

Attachment 6

Growth Plan

Grades Served

Achievement First Brownsville Charter School will open with kindergarten and first-grade students. Beginning with a child's first introduction to formal education, Achievement First Brownsville Charter School wants to create a school culture that is college-preparatory and focused on academic rigor and character development. By starting with students in the primary years, we hope to catch our Brownsville students before they fall behind more affluent students across the state. At other Achievement First schools in Brooklyn, NY and New Haven, CT, we have seen significant gains in children even at their first year in our program. At Elm City College Preparatory Charter School in New Haven, when the kindergarten and first-grade students began their first year, only 26% of them were reading at grade level, according to the Developmental Reading Assessment (DRA), a nationally-normed elementary exam. Within one year of the AF reading program, this figure soared to 96%! Similarly, during the first year at AF Crown Heights, the incoming K and 1 students started the 2005-2006 school year with 30% percent reading at grade level; in just one year, that number had soared to 96%. Working with students at this early age, we can quickly accelerate them up to and beyond grade level and prevent the achievement gap from ever taking hold.

Grade Size, School Size, and Rationale for Expansion Plan

Achievement First Brownsville Charter School will open with 84 students in kindergarten and 84 students in first grade. Each grade will have three sections with 28 students. With two teachers in every K-2 classroom, our elementary students will benefit from a 14:1 student-teacher ratio. In addition, all of the administrators – Principal, Dean of Students, and Academic Dean – will teach at least one class.

The mission of Achievement First Brownsville Charter School is to provide students with the academic and character skills they need to gain admission to top colleges, to succeed in a competitive world, and to serve as the next generation of leaders in their communities. . We are proposing a K-8 program because we believe this hard work should begin at the earliest level in a child's formal education and continue seamlessly until the students reach the doors of high school. Achievement First Brownsville will grow a grade each year until students are promoted to high school. Given the needs of the Brownsville community and the urgency of our mission, we feel the importance of serving students as they begin their formal education through their entrance into college.

By year five, we will serve students in grades K-4 in the elementary academy, and grades 5-7 in the middle academy.

Attachment 12

Executive Summary

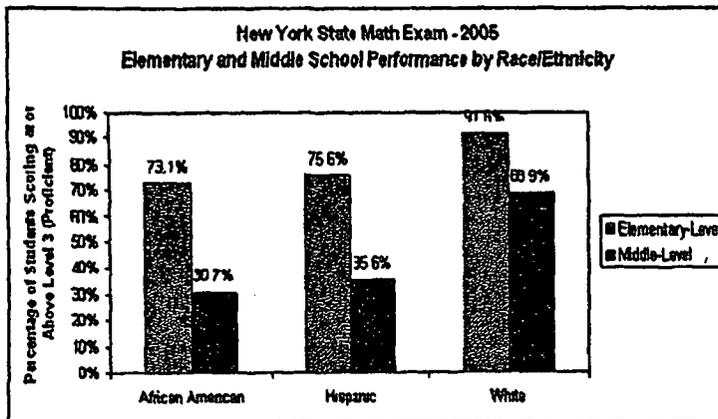
Background

All of Achievement First Brownsville Charter School's founders share several core beliefs about education. First and foremost, we know that ALL children – regardless of race, ethnicity, or socioeconomic background – can achieve academic excellence. We do not accept excuses – from our students, our parents, our teachers or ourselves. We do not listen to those who insist on selling our students short with the soft bigotry of low expectations. We share a belief that ALL of our students can climb the mountain to college. More importantly, we share a strong commitment to doing whatever it takes to make that dream of college become a reality. These beliefs demand going far beyond the typical school – working harder and smarter and doing whatever we need to in order achieve our high expectations.

Need and Rationale: The Achievement Gap

The "achievement gap," the persistent and significant disparity between the academic achievement of low-income and minority children and their white, middle-class peers, is the civil rights issue of our time. According to recent National Assessment of Educational Progress (NAEP) results, the average African-American or Latino 12th grader now tests slightly below the average white 8th grader. In math and science, the results are particularly bleak with less than 0.2% of African-American students scoring in the advanced category.

The achievement gap persists throughout the United States and New York is no exception. On both the New York State Mathematics and English Language Arts assessments, African Americans and Latinos scored significantly lower than their White counterparts at both the elementary and middle school level. The greatest disparity among ethnic groups occurred on the middle-level mathematics assessment in which almost three quarters of white students scored at or above Level 3 but less than one third of tested African American students did so. The graph below depicts the gap in math achievement by ethnicity for both elementary and middle school level students. It is clear that African American and Latino students have achieved lower levels of overall proficiency in math compared to their White counterparts in elementary and middle school settings.



Urban students in Brooklyn—and across America—desperately need schools that can deliver on the often-denied promise of equal educational opportunity for America's children by inspiring in them the belief that they can achieve and developing in them the academic and character skills necessary to compete on a level playing field.

Our Community of Focus: Brownsville

Brooklyn's Brownsville neighborhood is traditionally served by the New York City Department of Education's administrative District 23 in Region 5. Presently, only 48.5% of the region's student population graduates from high school. According to the annual school report cards, 95% of its enrolled students are eligible for free lunch. This region also has a high suspension rate, 39 in one year. The most recent ELA examination provides that 50.7% of the student

population tested at or below level 2 (level 3 or higher is the standard of proficiency). Similarly, 43.5% of the students tested at or below level 2 on the State math examination.

According to statistics taken from "Keeping Track of New York City's Children," an annual publication from the Citizen Committee for Children of New York, Brownsville is a high-risk community where many children and families live in poverty and have limited access to high-quality schools. For example, over 46.3% of families with children under 18 live below the poverty level. 27% of these children receive public assistance and 65.6% of the children of Brownsville receive emergency food assistance. With a population of 77.1% African American and 18.7% Latino, this school community struggles to produce large numbers of graduates who will attend college and earn competitive salaries. Our aim is to create a nurturing, rigorous, and disciplined college-preparatory school in this community that will produce top academic performers and future civic-minded leaders and professionals.

Building on a Model of Success

Achievement First Brownsville Charter School will use the Achievement First school model, a model first developed and tested at Amistad Academy. Amistad has consistently shown great success at closing the achievement gap in New Haven, CT. On the 2002, 2003, 2004, 2005, and 2006 Connecticut Mastery Test (considered one of the nation's most rigorous assessments), Amistad students – who are 98% black and Latino and 80% free/reduced lunch – outperformed the state averages in reading and math and even bested many suburban districts. Graduating 8th graders from Amistad Academy have matriculated at top high schools such as Choate Rosemary Hall, Taft School, Pomfret Academy, Miss Porters, Kent, The Gunnery, Hopkins School, and Hamden Hall. The Amistad model has been successfully replicated at Elm City College Preparatory Elementary and Middle Schools in New Haven, and is now being implemented at the Achievement First schools in Brooklyn. A full compilation of performance data for all Achievement First schools is available in Exhibit B.

Achievement First Brownsville Charter School will serve children who are primarily African American and Latino and who are likely eligible for free and reduced lunch. By adapting many of the features of the Amistad program, Achievement First Brownsville Charter School will utilize the expertise, curriculum, and school-wide systems developed by a high-performing school. Achievement First has expertise in starting schools at both the elementary and middle school levels. The design of Achievement First Brownsville Charter School calls for the doors to open with grade 5.

Taking it to the next level, Achievement First Brownsville Charter School will ultimately serve students from kindergarten to 8th grade, enabling elementary students to master basic skills (reading, writing, and math), preparing middle school students with advanced knowledge and skills, and eventually supporting high school students with the Regents- and AP-based curriculum they need as they apply to the top colleges in the country.

The students of Brooklyn need – and deserve – nothing less.

Key Program Elements

The founders of Achievement First Brownsville Charter School are well aware of the hard work and dedication that achieving this level of success will require. We will encourage our teachers, students, and parents to dream big and REACH high. It will be our job at the Achievement First Brownsville Charter School to foster in our students the strength of character and the academic skills they will need to attain those dreams.

The guiding pillars of the Achievement First Brownsville Charter School program include:

(1) An Unwavering focus on breakthrough student achievement

- Student performance is the lead factor in school, principal & teacher evaluation.
- Our goal is to FULLY CLOSE – not just reduce – the achievement gap (to bring our urban students up to and beyond state averages so that they are on par with suburban-level performance).
- The expectation is that every Achievement First Brownsville Charter School graduate will be accepted into a competitive 4-year college and fully prepared to succeed there.

(2) Consistent, proven, standards-based curriculum

- WHAT is taught at every grade level (the New York state standards and beyond) is defined clearly and systematically so that all essential content is mastered over time.
- Proven curricula are consistently implemented across the school to ensure quality instruction (Saxon Math, SRA Reading, Amistad Middle School Writing, etc.).

(3) Interim assessments & strategic use of performance data

- Interim standards-based assessments (IAs) are given every 6 weeks in all the core subjects.
- Teachers use a structured process for analyzing data and then use the data to plan future instruction. Following each 6-week assessment cycle, every teacher will sit down with the Principal or Academic Dean for an IA conference where they review the data and develop an instructional plan, identifying which concepts need to be re-taught and which students need small group or one-on-one tutoring. The Principal then knows how every student is doing in every subject every 6 weeks.

(4) More time on task

- The Achievement First Brownsville Charter School day will run from 7:30 am – 4:00 p.m., providing an extra 2.2 hours of instruction every day beyond the traditional public school schedule.
- Within the school day, elementary school students will have three sacred hours of reading instruction, and the middle school students will have three sacred hours of reading & writing instruction daily.
- The school will provide during-school, after-school, and Saturday tutoring for students who need extra support.
- Achievement First Brownsville Charter School students will have homework every night, ranging from an average of 30 minutes for the lower elementary students to 2-3 hours each night for middle and high school students. Every student will be required to do at least 20 minutes of independent reading every night, with the parent signing a required reading log.

(5) Principals with the power to lead

- The Principal will have total control over hiring, evaluation, and termination of all employees.
- The Principal, in conjunction with the Board of Trustees and AF, will set the annual budget so as to best meet student and school needs.

(6) Increased supervision of the quality of instruction

- The school will have a site-based Director of School Operations who will handle most non-instructional issues (state reporting, busing, food service, field trips, facility, etc.), thereby freeing up the principal to spend almost all of his or her time focused on instruction. In addition, the Director of School Operations and Principal will be supported by Achievement First's efficient, high-quality start-up and back office services.
- Starting in the first year, the Principal is supported by a full-time Dean of Students, who will take the lead on student discipline issues and parent involvement, and a full-time Academic Dean, a second instructional leader to support the principal in the coaching of teachers, analysis of instructional data, and planning of staff development.
- With both the Principal and Academic Dean focused on coaching teachers, each will have a caseload of no more than 10-15 teachers. Working with this manageable group, these leaders will be able to devote significant attention to the professional growth of each teacher. Both leaders will spend at least 3 hours a day in classrooms, doing walkthroughs of all the classes and at least one full-class informal observation a day. With extensive informal observations and regular data analysis conversations, the Principal will complete a comprehensive evaluation of every teacher's performance two times a year.

(7) Aggressive recruitment of talent

- Achievement First's central office will devote considerable resources to finding great teachers (one full-time recruiter, in addition to the Principal, for every 25 teachers who need to be hired). The comprehensive

recruitment strategy includes extensive advertising, outreach to organizations like Teach for America, the NYC Teaching Fellows, and top schools of education, as well as an overall "leave no stone unturned" approach.

- Compensation for every staff member will be performance-based and driven by his/her contribution to the mission.
- AF Brownsville teachers will be able to participate in AF-wide programs to "grow" our teacher and leader talent such as the AF Leadership Fellowship.

(8) Disciplined, achievement-oriented school culture

- Achievement First Brownsville Charter School will be a strict, structured school with high expectations for student conduct (REACH values). The staff will work intentionally to create an achievement-oriented culture where it is cool to be smart and to treat other people well.
- Great behavior and good character will be taught and practiced as explicitly as math instruction.

(9) Rigorous, high-quality, focused training for principals & leaders

- The Principal of Achievement First Brownsville Charter School will spend nearly a full year training to further develop his or her leadership skills. This "residency" year will include extended visits to high-performing schools and a significant amount of hands-on experience coaching teachers, analyzing data, and refining the curriculum.
- All teachers will receive more than 3 weeks of high-quality training before the school year starts and then ongoing training (2 hours every Friday, as well as one day every other month)
- All teachers will have the ability to participate in an exciting new teacher training program (providing full NY State Certification and a Master's Degree) being designed by Achievement First, KIPP, Uncommon Schools, and Hunter College.

(10) Parents and community as partners

- Through symbolic "contracts" signed at the beginning of each school year, Achievement First Brownsville Charter School will form a three-way partnership – students, teachers, parents – that will work as a team to achieve academic breakthroughs and ensure that no student falls through the cracks.
- Achievement First Brownsville Charter School will work with the broader Brooklyn and New York communities to access resources to enable our students to succeed at the highest level.

Achievement First Brownsville Charter School will grow slowly. "The school will start as an elementary school with grades K and 1 in its initial year and will add grades, simultaneously growing elementary and middle school academies within the proposed charter term, until the school is serving students in grades K-4 and 5-7 in the final year of the proposed charter term. The school will seek a charter revision and/or renewal when appropriate to add further grades in an effort to grow the range of the school to a full K-12 program as envisioned by the applicants." Our school divisions, or "academies," each headed by their own principal, will be small enough to know every student individually (K-4 will have approximately 402 students, and the 5-8 division will have approximately 318 students.

School-Based Operations

The Achievement First model calls for a school-based Operations team that exists to maximize the time and attention the school leader, deans, and teachers can devote to instruction. To this end, the operations team is trained, on the one hand to be highly customer-service oriented, working to deliver support, resources, and services to the teaching staff consistently and on-time, and, on the other, to ensure the school's day-to-day operation, fiscal viability, and compliance with local, state, and federal mandates. Achievement First Brownsville's Director of School Operations will oversee the school's core business operations including the procurement and management of all supplies and services, the preparation and maintenance of the school facility, and ongoing oversight of the school's budget and fiscal records. In addition, the Director of School Operations will serve as the primary point of contact for all personnel-related matters, including employee policies and benefits, clearances, payroll, and certification requirements and resources. The Director of School Operations will oversee the School Registrar, whose primary and most critical role is to compile and maintain

all of the school's student records (hard files and electronic profiles) and to collect, track, manage, and report student performance data -- data that is used by the principal and instructional staff to target instruction. In addition, the School Registrar will serve as the administrative presence at the school, fielding and/or redirecting inquiries from parents, and generally managing the school's Main Office. The Director of Operations will keep the Principal well-informed about the status of the school's operations and finances via scheduled, weekly meetings and bound, monthly reports.

Achievement First's Capacity to Support Achievement First Brownsville Charter School

Achievement First knows how much work there is to be done -- and how much lead time is required to follow through effectively on plans for truly great schools. Achievement First has hired a strong central office team to support the four existing AF New York schools and to support Achievement First Brownsville Charter School during its critical pre-opening year. The AF central office includes 34 full-time staff members (bios of key personnel are included in response to Question 31 below), and we anticipate that four other team members, Vice-President for Talent Development, Director of Leadership Development, and two additional Curriculum Associates will be added in the next three months.

Staff Recruitment

AF has worked to put in place the capacity necessary to recruit an outstanding team of educators who will make the real difference every day in their work with the students and parents. The principal of Achievement First Brownsville Charter School will have final hiring authority, but the AF team is poised to deliver dozens of top-notch candidates for his or her consideration. In the months before start-up, new charter school principals are often bombarded with all the details involved in starting up a school and cannot fully focus on the most important task: finding great teachers. Moreover, they may not have the recruiting budgets or contacts to spread the word about their openings. Achievement First recognizes that finding great people is its number one job. AF already has three, full-time talented recruiters on staff and will add two more in the coming school year -- maintaining a ratio of approximately one recruiter for every 25-30 teachers who need to be hired. The recruitment team uses an online application management system to track all candidates through the application process; this system makes it possible for the recruiters to handle the flow of thousands of candidates each year. The iRecruiter system also gives the recruiters the capacity to post all specific job openings in real time to both the AF website and outside locations, such as careerbuilder.com. Beyond the staff capacity necessary to build a talent pool and rigorously screen candidates, the AF recruitment team has been working for nearly four years to refine its recruitment strategy and build strategic alliances with organizations like Teach for America, New Leaders for New Schools, the NYC Teaching Fellows, and a variety of colleges of education. During the autumn months, the recruiters travel the country, presenting to groups of teachers and recruiting top talent to join our staffs. This past year, the recruitment team piloted a college summer internship program, designed to get rising college seniors from Historically Black Colleges and Universities interested in working at an Achievement First school after graduation. AF has a "leave no stone unturned" approach to building a talent pool.

In terms of results, last year, the AF recruitment team built a pool of more than 2,000 resumes to fill 100 open positions in New York and Connecticut, invited hundreds of candidates to teach guest lessons, and successfully hired the full team of teachers needed for 2006-2007. In our Brooklyn schools, approximately 65% of these teachers self-identified as teachers of color and 75% had Masters degrees. The average undergraduate GPA of these teachers was 3.44 and the average graduate GPS was 3.89. For the 2007-2008 academic year we will bring on 124 new teachers and leaders, across Connecticut and New York. While we are not yet finished with the hiring process, the recruitment team is on track to finish earlier this year than in previous years, with an exceptionally talented pool.

Another exciting development is the launch of the AF-KIPP-Uncommon-Hunter College Institute for Urban Teaching. Through this innovative partnership between high-performing CMOs and a traditional school of education, AF will be able to provide high-quality training to all new teachers, grant short-term certification with a Trans B certificate, and eventually ensure that all of our teachers have full NY State certification and at least a Master's Degree.

AF Operations

The AF Operations division ensures that all AF schools consistently receive operational services and support that are high-quality, reliable, scalable, efficient, minimally invasive to the core academic program of the school, and fully compliant with applicable laws and regulations. AF's Operations division – consisting of a Chief Operating Officer and Regional Directors of Operations – leads the recruitment and ongoing evaluation and professional development of the school-based operations staff. The Central team also designs and develops the systems (i.e. student information system, master school order list/procurement database), resources (i.e. school start-up and readiness checklists), and practices (i.e. fiscal policies and procedures, monthly reporting protocol) that facilitate and enhance the work and performance of the school-based operations staff. One hallmark of AF Central's Operations is the Achievement First Administrative Calendar ("Admin Calendar"), which presents an extensive timeline of the tasks that must be executed upon throughout the year to ensure smooth school operations. The Admin Calendar was developed to serve as both a road map for the school staff as well as a management tool for AF Central, who share a common goal – namely, to leverage the school's assets (financial, human, and data) to drive student achievement.

Melanie Mullan, Chief Operating Officer, is already working to anticipate and address almost all of the non-instructional, operational details required for successful charter school start-up (e.g. food service, transportation, facility, bank accounts, etc.). Natalie Wiltshire, Director of New York Operations, is on the ground to support New York school start up specifically. The AF start-up checklist includes all of the myriad details that need to be done, and it provides a clear timeline for the accomplishment of each task. This past academic year, our authorizer visits were overwhelmingly positive about our start-up and operational practices. Moreover, Achievement First's start-up plan outlines all the items needed in year one of school operation included on a "Master Order List." To provide even more school-specific support, by April 1, 2008, we will hire the Director of School Operations for Achievement First Brownsville Charter School so that he/she can have nearly 5 months on the ground to work with the principal to prepare for a successful start of school. AF also already employs two NY-based Information Technology (IT) Associates who work full-time to ensure that all the NYC schools managed by AF have reliable servers and hardware and excellent internet and email access.

Community Outreach

Achievement First is a community-centered organization with a focus on ongoing outreach in the communities served. Based on the mission of the Achievement First schools to create leaders in the communities, our initial work is outreach to community leaders, residents, and parents of school-aged children. AF's Director of NY External Relations, Lesley Esters Redwine, has already started the important work of reaching out to and engaging the Brownsville community. Ms. Esters-Redwine has spoken to a number of church and civic organizations and enlisted their support for Achievement First Brownsville Charter School.

Curriculum / Educational Program

The first year of school can often be daunting as the school leader and staff must juggle educating students while developing a program. While there certainly will be modifications to be made to the AF model to meet the needs of the students each school serves, the principal and staff at Achievement First Brownsville Charter School will start with an incredible advantage: the well-documented, proven AF school model.

Achievement First employs a team of master teachers and elementary, middle and high school curriculum specialists who develop scope and sequences, curriculum materials, and interim assessments, all of which have been deliberately aligned to the New York state standards in each of the core content areas. Those materials, which have been fully developed, piloted, and revised by both the curriculum team and by AF teachers, will be available for use by all AF Brownsville teachers. In addition, drawing upon both their expertise as classroom teachers as well as their knowledge of NY state standards and assessments, curriculum team members will work with AF Brownsville teachers to tweak the AF curriculum materials as necessary to meet the specific needs of their students.

For a more detailed description of the AF curriculum, please see Attachment 14.

Financial Capacity

Achievement First is financially sound, with predictable, growing streams of income, and a record of budget surpluses in each year of its existence. Achievement First earns its revenue from two sources: management fees paid by the schools in the Achievement First network, and outside philanthropy. Achievement First's goal is self-sufficiency, and when the schools in the network are at full enrollment, management fees will cover all of Achievement First's costs, meaning Achievement First will require no outside philanthropy. However, Achievement First understands that the financial strains on a school are greatest in its first few years, and so Achievement First charges only a fraction of its costs to the school in management fees initially, raising the rest through private donations. In 2006-2007, Achievement First earned \$900,000 in management fees and received donations totaling more than \$3.8 million, many from major foundations as part of multi-year commitments. Primary donors include New Schools Venture Fund, New Profit, Walton Family Foundation, the Robin Hood Foundation, Tiger Foundation, Carson Family Charitable Trust, Marks Family Foundation, Clark Foundation, Pumpkin Foundation, and Gutfman Foundation. In 2007-2008, Achievement First will receive \$1.9 million in management fees, and thus will be able to reduce its need for outside philanthropy to \$3.4MM, of which \$2 million has already been secured prior to the start of the fiscal year. As the schools in Achievement First's network continue to grow, the need for outside philanthropy will decrease each year, and Achievement First will achieve self-sufficiency in the 2011-2012 school year.

Achievement First also plays an important role in ensuring the fiscal soundness of the schools in the AF network. By implementing consistent financial management services, including preparation of the annual budget, providing training of operations staff in financial procedures, overseeing monthly and annual financial reporting, and implementing and supporting the system's financial systems, the staff of Achievement First ensures sound fiscal processes both at Achievement First itself and in the schools making up the network. Achievement First and the network schools have been subject to 13 outside audits, and have always received clean audit opinions and minimal management comments. The staff of Achievement First brings over 12 years of fiscal management and charter school financial expertise to the oversight of financial operations at our schools and at the central organization. The team has implemented scalable fiscal policies and systems that have supported the growth of the network thus far and are capable of supporting the additional schools expected in Achievement First's strategic plan. They provide a standard set of accounts, the same set of financial practices, and easy third party oversight to all entities within the network."

Taken altogether, Achievement First already has a track record of successfully tackling the start-up challenges associated with replicating its model. All Achievement First schools have opened with oversubscribed student bodies, complete curricular materials, significant back office support, and a full staff of talented and committed teachers who received more than 3 weeks of introductory training. School expenses at every school came in under budget, and the staff has proven very stable (only 1 of 15 teachers did not return for the following year). In terms of student recruitment, our Brooklyn schools have extremely healthy waiting lists. There are approximately 50 percent more student applications than there were seats available. The physical plant of each school also opened successfully with adequate furniture, curricular materials, and other supplies. With 34 full-time central office staff, Achievement First is confident that the start-up of Achievement First Brownsville Charter School will also be a smooth one.

The Power of the AF Network

In addition to all the concrete support Achievement First Brownsville Charter School will receive from the Achievement First central office, perhaps the greatest benefit to the principal, staff, and Board will be participation in the network of high-performing Achievement First schools. Rather than feeling isolated, Achievement First Brownsville Charter School will be plugged into an existing network of charter schools, all doing whatever it takes to get our students to college.

School leaders: The principals of all the AF schools meet once a month in the evening. Each month's meeting has three broad topics: (1) sharing specific successes and challenges, (2) an in-depth look at one particular school, including a review of data, the principal's own self-assessment, and observations from a site visit, and (3) targeted discussion/training around a particular topic (e.g. parent involvement, classroom observation and feedback, use of math data to improve instruction). Since the schools are implementing similar (although not identical) programs, these can be particularly rich conversations. The principals will also have two annual retreats to continue these conversations in more depth in a more relaxed setting. Perhaps even more importantly, the principals are an informal resource to one another, often available for a quick cell phone conversation or an email to share an idea

or exchange materials. There is a principals' listserv so that they automatically receive each other's weekly staff memos, weekly parent updates, and other important information. Similarly, the Director of Operations at Achievement First Brownsville Charter School will already have four "sibling" Directors of Operations in Brooklyn who have already spent a full year successfully tackling the operational challenges of a charter school's first year.

Teachers: New teachers within the AF network formally train together for 2 weeks in early August, forming cross-school relationships that will be a resource to them during the school year. In addition, both new and returning AF teachers in NYC will train together several times a year and will have opportunities to visit their sister schools (PD days were intentionally scheduled so that this would be possible). Teachers will also regularly share curricular materials using the AF Intranet.

Students: AF students at any one campus will know that they have cousins in both New York and Connecticut who are engaged in the same mountain climb to college. Students from the AF schools will participate in an annual "family reunion" where they will share their successes, chants, and determination to achieve their goals.

Attachment #46: First Year Budget

Academy: AF Brownsville

Basis: Cash (Note that the 6 year budget is done on partial accrual basis - the last two columns show the reconciliation between the two)

Assumptions: please see the 6 year budget

	July	August	Sept	October	Nov	Dec	January	Feb	March	April	May	June	Total Cash Flow	Budget	Variance Cash Flow to Budget	Notes	
4000 REVENUE - PUBLIC																	
4100 - General Operating Revenue																	
4110 - Per Pupil Operating Revenue	317,240		317,240		317,240		317,240		317,240		317,240		1,903,440	1,903,440	-		
4112 - State Softw, Libr & TextBk Fund										9,576			9,576	9,576	-		
Total 4100 - General Operating Revenue	317,240	-	317,240	-	317,240	-	317,240	-	317,240	9,576	317,240	-	1,913,016	1,913,016	-		
4200 - Public Start-up Funding																	
4220 - NYC Start-up Supplement (DYCD)				137,361			20,298						157,659	157,659	-		
4221 - Federal Charter Start-up Grant				35,000				140,000					175,000	175,000	-		
Total 4200 - Public Start-up Funding	-	-	-	172,361	-	-	20,298	140,000	-	-	-	-	332,659	332,659	-		
4300 - Other Public Revenues																	
4310 - Title I						14,276							14,276	71,379	(57,103)	Balance comes in post June 30th	
4315 - Title II						1,082							1,082	5,408	(4,326)	Balance comes in post June 30th	
4330 - Other Title Money			34										34	168	(134)	Balance comes in post June 30th	
4340 - Student Meal Program					1,071	1,071	1,071	1,071	1,071	1,071	1,071	1,071	8,565	8,565	-		
4345 - eRate - Internet and Telephone												13,297	13,297	-			
Total 4300 - Other Public Revenues	-	-	34	1,071	16,428	1,071	1,071	1,071	1,071	1,071	1,071	14,368	37,264	98,817	(61,564)		
4400 - Special Education Funding																	
4410 - City/State Special Ed Funding	6,816		6,816		6,816		6,816		6,816		6,816		40,896	40,896	-		
4420 - Fed Prdng for Students w/Disab										18,472			18,472	18,472	-		
Total 4400 - Special Education Funding	6,816	-	6,816	-	6,816	-	6,816	-	6,816	18,472	6,816	-	69,368	69,368	-		
Total 4000 - REVENUE - PUBLIC	324,056	-	324,056	172,365	325,127	16,428	345,434	141,071	325,127	23,119	325,127	14,368	2,342,297	2,403,860	(61,564)		
4800 - REVENUE - PRIVATE																	
Total 4800 - Operating Grants										125,000			125,000	125,000	-		
Total 4800 - REVENUE - PRIVATE	-	125,000	-	-	125,000	125,000	-										
4900 - OTHER REVENUE																	
4950 - Interest Income	441	441	441	441	441	441	441	441	441	441	441	441	5,290	5,290	-		
4970 - Miscellaneous Income																	
Total 4900 - OTHER REVENUE	441	5,290	5,290	-													
Total Income	324,497	441	324,497	172,806	325,568	16,869	345,875	141,512	325,568	184,560	325,568	14,809	2,472,887	2,634,160	(61,564)		
Expense																	
6000 - PERSONNEL EXPENSES																	
6100 - Salaries and Wages																	
Teachers		72,604	72,604	72,604	72,604	72,604	72,604	72,604	72,604	72,604	72,604	72,604	798,640	871,244	(72,604)	July salary accrual	
Leaders	26,351	26,351	26,351	26,351	26,351	26,351	26,351	26,351	26,351	26,351	26,351	26,351	316,210	316,210	-		
Ops/Support	7,249	7,249	7,249	7,249	7,249	7,249	7,249	7,249	7,249	7,249	7,249	7,249	66,984	66,984	-		
Bus monitors			773	773	773	773	773	773	773	773	773	773	7,725	7,725	-		
Summer teaching fellows														6,180	-	(6,180)	July salary accrual
Total 6100 - Salaries and Wages	33,599	106,203	109,976	106,976	1,208,559	1,288,342	(79,784)	July salary accrual									
Bonuses														19,055	-	(19,055)	July salary accrual
Fica-Med	2,570	8,125	8,184	8,184	8,184	8,184	8,184	8,184	8,184	8,184	8,184	8,184	92,531	98,658	(6,027)	July salary accrual	
Health benefits	7,940	7,940	7,940	7,940	7,940	7,940	7,940	7,940	7,940	7,940	7,940	7,940	95,275	95,275	-		
Dental	866	866	866	866	866	866	866	866	866	866	866	866	10,390	10,390	-		
Short-term disability	644	644	644	644	644	644	644	644	644	644	644	644	7,730	7,730	-		
Long-term disability	644	644	644	644	644	644	644	644	644	644	644	644	7,730	7,730	-		
Life insurance	172	172	172	172	172	172	172	172	172	172	172	172	2,061	2,061	-		
Worker's compensation	666	666	666	666	666	666	666	666	666	666	666	666	7,988	7,988	-		
State Unemployment Insurance	691	691	691	691	691	691	691	691	691	691	691	691	8,289	8,289	-		
Retirement												27,780	27,780	-			
6500 - Taxes & Benefits	14,192	13,744	13,809	13,806	47,568	259,744	265,771	(6,027)									
Total 6000 - PERSONNEL EXPENSES	47,792	128,950	128,781	126,781	1,468,303	1,673,169	(103,866)										
6000 - NON-PERSONNEL EXPENSES (OTPS)																	
6100 - Services and Activities																	
6111 - Bank Charges	29	29	29	29	29	29	29	29	29	29	29	29	246	346	-		
6115 - AF Management Fee							98,172	31,724		31,724		31,724	190,344	190,344	-	AF allows school to pay based on cash needs	
6120 - Payroll Admin Fees	175	175	175	175	175	175	175	175	175	175	175	175	2,096	2,096	-		
6125 - Accounting Services	378	378	378	378	378	378	378	378	378	378	378	378	4,532	4,532	-		
6126 - Audit														15,450	-	(15,450)	Audit accrual
6129 - Insurance - Commercial Libr & D&O	937	937	937	937	937	937	937	937	937	937	937	937	11,248	11,248	-		
6140 - Dues and Subscriptions	64	64	64	64	64	64	64	64	64	64	64	64	782	782	-		
6146 - Principal's Discretionary Fund	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	1,082	12,978	12,978	-		
6146 - Staff Appreciation			619	619	619	619	619	619	619	619	619	619	6,193	6,193	-		
6147 - Professional Development			1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	1,239	12,386	12,386	-		
6180 - Field Trips (Elementary)				1,442		1,442		1,442		1,442		1,442	8,652	8,652	-		
6182 - Food Service(Daily Lunch/Bus)			1,542	1,542	1,542	1,542	1,542	1,542	1,542	1,542	1,542	1,542	15,418	15,418	-		
6186 - After-school (Non-Salary) Other			173	173	173	173	173	173	173	173	173	173	1,730	1,730	-		

	July	August	Sept	October	Nov	Dec	January	Feb	March	April	May	June	Total Cash Flow	Budget	Variance Cash Flow to Budget	Notes	
6160 • Student Incentive Prog & Trips			173	173	173	173	173	173	173	173	173	173	1,730	1,730	-		
6161 • Georing Svcs, Student Assessment			260	260	260	260	260	260	260	260	260	260	2,596	2,596	-		
6162 • Student Trans. (non field trip)		5,000											5,000	21,630	(16,630)	Expense accrued for July	
6163 • Staff Travel (non-FD)	16	16	16	16	16	16	16	16	16	16	16	16	191	191	-		
6165 • Parent Activities			87	87	87	87	87	87	87	87	87	87	885	885	-		
6168 • Staff Recruitment (TFA fees)			7,725										7,725	7,725	-		
6172 • Temp Staff - Substitute Teachers			95	95	95	95	95	95	95	95	95	95	953	953	-		
6173 • Temp Staff - Admin/Operations	1,298	1,298	1,298	1,298									5,191	5,191	-		
6176 • Postage & Shipping	216	216	216	216	216	216	216	216	216	216	216	216	2,596	2,596	-		
6178 • Printing and Photocopying	32	32	32	32	32	32	32	32	32	32	32	32	381	381	-		
6180 • Telephone Service	254	254	254	254	254	254	254	254	254	254	254	254	3,049	3,049	-		
6181 • Cellular Phone Service	309	309	309	309	309	309	309	309	309	309	309	309	3,708	3,708	-		
6182 • Internet Access/Email Service	822	822	822	822	822	822	822	822	822	822	822	822	9,885	9,885	-		
6190 • Other Services	72	72	72	72	72	72	72	72	72	72	72	72	865	865	-		
Total 6100 - Services and Activities	5,682	10,642	17,588	17,312	6,572	10,014	103,744	41,738	6,572	41,738	10,014	41,738	311,399	343,479	(32,080)		
6300 - Physical Plant																	
6315 • Site Improvements			2,500		3,750	3,750							-	10,000	10,000	-	
6316 • Tech. Infrastructure			4,260		6,375	6,375							17,000	17,000	-		
6320 • Space Use/Building Permits	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	33,600	33,600	-		
Total 6300 - Physical Plant	2,800	2,800	9,560	2,800	12,925	12,925	2,800	2,800	2,800	2,800	2,800	2,800	60,000	60,000	-		
6500 - Supplies and Equipment																	
6508 • Assessment Materials			1,047		2,920	2,920							7,787	7,787	-		
6510 • Curricula (Textbooks & non-AP)			32,445		48,668	48,668							129,780	129,780	-		
6516 • Curricula (AP Publications)				1,154	1,154	1,154	1,154	1,154	1,154	1,154	1,154	1,154	10,382	10,382	-		
6528 • Other Instructional Supplies			6,489		9,734	9,734							26,958	26,958	-		
6530 • Music Supplies													4,845	4,845	-		
6536 • Classroom Libraries			5,191		7,787	7,787							20,765	20,765	-		
6540 • Admin & Office Supplies			5,000		2,000	2,000	1,000	1,000	1,000	1,000	1,000	304	17,304	17,304	-		
6546 • Student Snacks			1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	10,382	10,382	-		
6546 • Medical & Emergency Supplies			35	35	35	35	35	35	35	35	35	35	348	348	-		
6548 • Classroom Discretionary Fund			216	216	216	216	216	216	216	216	216	216	2,163	2,163	-		
6550 • Furniture and Furnishings			11,897		17,845	17,845							47,586	47,586	-		
6555 • Copier Lease	577	577	577	577	577	577	577	577	577	577	577	577	6,822	6,822	-		
6560 • Signage/School Culture Mat.			2,163		3,245	3,245							8,652	8,652	-		
6565 • Uniforms				865									865	865	-		
6570 • Staff Computer Eye and Software			9,528		14,291	14,291							38,110	38,110	-		
6572 • Waterford Computers			21,630			21,630				21,630			64,890	66,520	(21,630)	Vendor allows final payments to be lagged	
6573 • Waterford Software License			21,458				21,458						42,917	64,375	(21,458)		
6574 • Student Information System							2,596						2,596	2,596	-		
6578 • Telecom Equipment													-	-	-		
6580 • Other Equipment / Objects			5,550		8,325	8,325							22,200	22,200	-		
6590 • Supplies and Equipment - Other			1,288		1,947	1,947							5,191	5,191	-		
Total 6500 - Supplies and Equipment	577	577	128,461	3,488	118,780	141,410	28,079	4,020	4,020	35,660	4,920	3,324	464,784	612,727	(47,933)		
Total 6000 - NON-PERSONNEL EXPENSES (OTF)	9,059	14,051	158,606	17,996	141,276	164,348	134,617	48,597	16,391	76,167	16,833	47,861	688,783	916,806	(80,013)		
Contingency (1.5%)	711	1,760	3,542	1,810	3,351	3,659	3,287	2,192	1,777	2,462	1,795	2,530	28,826	32,280	(3,454)		
Dissolution/Esrow Set-Aside												25,000	25,000	25,000	25,000	Balance sheet item - not part of operating budget	
Total Expense	57,562	141,759	288,929	146,587	271,408	294,769	264,866	177,530	143,950	199,431	146,410	229,922	2,359,922	2,622,285	(162,333)		
Summary																	
Cash Balance - Start of Month	324,497	268,935	125,617	163,185	189,433	243,593	10,893	48,892	10,873	192,491	147,620	327,778					
New Cash In During Month		441	324,497	172,835	325,568	18,869	345,865	141,512	325,568	164,660	325,568	14,809					
Line of Credit - Cash In/Out						45,000	(45,000)										
Total Expenses During Month	57,562	141,759	288,929	146,587	271,408	294,769	264,866	177,530	143,950	199,431	146,410	229,922					
Cash At End of Month	266,935	126,617	163,185	189,433	243,593	10,893	48,892	10,873	192,491	147,620	327,778	112,665					

6000 - NON-PERSONNEL EXPENSES (OTPS)

6100 Services and Activities

6111 - Bank Charges	\$	346	\$	528	\$	898	\$	1,278	\$	1,495	\$2 per student
6116 - AF Management Fee	\$	190,344	\$	290,591	\$	494,022	\$	701,980	\$	822,506	10% of per pupil revenue
6120 - Payroll Admin Fees	\$	2,096	\$	3,326	\$	6,409	\$	7,490	\$	6,671	\$110 per employee
6126 - Accounting Services	\$	4,532	\$	4,688	\$	9,616	\$	9,904	\$	10,202	\$5,000 per academy
6126 - Audit	\$	16,460	\$	16,914	\$	16,391	\$	16,883	\$	17,369	\$15,000 per year
6130 - Insurance - Commercial Liab & D&O	\$	11,248	\$	17,171	\$	29,192	\$	41,481	\$	48,603	\$85 per student
6140 - Dues and Subscriptions	\$	782	\$	1,209	\$	1,967	\$	2,724	\$	3,153	\$40 per staff
6146 - Principal's Discretionary Fund	\$	12,978	\$	18,812	\$	33,683	\$	47,862	\$	56,080	\$75 per student
6146 - Staff Appreciation	\$	8,193	\$	9,827	\$	16,661	\$	22,130	\$	25,620	\$325 per staff
6147 - Professional Development	\$	12,388	\$	19,653	\$	31,962	\$	44,261	\$	61,240	\$650 per staff
6160 - Field Trips (Elementary)	\$	8,652	\$	13,208	\$	17,898	\$	22,623	\$	23,301	\$50 per student
6161 - Field Trips (Middle/High)	\$	-	\$	-	\$	20,853	\$	41,765	\$	83,383	\$225 per student
6162 - Food Service (Daily Lunch/Break)	\$	16,418	\$	23,637	\$	40,018	\$	56,860	\$	68,623	\$2 per meal for non-free/reduced
6164 - Afterschool (Non-Salary) Other	\$	1,730	\$	2,642	\$	5,163	\$	13,810	\$	16,745	\$10/elementary student, \$60/middle student, \$100/HS student
6160 - Student Incentive Prog & Trips	\$	1,730	\$	2,642	\$	7,245	\$	11,853	\$	16,928	\$40 per student, 25% participation
6161 - Scoring Svcs, Student Assessment	\$	2,596	\$	3,962	\$	6,737	\$	9,672	\$	11,216	\$15 per student
6162 - Student Trans. (non field trip)	\$	21,630	\$	33,021	\$	56,139	\$	79,770	\$	93,486	\$125 per student
6163 - Staff Travel (non-PD)	\$	191	\$	302	\$	492	\$	681	\$	788	\$10 per staff
6168 - Parent Activities	\$	865	\$	1,321	\$	2,246	\$	3,191	\$	3,739	\$5 per student
6168 - Staff Recruitment (TFA fees)	\$	7,725	\$	7,957	\$	16,391	\$	16,883	\$	17,369	\$2,500 per hire
6172 - Temp Staff - Substitute Teachers	\$	953	\$	1,812	\$	2,459	\$	3,405	\$	3,942	\$30 per staff
6173 - Temp Staff - Admin/Operations	\$	5,191	\$	7,825	\$	13,473	\$	19,145	\$	22,432	\$30 per student
6178 - Postage & Shipping	\$	2,596	\$	3,962	\$	6,737	\$	9,672	\$	11,216	\$16 per student
6178 - Printing and Photocopying	\$	381	\$	605	\$	883	\$	1,362	\$	1,577	\$20 per staff member
6180 - Telephone Service	\$	3,049	\$	4,838	\$	7,668	\$	10,696	\$	12,613	\$160 per staff member
6181 - Cellular Phone Service	\$	3,708	\$	4,668	\$	9,816	\$	11,705	\$	12,066	\$800 per leadership member, ops member
6182 - Internet Access/Email Service	\$	9,866	\$	10,181	\$	20,931	\$	21,569	\$	22,208	\$798 per month
6190 - Other Services	\$	865	\$	1,321	\$	2,246	\$	3,191	\$	3,739	\$5 per student
Total 6100 - Services and Activities	\$	343,479	\$	506,271	\$	679,360	\$	1,233,953	\$	1,449,316	

6300 Physical Plant

6316 - Site Improvements	#REF!	#REF!	#REF!	#REF!	#REF!	\$10,000 per new academy					
6316 - Tech. Infrastructure	#REF!	#REF!	#REF!	#REF!	#REF!	\$17,000 per new academy					
6326 - Space Use/Building Permits	\$	33,600	\$	49,800	\$	82,200	\$	113,400	\$	129,000	\$200 per student

Total 6300 Physical Plant

6500 Supplies and Equipment

6506 - Assessment Materials	\$	7,787	\$	11,887	\$	20,210	\$	28,717	\$	33,648	\$45 per student
6510 - Curricula (Textbooks & non-AF)	\$	129,780	\$	95,640	\$	180,382	\$	212,837	\$	182,647	\$500 per new student, \$150 per existing student
6516 - Curricula (AF Publications)	\$	10,382	\$	12,265	\$	21,505	\$	29,038	\$	31,718	\$70 per new student, \$50 per existing student
6528 - Other Instructional Supplies	\$	25,956	\$	28,931	\$	51,041	\$	67,969	\$	72,721	\$160 per new student, \$80 per existing student
6530 - Music Supplies	\$	4,845	\$	4,901	\$	8,768	\$	11,392	\$	11,734	\$28 per new student, \$14 per existing student
6531 - Orchestra Supplies	\$	-	\$	-	\$	49,173	\$	11,255	\$	5,796	\$45K in first year of middle or high school, \$10K in second year, \$5 each year after
6536 - Classroom Libraries	\$	20,766	\$	17,441	\$	32,126	\$	39,673	\$	37,143	\$120 per new student, \$40 per existing student
6540 - Admin & Office Supplies	\$	17,304	\$	19,287	\$	34,028	\$	45,313	\$	46,481	\$100 per new student, 460 per existing student
6546 - Student Snacks	\$	10,382	\$	15,850	\$	28,947	\$	38,290	\$	44,884	\$60 per student
6548 - Medical & Emergency Supplies	\$	346	\$	528	\$	898	\$	1,278	\$	1,495	\$2 per student
6548 - Classroom Discretionary Fund	\$	2,163	\$	3,501	\$	6,248	\$	7,513	\$	9,042	\$160 per teacher
6550 - Furniture and Furnishings	\$	47,688	\$	28,087	\$	55,483	\$	59,849	\$	41,299	\$275 per new student, \$25 per existing student
6558 - Copier Lease	\$	6,922	\$	10,867	\$	17,964	\$	25,527	\$	29,909	\$40 per student
6560 - Signs/School Culture Mat.	\$	8,662	\$	4,742	\$	9,531	\$	9,938	\$	6,164	\$50 per new student, \$250 per existing student
6568 - Uniforms	\$	865	\$	1,321	\$	2,246	\$	3,191	\$	3,739	\$5 per student
6570 - Staff Computer Sys and Software	\$	38,110	\$	21,218	\$	38,060	\$	54,869	\$	41,444	\$2,000 per new staff, 25% annual replacement
6571 - Student Computer Sys & Software	\$	-	\$	-	\$	35,000	\$	44,848	\$	20,287	\$35K lab in years 1 and 3 of middle and HS - \$25% annual replacement
6572 - Waterford Computers	\$	86,520	\$	44,568	\$	34,421	\$	35,454	\$	36,517	\$500 per new elementary student \$25% replacement
6573 - Waterford Software License	\$	64,375	\$	60,308	\$	-	\$	-	\$	-	Years 1 and 2
6574 - Student Information System	\$	2,596	\$	3,962	\$	6,737	\$	9,672	\$	11,216	\$15 per student
6580 - Other Equipment / Objects - per new staff	\$	22,200	\$	12,000	\$	19,800	\$	30,587	\$	23,433	\$1200 per new staff
6590 - Supplies and Equipment - Other	\$	5,191	\$	6,261	\$	9,392	\$	12,208	\$	12,672	\$30 per new student, \$15 per existing student
Total 6500 - Supplies and Equipment	\$	612,727	\$	406,266	\$	656,954	\$	779,011	\$	708,071	

Total 6000 - NON-PERSONNEL EXPENSES (OTPS)

Contingency (1.25%)

Total Expense	\$	32,280	\$	43,488	\$	73,677	\$	98,423	\$	114,091	1.25% of expenses
Net Income	#REF!	#REF!									

Beginning cash balance

Ending cash balance

\$	100,000	#REF!	#REF!	#REF!	#REF!	#REF!	Initial \$100,000 provided through philanthropy
#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	#REF!	

Attachment #48: Supporting evidence on budgets

The approach to budgeting process is the same used in that of our other four New York Charters: AF Crown Heights, AF East New York, AF Bushwick and AF Endeavor (Fort Greene). In addition to using the same approach, the assumptions were refined based on actual financial performance of AF Crown Heights and AF East New York for 2005-2006 and 2006-2007 and AF Bushwick and AF Endeavor (Fort Greene) for 2006-2007.

We feel confident that the assumptions are conservative and appropriate based on the fact that the two charters granted in 2005 both finished the 2005-2006 fiscal year with a surplus larger than that budgeted, and all four charters are projected to complete the 2006-2007 fiscal year with a surplus larger than that budgeted. In addition, for the first time we have worked into the budgets a contingency fund to provide additional resources in case actual expenses exceed budgeted amounts.

In terms of start-up funds, our existing charters have all received significant private philanthropy prior to start-up and have also secured lines of credit from Bank of America of \$200,000 prior to charter. We expect to receive the same for the new charter.

Achievement First Inc. has created a set of fiscal policies that have been adopted by all of our charters, and which we would expect to be adopted by the new charter. These are attached.

Brownsville Staffing

		Start year	2008	2009	2010	2011	2012
		End year	2009	2010	2011	2012	2013
Brownsville							
Brownsville -- Elementary	Teachers		14.0	22.0	27.0	32.0	32.0
	Leaders		3.0	3.0		3.0	3.0
	Ops/Support			2.5	3.0	3.0	3.0
	Paraprofessionals	0.0			2.0	2.0	2.0
	Total staff						
Brownsville -- Middle	Teachers	0.0	0.0		5.0	2.5	20.0
	Leaders	0.0	0.0		3.0	3.0	3.0
	Ops/Support	0.0	0.0		1.0	3.0	3.0
	Paraprofessionals	0.0	0.0	0.0			
	Total staff	0.0	0.0				
Brownsville -- Grand Total Staff							

Brownsville Enrollment

	Start year	2008	2009	2010	2011	2012
	End year	2009	2010	2011	2012	2013
AF Brownsville						
AF Brownsville -- Elementary	K	84	84	82	82	82
	1	87	84	82	82	82
	2	0	0	0	0	0
	3	0	0	0	0	0
	4	0	0	0	0	0
Total students	Total	168	249	327	402	402
AF Brownsville -- Middle	5	0	0	84	84	84
	6	0	0	0	81	81
	7	0	0	0	0	81
	8	0	0	0	0	0
Total middle school students	Total	0	0	84	165	243
AF Brownsville -- Grand Total Students						

Attachment 58

Charter Growth & Expansion

AF Brownsville will open in the fall of 2008 serving 168 Kindergarten and 1st grade students. The plan in the initial term of the charter is to serve 645 students in grades K-4 and 5-7, where both elementary and middle school academies will grow simultaneously. As the school grows, it will be sub-divided into three distinct academies: elementary (K-4), middle (5-8), and high school (9-12). In the third year of operation, we plan to open an elementary school academy with a Kindergarten and first grade of 84 students each.

Pending charter renewal, at full capacity, the elementary academy will serve approximately 327 students, and the middle school will serve approximately 318 students.

Please see enrollment chart for years 1-5 in the response to Attachment 5.



Charter Schools Institute
The State University of New York

July 23, 2008

VIA ELECTRONIC MAIL

Dr. Lisa Long
Supervisor
Office of School Improvement and Community Services
New York State Education Department
55 Hanson Place, Room 400
Brooklyn, New York 11217

Dear Dr. Long:

The proposed revision for Achievement First Brownsville Charter School (the "School") submitted on June 26th and currently under review by the Board of Regents is hereby amended as follows.

Attached is a curriculum cross-walk document for the 4th Grade that should have been included with the proposed revision.

In addition, the School provides the following assurance:

The School will provide in the 4th grade instruction in the 7 General Curriculum Areas and 28 New York Learning Standards, which will be embedded in the curriculum provided in the revision, or developed and provided separately prior to instruction in that subject, as applicable.

Please let me know if you need any further information by contacting me at the number below (x2056) or at ralph.rossi@suny.edu.

Sincerely,

Ralph A. Rossi II, Esq.
Vice President and General Counsel

I, by my signature below, hereby give my consent and agreement that the enclosed amended "Attachments" or "Exhibits" shall be incorporated into the proposed charter revision between the School and the State University Board of Trustees and shall be fully binding on the charter school.

Leslie Esters Redwine

Enclosure

c: Ira Schwartz

4th Grade Arts: Curriculum to Standards Crosswalk

Level: Elementary

Courses: Music and Visual Art

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Music</u>	<u>A/M1</u> (KI-1)	a, b, c, d, e
<u>Elements of Performance</u>	<u>A/M2</u> (KI-2)	a, b, c, d
Advanced notation:	<u>A/M3</u> (KI-3)	a, b, c, d, e
Expressive musical terms, including crescendo, decrescendo staccato, legato:	<u>A/M4</u> (KI-4)	a, b, c
Using classroom instruments competently:	<u>A/D1</u> (KI-1)	a, b, c
<u>Music and Culture:</u>	<u>A/D2</u> (KI-2)	a, b, c
African drumming circle:	<u>A/D3</u> (KI-3)	a, b
Distinguishing characteristics of music genres:	<u>A/D4</u> (KI-4)	a, b
Role of music in other cultures (instructor's choice):		
Life and work of major composers and musicians (instructor's choice):		
Intermediate dance forms:		
Careers in music and dance		
<u>Visual Art</u>	<u>A/VA1</u> (KI-1)	a, b, c, d, e
<u>Elements of Creation</u>	<u>A/VA2</u> (KI-2)	a, b, c, d
Media: wet and dry	<u>A/VA3</u> (KI-3)	a, b, c, d
Visual basics: color, shape, texture, line, value, proportion, perspective;	<u>A/VA4</u> (KI-4)	a, b, c
Painting/Drawing/Sculpture: free form, observational, and illustrative;	<u>A/T1</u> (KI-1)	a, b, c, d, e
<u>Art and Culture:</u>	<u>A/T2</u> (KI-2)	a, b, c, d
Aspects of artwork from other cultures (instructor's choice):	<u>A/T3</u> (KI-3)	a, b, c
Life and work of major artists (instructor's choice):	<u>A/T4</u> (KI-4)	a, b, c
Visual art in theatrical productions (scenery, props, and set design):		
Contemporary art (instructor's choice)		

4th Grade English Language Arts: Curriculum to Standards Crosswalk

Level: Elementary

Subject Area: English

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<p><u>Language for Information and Understanding</u></p> <p>Achievement First Reading and Writing curricula: Summarizing: Defining vocabulary with context clues; Compare and contrast (using graphic organizers like Venn Diagrams)</p>	<p><u>ELA1</u> (KI-1)</p> <p>(KI-2)</p> <p><u>ELA4</u> (KI-1)</p> <p>(KI-2)</p> <p>(KI-4)</p> <p><u>CD/OS3a</u> (KI-1)</p> <p>(KI-3)</p>	<p>a, b, c, d, e</p> <p>a, b, c, d, e, g</p> <p>a, b, c</p> <p>a, b</p> <p>a</p> <p>a</p> <p>a</p>
<p><u>Language for Literary Response and Expression, Critical Analysis and Evaluation</u></p> <p>Achievement First Reading and Writing curricula: Finding main idea and theme; Character analysis (character's behavior, traits, feelings, thoughts & motivation); Learning defining aspects of genre</p>	<p><u>ELA2</u> (KI-1)</p> <p>(KI-2)</p> <p><u>ELA3</u> (KI-1)</p> <p>(KI-2)</p>	<p>a, b, c, d, e</p> <p>a, b, c, d</p> <p>a, b, c</p> <p>a, b, d</p>

4th Grade Math: Curriculum to Standards Crosswalk

Level: Elementary

Subject Area: Math

Content	Standards and Key Ideas	Performance Indicators
<p><u>Mathematical Analysis and Application</u></p> <p>Achievement First Math curriculum: Expanded numerical form; Prime and composite numbers; Roman numerals; Square and cube roots; Adding/subtracting/multiplying multidigit numbers; Mixed numbers and improper fractions; Decimals and percents; Parallel and perpendicular lines; Polygons; Using a compass and protractor; Triangles (right, acute, obtuse); Volume/mass/perimeter; Pi; Engaging the design process; Creating graphs</p>	<p><u>MST1 (MA)</u> (KI-1)</p>	a
	(KI-2)	a
	(KI-3)	a
	<p><u>MST1 (ED)</u> (KI-1)</p>	a, b, c, d, e
	<p><u>MST3</u> (KI-1)</p>	a, b, c, d
	(KI-2)	a, b, c, d, e
	(KI-3)	a, b, c, d
	(KI-4)	a, b, c, d, e
	(KI-5)	a, b, c, d, e, f
	(KI-6)	a, b, c, d, e, f, g, h
	(KI-7)	a, b, c, d, e, f, g, h
	<p><u>MST6</u> (KI-3)</p>	a, b
	(KI-5)	a, b
	(KI-6)	a, b
	<p><u>CD/OS2</u> (KI-1)</p>	a, b, c
	<p><u>CD/OS3a</u> (KI-1)</p>	a
	(KI-2)	a
(KI-7)	a	

4th Grade Science: Curriculum to Standards Crosswalk

Level: Elementary

Subject Area: Science

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
Scientific Inquiry FOSS Science curriculum: <u>Ideas and Inventions</u> : How can simple techniques (using mirrors, chromatography, etc.) make observation easier? <u>Measurement</u> : How does the metric system work, and how can we use it to measure length, mass, temperature, and volume?	MST1 (SI) (KI-1)	a, h, c
	(KI-2)	a
	(KI-3)	a, b, c, d
	MST6 (KI-1)	a, b
	(KI-2)	a, h, c
	MST7 (KI-1)	a, h, c, d
	(KI-2)	a, b, c, d, e, f
	CD/OS3a (KI-8)	a
Physical Setting FOSS Science curriculum: <u>Magnetism and Electricity</u> : How do magnets and electricity work? <u>Sound</u> : How does sound travel through solids, liquids, and air? What is the relationship between the pitch of a sound and the physical properties of its source? <u>Water</u> : How does water interact with other earth materials? <u>Earth materials</u> : What are the properties of rocks and minerals?	MST4 (PS) (KI-1)	a
	(KI-2)	a
	(KI-3)	a, b
	(KI-4)	a, h
	(KI-5)	a, h
	MST5 (KI-2)	a, b, c, d, e
	The Living Environment FOSS Science curriculum: <u>Human Body</u> : How do the skeletal and muscular systems work? <u>Structures of Life</u> : What are the differences between plants and animals? How do plant species differ? Animal species?	MST4 (LE) (KI-1)
(KI-2)		a, b
(KI-3)		a
(KI-4)		a, h
(KI-5)		b, c
(KI-6)		a, b
(KI-7)		a

4th Grade Social Studies: Curriculum to Standards Crosswalk		
Level: Elementary		
Subject Area: Social Studies		
<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Roots of American Identity; Economics, Civics and Citizenship</u> Core Knowledge curriculum: American Revolution (causes, leaders, outcome); U.S. Constitution (authors and Bill of Rights); Early presidents (Washington through Jackson) and politics; American Reformers (Frederick Douglas, Harriet Tubman, Sojourner Truth)	SS1 (KI-1)	a, b, c
	(KI-2)	a, b, c
	(KI-3)	a, b, c
	(KI-4)	a, b, c
	SS4 (KI-1)	a, b, c, d, e, f
	(KI-2)	a, b, c, d
	SS5 (KI-1)	a, b, c, d, e
	(KI-2)	a, b, c, d, e, f
	(KI-3)	a, b, c, d, e, f
	(KI-4)	a, b, c, d, e, f
<u>Geography and World Cultures/Civilizations</u> Core Knowledge curriculum: World Mountains (Andes, Rockies, Alps, Himalayas); Europe in the Middle Ages; Spread of Islam and "Holy Wars"; Early and Medieval African Kingdoms; China's Dynasties and Conquerors	CD/OS1 (KI-1)	a, b, c, d, c
	SS2 (KI-1)	a, b, c
	(KI-2)	a, b, c, d
	(KI-3)	a, b, c
	(KI-4)	a, b, c
	SS3 (KI-1)	a, b, c, d, c
	(KI-2)	a, b, c

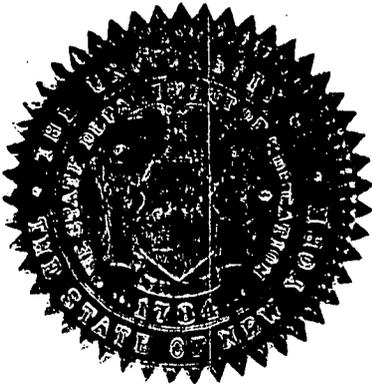
The University of the State of New York
Education Department

ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL

This Instrument Witnesseth That the Board of Regents for and on behalf of the Education Department of the State of New York at their meeting of January 15, 2008,

Voted, that

A charter valid for a term up through and including January 14, 2013 is granted to the Achievement First Brownsville Charter School pursuant to Article 56 of the Education Law and in accordance with the attached Charter Agreement dated October 26, 2007 between Kelly Wachowicz on behalf of Achievement First Brownsville Charter School, and the Board of Trustees of the State University of New York.



Granted, January 15, 2008, by the Board of Regents of The University of the State of New York, for and on behalf of the State Education Department, and executed under the seal of said University and recorded as Number 316.

Tom Bennett
Chancellor

Richard Mills
President of the University and
Commissioner of Education

ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL

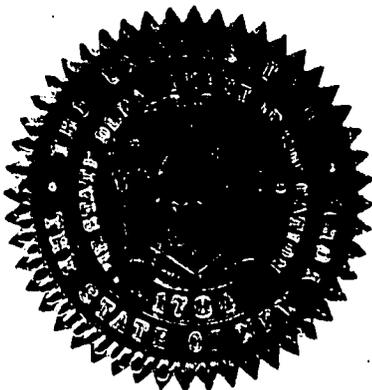
PROVISIONAL CHARTER

This Instrument Witnesseth That the Board of Regents for and on behalf of the Education Department of the State of New York at their meeting of January 15, 2008,

Voted, that

1. A provisional charter valid for a term up through and including January 14, 2013 is issued incorporating Kelly Wachowicz, Max Polaner, Sean Andrews, Ernest Hart, Nicole Campbell, Chrystal Stokes and their successors as an education corporation under the corporate name of Achievement First Brownsville Charter School, located in the City of New York, the Borough of Brooklyn, State of New York.
2. The purpose for which such corporation is formed is to operate a charter school pursuant to Article 56 of the Education Law and in accordance with the charter agreement between Kelly Wachowicz on behalf of Achievement First Brownsville Charter School, and the Board of Trustees of the State University of New York, as approved by the Board of Regents on January 15, 2008, and any subsequent authorized revisions or amendments thereto.
3. The names and post office addresses of the first trustees are as follows:
 - Kelly Wachowicz
28 Old Fulton Street, Apt. 4K
Brooklyn, New York 11201
 - Max Polaner
790 East New York Avenue
Brooklyn, New York 11203
 - Sean Andrews
357 Ninth Street
Brooklyn, New York 11215
 - Ernest Hart
41-65 Westmoreland Street
Little Neck, New York 11363
 - Nicole Campbell
255 Bergen Street, Apt. 1
Brooklyn, New York 11217
 - Chrystal Stokes
109 South Elliott Place, Apt. 3
Brooklyn, New York 11217
4. The board shall have power to adopt bylaws not inconsistent with the provisions of Article 56 of the Education Law.
5. The corporation hereby created shall be a nonstock corporation organized and operated exclusively for educational purposes as defined in section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), and no part of its earnings or net income shall inure to the benefit of any individual; and no officer, member, or employee of the corporation shall receive or be entitled to receive any pecuniary profit from the operations thereof, except reasonable compensation for services.

6. Notwithstanding any other provision of these articles the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law) or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).
7. No substantial part of the activities of the corporation shall be devoted to carrying on propaganda, or otherwise attempting to influence legislation (except to the extent authorized by Internal Revenue Code section 501(h) as amended, or the corresponding provision of any future United States Internal Revenue Law, during any fiscal year or years in which the corporation has chosen to utilize the benefits authorized by the statutory provision), and the corporation shall not participate in nor intervene (including the publishing or distribution of statements) in any political campaign on behalf of, or in opposition to, any candidate for public office.
8. Upon dissolution of the corporation, the board of trustees shall, after paying or making provision for the payment of all the liabilities of the corporation, dispose of the remaining assets of the corporation to another charter school located within the school district in which the charter school is located, provided that such charter school shall be exempt from federal income taxation under section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), exclusively for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law), or to the school district in which the charter school is located for a public purpose
9. The principal office of the corporation shall be located at Achievement First, Inc., 790 East New York Avenue, Brooklyn, New York 11203.
10. The Commissioner of Education is designated as the representative of the corporation upon whom process in any action or proceeding against it may be served.
11. Such provisional charter may be extended upon application for a term of up to five years in accordance with the provisions of Article 56 of the Education Law.



Granted, January 15, 2008, by the Board of Regents of The University of the State of New York, for and on behalf of the State Education Department, and executed under the seal of said University and recorded as Number 316.

Tom Bennett
Chancellor

Richard D. Ravitch
President of the University and
Commissioner of Education

CHARTER

**DATED AS OF
OCTOBER 26, 2007**

BETWEEN

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

AND

**APPLICANTS FOR THE
ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL**

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EXHIBITS

- EXHIBIT A - Application**
- EXHIBIT B - Monitoring Plan**
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“Corrective Plan”21

CHARTER

This agreement is executed on this 26th day of October, 2007 by and between the Board of Trustees of the State University of New York (the "Trustees") and Kelly Wacowicz (the "Applicant(s)") to establish and operate the ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL (the "School" or "School Corporation"), an independent and autonomous public school under the New York Charter Schools Act of 1998.

WITNESSETH:

WHEREAS the State of New York (the "State") enacted the New York Charter Schools Act of 1998 (as amended, the "Act") codified in part as Article 56 of the Education Law (sections 2850-57); and

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

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

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

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

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

SECTION 1. ESTABLISHMENT OF SCHOOL

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

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

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

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

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

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

(b) the Trustees, acting on the New Information, issue in writing to the School Corporation a statement setting forth in particular the New Information and the reasons why the School Corporation shall not be permitted to provide instruction or receive the public

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

SECTION 2. OPERATION OF SCHOOL

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

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

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

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

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

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

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

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

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

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

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

(c) Notwithstanding subparagraph (b) above, in the first school year in which the School provides instruction, the days and hours of operation shall be those set forth in

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the Terms of Operation, except that the School shall have the discretion, and without seeking permission of the Trustees, to (i) provide ten percent (10%) or ten (10) fewer days of instruction, whichever is less, than that amount set forth in the Terms of Operation and (ii) lengthen the school day and school year as it deems necessary and appropriate so long as the School Corporation provides timely notice to parents of such changes.

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

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

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

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

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

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

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

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

(e) Where the School Corporation has engaged an educational service provider or other entity that provides comprehensive management services to the school pursuant to a contract between such entity and the School:

(i) if such entity is a for-profit entity, no employee, director, officer, agent or individual otherwise affiliated with such entity and/or any related entity, nor any immediate family members of such persons, shall be eligible to serve on the School Board;

(ii) if such entity is a not-for-profit entity, no more than two (2) trustees may be affiliated with such not-for-profit entity, or have immediate family members so affiliated, and one such trustee's affiliation is limited to serving as director of such entity; provided, however, that in such case the following restrictions shall apply and be contained in the By-laws:

(A) termination of the contract with the not-for-profit educational service provider or other entity shall constitute cause for removal of such person(s) from the School Board, and upon such termination such person(s) may be removed from the School Board by vote of the School Board provided there is a quorum of at least a majority of the entire School Board present at the meeting; and

(B) such person(s) shall not hold the offices of chair or treasurer of the School Board; and

(C) when the School Board has proper grounds to go into executive session pursuant to the Open Meetings Law, and the School Board is to discuss or vote upon an issue related to the not-for-profit management company or entity, the personnel of such company or entity, or such person(s), the School Board may, after such person(s) has had an

opportunity to fully address the School Board, continue such executive session outside of the presence of such person(s); and

(D) the number of trustees on the School Board shall not be less than seven (7) where two (2) trustees are affiliated with the not-for-profit entity and not less than six (6) where one (1) trustee is affiliated with the not-for-profit entity.

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

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

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

2.11 Selection of New School Board Members. All School Trustees shall possess appropriate qualifications for membership on the School Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or election of any School Trustee who is not a Founding School Trustee, the School Board must submit to the Trustees (pursuant to a duly approved resolution of the School Board) the name of the proposed School Trustee and such individual must timely

provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "School Trustee Background Information"). Within forty-five (45) days of receiving the name of the proposed School Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed School Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the School Corporation or the proposed School Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

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

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

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

- (a) The Trustees reserve the right to review and disapprove for good cause shown any and all ESP Contracts that the School seeks to execute or amend during the time that the Charter is in effect. Good cause shown includes but is in no way limited to a

finding that the ESP Contract or ESP Contracts at issue do not, under the totality of the circumstances, allow the School Corporation effective and sufficient means to hold the Educational Service Provider accountable, including means to terminate the Educational Service Provider without placing the School Corporation's further existence in peril. The above terms are in addition to the requirements of paragraph 2.17 of the Charter Agreement.

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

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

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

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

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

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

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

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

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

2.17 Facility, Location. The building(s) in which the School is to be located shall be known as the school facility (the "School Facility").

(a) Prior to May 15 of the year that the School intends to provide instruction for the first time, the School Corporation shall have:

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

(ii) provided to the Trustees for review and approval a copy of the Facility Agreement and a detailed schedule setting forth the steps necessary to make the School Facility ready for commencement of instruction, together with the dates upon which such steps will be completed (the "Facility Completion Schedule"). The Facility Completion Schedule shall indicate the permits and licenses required to be obtained prior to the School Corporation being legally able to operate the School in the School Facility (including, but not limited to, a certificate of occupancy) (collectively the "Permits") with the dates on which each such Permit

shall be obtained, a detailed construction / renovation timeline (if applicable), which describes the work to be completed and the dates on which such work will be completed, and an updated and detailed budget for all costs associated with preparing the School Facility for occupancy.

(b) In the event that a Facility Agreement is not in place by May 15 of the calendar year in which the School intends to first provide instruction, the School Corporation may not commence instruction until the start of the school year succeeding such scheduled start, subject, however, to having (i) entered into a Facility Agreement, (ii) provided to the Trustees such agreement as well as the Facility Completion Schedule by May 15 of such succeeding year, and (iii) the subsequent approval of the Trustees. Notwithstanding the immediately foregoing sentence, the Trustees may waive the restrictions contained therein upon good cause shown and extend the date upon which the Facility Agreement and Facility Completion Schedule would be otherwise due.

(c) In the event that the Trustees find, through their review of the Facility Completion Schedule, the Facility Agreement or any other inquiry and investigation, that it is unlikely that the School Facility will be completed and that all Permits will be obtained in time for the opening of the School on the School's scheduled opening date, the Trustees may require the School Corporation to delay commencement of instruction until the next academic year or such other date as the Trustees may designate. In the event that the Trustees require such delay, they shall provide their reasons in writing to the School Corporation by July 15 of the year in which the School is then scheduled to provide instruction.

(d) Pursuant to subdivision 2851(2)(j) of the Education Law, and notwithstanding any contrary provision of this paragraph, in the event that the Terms of Operation do not identify the School Facility, the School shall notify the Trustees and the Regents within ten (10) business days of the School Facility having been identified.

(e) The School Corporation shall take such actions as are necessary to ensure that the Facility Agreement and Permits are valid and in force at all times that the Charter is in effect.

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

(a) the School Corporation notifies the Trustees of the proposed change in location or addition of facilities, in the case of an August or September opening, prior to May 15 of the calendar year in which the School intends to provide instruction in the new or additional facility, or, in the case of any other opening, one hundred and twenty (120) days prior to the proposed commencement of instruction in the new or additional facility, and provides the Trustees with (i) a Facility Completion Schedule, (ii) an unexecuted Facility Agreement or a

statement setting forth the material terms of the lease or purchase agreement, and (iii) a letter from legal counsel indicating that such counsel has reviewed such terms; and provided further that

(b) the Trustees do not issue a denial to the School Corporation within sixty (60) days of its receipt of such notification. The Trustees may issue a denial only for good cause. A failure to provide the Trustees with the notice period and/or Facility Completion Schedule required by sub-paragraph 2.18(a), together with all material terms regarding the lease or purchase of the proposed School Facility, within the time frames set forth therein shall constitute good cause. Notwithstanding the immediately foregoing, the Trustees may shorten or otherwise waive the one hundred and twenty (120) day notice or other requirement for good cause shown. A failure to obtain the permission of the Trustees as specified above shall cause any Facility Agreement entered into without such permission to be voidable at the discretion of the Trustees.

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

SECTION 3. SPECIAL EDUCATION

3.1 Provision of Services. The School Corporation shall provide services and accommodations to students with disabilities as set forth in the Terms of Operation and in accordance with the Individuals with Disabilities Education Act (20 U.S.C. § 1401 *et seq.*), the Americans with Disabilities Act (42 U.S.C. § 12101 *et seq.*) and section 504 of the Rehabilitation Act of 1973 (29 U.S.C. § 794) ("**Section 504**"), including providing services to attending students with disabilities in accordance with the individualized education program ("**Individualized Education Program**") recommended by the committee or subcommittee on special education of the student's school district of residence. Pursuant to subdivision 2853(4)(a) of the Education Law, the School shall provide such appropriate and required services either directly or by contract with another provider, and, to the extent not otherwise indicated in the Terms of Operation, the School Corporation may, elect to have certain services provided by a student's school district of residence. The School Corporation may seek reimbursement from a student's district of residence for special education and related services provided by the School Corporation, pursuant to a student's Individualized Education Program or Section 504 plan, to the extent permitted under section 2856 of the Education Law and the New York Laws of 2002, chapter 83, part H, section 102.

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

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

SECTION 4. PERSONNEL

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

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

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

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

4.5 Background Checks; Fingerprinting. The School Corporation shall establish, maintain and implement procedures for conducting background checks (including a fingerprint check for a criminal record) of, and appointing on an emergency conditional basis (if applicable), all school employees and prospective employees (whether part or full time) of the School, as well as any individual who has regular access to the students enrolled in the school (including, but not limited to, employees and agents of any company or organization which is a party to a contract to provide services to the School) to the extent required by subdivision 2854(3)(a-2) of the Education Law and the applicable requirements of the Safe Schools Against Violence in Education legislation (Chapter 180 of the Laws of 2000) and 8 N.Y.C.R.R. part 87. The School Corporation may, but is not required to, conduct any and all other background checks permitted by law.

4.6 Collective Bargaining. In accordance with Education Law subdivision 2854(3)(b-1) (as amended by Chapter 57 of the Laws of 2007), in the event that

(a) student enrollment at the School on the first day on which the School commences instruction does not exceed two hundred fifty (250) or the average daily student enrollment of the School does not exceed two hundred fifty (250) at any point during the first two (2) years after the school commences instruction; or

(b) the Trustees have granted to the School Corporation a waiver pursuant to paragraph 2854(3)(b-1) of the Education Law and the School's enrollment exceeds two hundred fifty (250) at any point during the first two (2) years;

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

(c) the conditions in subparagraphs (a) or (b) immediately above are not met, then all employees of the School who are eligible for representation under Article 14 of the Civil Service Law shall be deemed to be represented in a separate negotiating unit at the School by the same employee organization, if any, that represents like employees in the school district in which the School is located.

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

SECTION 5. FINANCIAL OPERATIONS OF SCHOOL

5.1 Management and Financial Controls. The School Corporation shall at all times maintain appropriate governance and managerial procedures and financial controls. To better ensure this outcome from the School's commencement, the School Corporation shall provide a statement to the Trustees no later than sixty (60) days from the Effective Date

concerning the status of management and financial controls (the "Initial Statement"). The Initial Statement must address whether the School Corporation has documented adequate controls relating to:

- (a) preparing financial statements in accordance with generally accepted accounting procedures;
- (b) payroll procedures;
- (c) accounting for contributions and grants;
- (d) procedures for the creation and review of quarterly financial statements, which procedures shall specifically identify the individual who will be responsible for preparing and reviewing such financial statements; and
- (e) appropriate internal financial controls and procedures.

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

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

5.3 Audits. The School Corporation shall retain an independent certified public accountant or certified public accounting firm licensed in New York State to perform annually an audit of the School Corporation's annual financial statements. The independent audit of the School's financial statements must be performed in accordance with generally accepted auditing standards and *Government Auditing Standards* issued by the Comptroller General of the United States, as well as any additional requirements and guidelines provided by the Trustees. The audited financial statements must be submitted to the Trustees by November 1 of each year. In addition, and pursuant to the same timetable, the School Corporation must require its independent certified public accountant to issue a report on compliance with laws, regulations, contracts and grants and on internal controls over financial reporting, based on its audit of the financial statements. The School Corporation must submit this report to the Trustees together with a corrective plan addressing any weaknesses or problems identified in the planning and performance of the audit. The corrective plan must address each suggestion for consideration of management contained in the compliance report and include a timetable that identifies the date by which each corrective step will have been completed. The School Corporation shall also conduct programmatic audits when and to the extent required of other public schools, with such audit being comparable in scope to those required of other public schools.

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

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

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

5.7 Insurance. The School Corporation shall, at its own expense, purchase and maintain the insurance coverage for liability, property loss, and the personal injury of students as is described in the Terms of Operation together with any other additional insurance that the School Corporation deems necessary. Such insurance policies shall be in effect by July 30 of the year in which the Charter is first effective, and, in the case of liability insurance, by such date or upon the first date that the School Corporation contracts with any employee,

whichever date is earlier. The School Corporation shall provide the Trustees with certificates of insurance or other satisfactory proof evidencing coverage within five days (5) of the commencement of each such policy. All such insurance policies shall contain a provision requiring notice to the Trustees, at least thirty (30) days in advance, of any material change, nonrenewal or termination. Notwithstanding any provision to the contrary, the School Corporation shall take all steps necessary to comply with any additional regulations promulgated by the Commissioner and Superintendent of Insurance to implement subdivision 2851(2)(o) of the Education Law.

SECTION 6. REPORTS

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

(a) A report card, which shall be in such form and provide such data as set forth at 8 N.Y.C.R.R. section 119.3.

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

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

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

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

(e) The school calendar for the present school year, such calendar to

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

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

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

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

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

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

SECTION 7. OTHER COVENANTS AND WARRANTIES

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

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

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

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

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

SECTION 8. RENEWAL; CORRECTIVE PLANS; TERMINATION

8.1 Renewal Notice. No later than August 1 in the calendar year prior to expiration of the Charter, the School Corporation may provide to the Trustees an application to renew the Charter in accordance with subdivision 2851(4) of the Education Law (the "Renewal Application"). The Trustees may, at their sole discretion, waive the August 1 date restriction upon a written request from the School. The Renewal Application shall conform to the Institute's guidelines and contain:

- (a) a report of the progress of the School in achieving the educational objectives set forth in the charter; and
- (b) a detailed financial statement disclosing the cost of administration, instruction, and other spending categories for the School that will allow a comparison of such costs to other schools, both public and private; and
- (c) copies of each of the Annual Reports of the School, including the School report cards and the certified financial statements; and
- (d) evidence of parent and student satisfaction; and
- (e) such other material and information as is required by the Trustees.

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

8.3 Corrective Plans. If the Trustees determine that the School Corporation is not progressing toward one or more of the performance or education goals set forth in the Charter, that the quality of the School's educational program or governance practices are not satisfactory, or that the School Corporation is not in compliance with the terms and conditions of

the Charter, including, but not limited to, the requirements of the Charter Agreement and the Monitoring Plan, then the Trustees, in consultation with the School Corporation, may develop and require the School Corporation to implement a corrective plan (“Corrective Plan”). Nothing contained herein shall require the Trustees to undertake the development of a Corrective Plan or be in derogation of the Trustees’ or the Regents’ ability to revoke the Charter, place the School Corporation on probationary status, or initiate mandatory remedial action in accordance with the Act and paragraphs 8.4 and 8.5 of the Charter Agreement.

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

- (a) by the Trustees or the Regents in accordance with section 2855 of the Education Law; or
- (b) by mutual agreement of the parties hereto.

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

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

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

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

pupil placement coordinators, a custodian of records and any other necessary personnel).

(b) In the event any of the conditions in sub-paragraph 8.6(a) exist or any of the following events:

(i) grounds for termination of the charter exist as set forth in this Charter Agreement and there is resultant fiscal mismanagement, lack of organizational viability, or lack of educational soundness; or

(ii) when the Trustees make a finding that the School is far from meeting most of the goals in its Accountability Plan and not making substantial progress toward meeting those goals;

(iii) when the Trustees approve a recommendation of non-renewal for the School; or

(iv) current or future litigation, or other events that threaten the fiscal soundness of the School as determined by the Trustees;

the Trustees may require the creation of an escrow or reserve account for the purposes of School closure and/or dissolution in an amount to be determined but not to exceed seventy-five thousand dollars (\$75,000) and may require such account to be established and funds disbursed therefrom pursuant to terms and conditions determined by the Trustees or their designee.

SECTION 9. MISCELLANEOUS

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

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

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

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

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

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

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

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

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

9.6 Terms and Conditions of Operation. The parties hereto expressly agree that the Terms of Operation set forth overall goals, standards and general operational policies of the School, and that the Terms of Operation are not a complete statement of each detail of the School's operation. To the extent that the School Corporation desires to implement specific policies, procedures or other specific terms of operation that supplement or otherwise differ from those set forth in the Terms of Operation, the School Corporation shall be permitted to implement such policies, procedures, and specific terms of operation without seeking the permission of the Trustees or a revision to the Charter, provided that such policies, procedures and terms of operation and any changes thereto are not otherwise prohibited, circumscribed or limited by the Act, other applicable law or the Charter. Where there is a conflict between the terms of the Charter Agreement and the Terms of Operation, the terms of the Charter Agreement shall govern. Where a provision of the Charter Agreement provides additional terms or conditions as to modifying a specific policy, provision or term of operation, such specific terms and conditions shall govern. Where a provision of the Additional Assurances and Terms conflicts with the Terms of Operation or the Charter Agreement such provision of the Additional Assurances and Terms shall govern.

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

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

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

If to the School Corporation:

With a copy to:

If to the Trustees:

Charter Contract Desk
Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207.

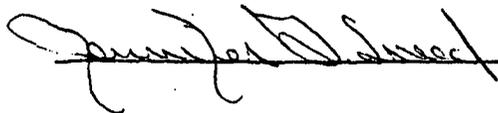
9.10 Severability. In the event that any provision of this Charter or the Terms of Operation thereof to any person or in any circumstances shall be determined to be invalid, unlawful, or unenforceable to any extent, the remainder of this Charter and the application of such provision to persons or circumstances other than those as to which it is determined to be invalid, unlawful or unenforceable, shall not be affected thereby, and each remaining provision of this Charter shall continue to be valid and may be enforced to the fullest extent permitted by law.

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

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

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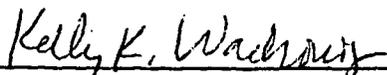
**BOARD OF TRUSTEES OF THE
STATE UNIVERSITY OF NEW YORK**


Date

**By: Jennifer G. Sneed, Ph.D., acting for the Board of
Trustees of the State University of New York**

**Title: Senior Vice President, Charter Schools Institute,
State University of New York**

ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL


Signature Date

By: Kelly Wachowicz

Title: Applicant

EXHIBIT A

TERMS OF OPERATION

EXHIBIT B

**MONITORING
PLAN**

Monitoring Plan

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

- A. The School Corporation shall maintain the following records in its offices for inspection by the Trustees and the Regents:
1. Records concerning the enrollment and admissions process including all applications received and documents concerning the lottery process if conducted;
 2. Student academic and health records;
 3. Attendance records for students, including withdrawals of students from the School;
 4. Individual Education Programs and other documentation concerning the Individuals with Disabilities Education Act as well as documentation concerning section 504 of the Rehabilitation Act of 1975 for children with disabilities enrolled in the School;
 5. Staff rosters, including records of hiring, resignation, and termination of employees of the School Corporation;
 6. Evidence of credentials for all teachers;
 7. Evidence that required background checks and emergency appointments, if any, have been conducted;
 8. Certificates of occupancy or Other facility-related certifications or permits;
 9. Lease agreements and/ or deeds;
 10. Loan documents;
 11. Contracts in excess of \$1,000;

- 12. School policies in areas such as financial management, personnel, student discipline (including suspension and expulsion), complaints, health and safety, student privacy and transportation, Freedom of Information Law, Open Meetings Law and other areas required by the Charter;
- 13. Grievances made by students, parents, teachers, and other employees of the School Corporation, including, but not limited to , complaints received by the School Board pursuant to subdivision 2855(4), together with documentation of all actions taken in response;
- 14. Inventory of all assets of the School Corporation that have been purchased with public funds; and
- 15. Documents sufficient to substantiate the School's progress on the measurable goals set forth in the Accountability Plan.

B. To corroborate information submitted by the School Corporation to the Trustees, and in order to ensure the School Corporation's full compliance with the Act and the Charter, the Trustees will:

- 1. Make at least one visit to the School in its first year of operation, not including the Prior Action Visit. Such visits may include an inspection of the physical plant, all categories of records set forth in subsection A of the Monitoring Plan, interviews with the director of the school and other personnel, and observation of instructional methods. Visits in later years may decrease in frequency and be conducted by consultants or agents of the Charter Schools Institute;
- 2. Make unannounced visits to the School;
- 3. Require the School to make available necessary information in response to the Trustee's inquiries, including information necessary for the Trustees to prepare annual or semi-annual evaluations of the school's financial operations, academic program, future outlook and other areas;
- 4. Conduct internal investigations as appropriate on its own initiative or in response to (i) concerns raised by students, parents, employees, local school districts and other individuals or groups, including but not limited to, complaints brought pursuant to subdivision 2855(4) of the Act. Where appropriate, the Trustees shall issue remedial orders as permitted by subdivision 2855(4) of the Education Law;
- 5. Review as necessary the School's operations to determine whether any changes in such operations require formal revision of the charter pursuant to subdivision 2852(7) of the Education Law and, if so, determine whether such revision should be recommended for approval; and
- 6. Encourage relevant officers, employees and agents of the School Corporation to attend conferences, seminars and training sessions identified or sponsored by the

Trustees and which are designed to assist the School Corporation to fulfill its mission.

- C. The School Board shall provide the Institute with a copy of all minutes from each of its meetings, committee meetings and executive sessions within 30 days of the meeting or session.

EXHIBIT C

ACCOUNTABILITY PLAN

[PLAN TO BE DEVELOPED.]

EXHIBIT D

**ADDITIONAL ASSURANCES
AND TERMS**

Achievement First Brownsville Charter School

ADDITIONAL ASSURANCES AND TERMS

1. Amendment of Application.

Until the Proposed Charter is approved (either through approval by the Board of Regents) or by operation of law, the Applicant agrees that (1) should the Charter Schools Institute on behalf of the Trustees determine upon further review that one or more exhibits or attachments of the Application are not consistent in one or more respects with applicable laws, rules or regulations or the Charter Agreement, and (2) the State Education Department on behalf of the Board of Regents provides an opportunity for amendment of the By-laws, the Applicants will make such changes to the Application as requested by the Charter Schools Institute such that the Application meets such legal requirements, it being understood, however, that such changes shall be required only after the Applicants (or their designees) have had the opportunity to fully discuss any such requested changes with the Charter Schools Institute.

2. Amendment of the Charter Agreement.

If the Charter Schools Institute determines that the Application requires amendment for the reasons indicated above, but the State Education Department does not permit amendment (as contemplated in Paragraph A, above), and the Charter is issued, the School Board agrees to make such amendments to the Application (Exhibit A of the Charter) (and seek a revision to the Charter to the extent required by law to effect such changes), it being understood that prior thereto, the Charter Schools Institute shall provide the School Board with a full and fair opportunity to discuss any such required changes.

EXHIBIT E

PRIOR ACTION PROTOCOL

Prior Action Visit Protocol

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

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

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

STAFFING

Satisfactorily Completed	Item	Deliverable(s)	Comments	Date Completed
	The number of teachers is adequate and their assignments match the staffing plan.	Teacher roster, including teaching assignments by grade level or specialty.		
	Teachers are certified or no more than the maximum number of non-certified teachers have been hired (lesser of 5 or 1/3); and non-certified teachers meet the qualifications of Education Law §2854(3)(a-1).	Copies of teacher certifications, or appropriate proof of compliance with statutory exemptions.		
	Teachers in core academic areas (as defined by No Child Left Behind Act) are highly qualified in accordance with NCLB.	Proof of certification or academic credentials (transcripts), relevant tests (e.g., ATS-W, LAST, HOUSSE) and subject matter competency for each teacher.		
	<p>Fingerprint supported criminal background checks have been completed and all employees have SED - OSPRA clearance for employment, AND all employees have been identified to SED as working for the new charter school;</p> <p>OR</p> <p>Fingerprints for each employee have been submitted to SED and all conditions of Emergency Conditional Clearance have been met.</p>	<p>Copies of Fingerprint Clearance forms from OSPRA for each employee identifying the new charter school as the employee's current employer;</p> <p>OR</p> <p>Copies of fingerprint cards and OSPRA forms submitted to SED, AND proof of Emergency Conditional Clearance for each employee, including: a signed statement regarding criminal record; AND an approved resolution from the school's Board of Trustees</p>		

	(moved by the Board Chair) to extend such clearance to the employee(s); AND a Board of Trustees' approved supervision policy for such employee(s).		
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CURRICULUM AND INSTRUCTION

Satisfactorily Completed	Item	Deliverable(s)	Comments	Date Completed
	Needed instructional materials and supplies have been distributed to classrooms at every grade level.	Classrooms should be adequately prepared for teaching and learning, including the appropriate distribution of curricular materials and supplies at time of Prior Action Visit.		
	A school calendar and class schedules exist and provisions have been made for them to be available to every student and every family.	Copies of the annual school calendar, class schedules, and an assurance that the school calendar has been made available to students and their families.		
	Provisions have been made for a child find system and serving students with special needs.	Written documentation that the school has hired, contracted with or received a commitment from the school district regarding certified Special Education teacher(s) and a SPED coordinator, and hired, contracted with or received a commitment from the school district regarding speech and language therapists, and occupational and physical therapists, or other services or equipment, if required.		

	<p>The school is prepared to provide instruction in each approved grade and only in such grades.</p>	<p>Class schedule and teacher roster. Written assurance from the school.</p>		
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STUDENTS AND PARENTS

Satisfactorily Completed	Item	Deliverable(s)	Comments	Date Completed
	<p>The school has developed required policies relating to student discipline (including SPED students), complaints/grievances, FERPA, FOIL, Open Meetings Law, and has made appropriate policies available to students and their families in the Student and Family Handbook.</p>	<p>Copy of Student and Family Handbook containing the specified policies, including FERPA access. Written assurance that Student and Family Handbooks (containing such policies) have been distributed. Copy of FERPA procedures for storage/handling of student files in school.</p>		
	<p>Student enrollment procedures have been documented and a student roster is available to teachers.</p>	<p>Summary of school enrollment statistics, including number of currently enrolled students, number of students on the waiting list, and copies of student rosters. Documents pertaining to any lotteries held.</p>		
	<p>A preliminary count of students with special needs is available.</p>	<p>Copies of IEPs for incoming students. Written assurance from the school stating the anticipated number of special education students.</p>		

	Student records have been received or requested.	Copies of incoming student records or written assurance from the school.		
	Student academic, attendance, discipline, and testing records have been stored in locked cabinets.	Copies of incoming student records or written assurance from the school. Locked storage is present at time of Inspection.		
	Student health records have been separated from academic records and are in locked storage in the office of the school nurse.	Copies of incoming student records or written assurance from the school. Copy of school health record procedures. Locked storage is present at time of Inspection.		

OPERATIONS

Satisfactorily Completed	Item	Deliverable(s)	Comments	Date Completed
	Arrangements have been made for food service.	Inspection of food storage and kitchen area at time of Prior Action visit, to include food/beverage coolers and heaters.		
	The school has made arrangements to be staffed with a school nurse, and has a plan and procedures for the administration of prescription and non-prescription medications to students, and for provision of required health services.	Written documentation of the school's relationship with a registered nurse and/or physician. Copies of policies for medication administration. Written plan for providing required health services.		

Satisfactorily Completed	Item	Deliverable(s)	Comments	Date Completed
	Provisions have been made for student immunizations.	Immunization records or proper exemption forms; or Written assurance that students who do not have such records will be barred from school after 14 days.		
	Appropriate provisions have been made for supplemental transportation of students if any are to be provided.	Copy of agreement with provider of supplemental transportation services. Copies of fingerprint supported background checks for employees of the supplemental transportation services provider.		
	There are written plans for such life safety procedures as fire drills and emergency evacuation, including school safety plans in accordance with Project SAVE.	Copies of school safety and evacuation plans are posted in each classroom at time of Prior Action visit. Copy of draft SAVE plan and proof that the SAVE plan has been submitted to SED for approval. Assurance that school will meet with required groups (parents, teachers) and submit final plan, and revise as directed by SED.		

FINANCE

Satisfactorily Completed	Item	Deliverable(s)	Comments	Date Completed
	There is evidence of an accounting system with internal controls and fiscal policies.	Copy of the school's fiscal policies and procedures. Evidence of employment of or contract with accountant, bookkeeper or other person to handle such duties.		
	A payroll system has been established, and, if offered, properly allows employees to consent to 12 month payroll.	Contract with payroll company or evidence of employment of or contract with persons to handle payroll; and copy of deduction policy.		

FACILITIES AND FIXTURES

Satisfactorily Completed	Item	Deliverable(s)	Comments	Date Completed
	Available space (including classrooms, restrooms, and special purpose space) meets the requirements of the program and the number of students enrolled.	Inspection at time of Prior Action Visit.		
	Space is accessible to all students (including handicapped students), clean, and well-lit. If building is not required to be handicap accessible, procedures for reasonable accommodation of such persons are in place.	Inspection at time of Prior Action Visit. Procedures for reasonable accommodation of handicapped persons.		
	A certificate of occupancy (or equivalent) is on file, as well as any other appropriate certificates of inspection or permits.	Copy of certificate of occupancy and other appropriate certificates of inspection or permits.		

Satisfactorily Completed	Item	Deliverable(s)	Comments	Date Completed
	Certificates of insurance are on file, meeting at least the minimum levels required by the Charter Schools Act and including a provision to provide notice to the Charter Schools Institute of any material change, non-renewal or termination of the policy.	Copy of certificate of insurance or insurance policy or binder.		
	Space is safe and secure; entrance and egress from the school's space is adequately controlled.	Inspection at time of Prior Action Visit.		

COMPLIANCE

Satisfactorily Completed	Item	Deliverable(s)	Comments	Date Completed
	There is a staff person who is assigned to oversee and serve as the primary contact with regard to compliance.	Name of individual and contact information must be submitted to the Institute.		

OTHER

Satisfactorily Completed	Item	Deliverable(s)	Comments	Date Completed



THE STATE UNIVERSITY of NEW YORK

MEMORANDUM

October 26, 2007

Office of the
Board of Trustees

State University Plaza
Albany, New York
12246

518 443 5157
fax - 518 443 5159

www.suny.edu

To: Members of the Board of Trustees

From: Edward F. Cox, Co-Chair, Charter Schools Committee
Randy A. Daniels, Co-Chair, Charter Schools Committee

Subject: Approval of Applications for Charter Schools

We recommend that the Board of Trustees adopt the following resolution:

Whereas the Charter Schools Institute (the "Institute") has determined that the applications for the following proposed charter schools:

- Achievement First Brownsville Charter School (Brooklyn);
- Green Dot New York Charter School (Bronx);
- Harlem Success Academy Charter School 2 (Manhattan);
- Harlem Success Academy Charter School 3 (Manhattan); and
- Harlem Success Academy Charter School 4 (Manhattan).

(collectively, the "Recommended Applications") show great promise and meet all the requirements of applicable law; and

Whereas the Institute has recommended that each Recommended Application be approved as set forth in the Institute's summary of findings and recommendations for each of the Recommended Applications (copies on file in the Office of the Secretary and the Albany office of the Institute), which the Board of Trustees has reviewed; now, therefore, be it

Resolved that each of the Recommended Applications, and the schools described therein, meet the requirements of the New York Charter Schools Act of 1998 (as amended) and all other applicable laws, rules and regulations; and be it further

Resolved that each of the applicants submitting the Recommended Applications, and the founding teams described therein, demonstrate the ability to operate the proposed schools in an educationally and fiscally sound manner; and be it further

Resolved that approving each of the Recommended Applications is likely to improve student learning and achievement and materially further the purposes set out in subdivision 2850(2) of the Education Law; and be it further

Resolved that the Recommended Applications be, and hereby are, approved; and be it further

Resolved that the Institute, be, and hereby is, directed to 1) enter into a proposed charters with each of the applicants of the Recommend Applications, which shall include such assurances and terms as the Institute shall deem necessary and appropriate, and 2) thereafter to submit such proposed charters to the Board of Regents for its review, comment and potential approval.

Background

For each application listed above, the Charter Schools Institute (the "Institute") properly notified the school district in which the charter school is proposed to be located regarding the receipt of an application for a charter (copies on file in the Albany Office of the Institute). The Board of Trustees in its capacity as a charter authorizer did not receive any comments in response that would have to be considered pursuant to Education Law subdivision 2857(1) prior to approving the applications pursuant to section 2852.

Pursuant to the New York Charter Schools Act of 1998 (as amended) (the "Act"), the Board of Trustees has authority as a "charter entity" to approve the establishment of charter schools. Prior to approving any application for a charter school, the Board of Trustees must make the following findings: (a) the charter school described in the application will meet the requirements of the Act and all other applicable laws, rules and regulations; (b) the applicant can demonstrate the ability to operate the school in an educationally and fiscally sound manner; (c) granting the application is likely to improve student learning and achievement and materially further the purposes of the Act, and (d) (in school districts in which more than five percent of the district's students currently attend charter schools) granting the application would have a significant educational benefit to the students expected to attend the proposed charter school (or receive the consent of the proposed school district of

location). The Board of Trustees is not required to approve any application, even those applications that it finds meet the threshold legal requirements.

The Institute, acting on behalf and at the direction of the Board of Trustees, conducted a rigorous review of all of applications it received by the statutory application deadline of June 30, 2007. Consistent with its practices and policies, the Institute focused its review on answering two critical questions: Does the application meet the conditions imposed by the Act? If so, does the charter school described in the application have a strong likelihood of improving student learning and achievement? As always, the Institute relied on a thorough analysis of each application conducted both by its own staff and external experts in fields, such as education (charter and traditional schools), school administration, charter and traditional school policy, finance, and/or curriculum. In addition, the review process included interviews of the applicants and proposed school trustees initially by Institute staff and finally by member(s) of the Board of Trustees' Committee on Charter Schools. As the result of the Institute's review of the applications, in some cases, applicants were required to amend their applications to ensure viability, clarity and/or compliance with the Act and applicable laws, rules and regulations. The Institute published its findings and recommendations regarding applications not withdrawn in a Summary of Findings and Recommendations for each school (copies on file in the Office of the Secretary and Albany office of the Institute), which were distributed to the Board of Trustees.

This Resolution, if approved, would give the Institute the power to enter into proposed charters with each of the applicants listed above and to submit them to the Board of Regents for its review and action. The Resolution also provides the Institute with the authority to require further assurances and terms to be included in the proposed charters. These assurances and terms will permit further clarification on issues that by their nature may not be fully resolved until the date on which each charter is executed and allow the incorporation of changes suggested by the State Education Department and agreed to by the Institute and the applicant as part of the Board of Regents' review process.



Charter Schools Institute
The State University of New York

Summary of Findings and Recommendations

*Application to establish the
Achievement First Brownsville Charter School*

October 1, 2007

Executive Summary

The Achievement First Brownsville Charter School (the "School") proposes to open in Brooklyn in September of 2008 with 84 fifth grade students, growing to serve 645 students in Kindergarten through third, and fifth through eighth grades during the term of its charter. The mission of the proposed charter school is to provide students with the academic and character skills they need to gain admission to top colleges, to succeed in a competitive world, and to serve as the next generation of leaders in their communities. Ultimately (after renewal of the proposed charter), the founders envision a Kindergarten through twelfth grade school that would serve 930 students. The School would be operated by Achievement First, Inc., a not-for-profit charter management organization.

The Charter Schools Institute (the "Institute") recommends that the Board of Trustees of the State University of New York (the "State University Trustees") approve the charter application for the School.

Background and Description

An application to establish the School in Brooklyn was submitted to the Institute on June 29, 2007. The Institute conducted a rigorous review, including an extensive staff review as well as review by a panel of nationally renowned experts in the charter school arena. Pursuant to its review protocols, the Institute has met with the lead applicants and founding board members and has required the applicants to revise, clarify and otherwise amend the application in numerous respects. In addition, Co-Chair Cox of the State University Trustees' Committee on Charter Schools had an opportunity to question the lead applicant and founding board members.

The School would open with 84 students in fifth grade and grow to include 645 students in Kindergarten through third and fifth through eighth grades. The founding team envisions a school focused on strengthening the academic and character skills needed for all students to ultimately excel in top tier colleges, to achieve success in a competitive world, and to serve as the next generation of leaders in their communities. Eventually the School's founders hope to grow the School through the twelfth grade.

To achieve its mission, the design of the educational program of the School is based on the Achievement First school model, a model first developed and tested at the Amistad Academy, which has shown success in significantly increasing the achievement of students at-risk of academic failure in Connecticut. This model has been successfully replicated at Elm City College Preparatory Elementary and Middle Schools in New Haven, Connecticut, and is now being implemented at Achievement First Crown Heights Charter School, Achievement First East New York Charter School and Achievement First Endeavor Charter School (all in Brooklyn and authorized by the New York City Schools Chancellor), as well as Achievement First-Bushwick (in Brooklyn and authorized by the State University Trustees in January 2006 and opened in the fall of 2006). Primary design elements include: 1) Unwavering focus on student achievement; 2) Consistent, proven, standards-based curriculum; 3) Interim assessments and strategic use of performance data; 4) More time on task; 5) Principals with the power to lead; 6) Increased supervision of the quality of instruction; 7) Aggressive recruitment of talent; 8) Disciplined,

achievement-oriented school culture; 9) Rigorous, high-quality focused training for principals and leaders; and 10) Parents and community as partners. The model also breaks the School up into "Academies" of, eventually, Kindergarten through fourth grades, fifth through eighth grades, and ninth through twelfth grades.

The original school on which the Achievement First model is based, the Amistad Academy, has consistently shown great success in closing the achievement gap in New Haven. On Connecticut's Mastery Test in 2002 through 2006, Amistad students (who are 98% students of color and 80% eligible for free/reduced lunch) outperformed the state averages in reading and mathematics, and also outperformed suburban school districts. Two Achievement First charter schools have administered assessments under the New York State Testing Program (NYSTP). Achievement First Crown Heights Charter School, which was in its second year in 2006-07, outperformed its local school district. The percentage of students scoring at the proficient level on NYSTP's English language arts and mathematics assessments was notably greater than that of the district. Because Achievement First Endeavor administered the state assessments for the first time in 2006-07, shortly after students were first enrolled in the school, a comparison to its local district is not valid.

The School has developed its curriculum based on New York State standards, using Saxon Math, Direct Instruction for reading, Core Knowledge for history, FOSS Science, SRA Decoding, Waterford computer-based Early Literacy, and Achievement First's REACH program. In the middle school, the curriculum will be based on that used at Amistad Academy.

The School intends to enter into a management agreement with Achievement First, Inc. that would become effective upon the approval of the School's charter. Achievement First, Inc. is the non-profit entity formed by the leaders of Amistad Academy to provide schools with access to the fundamental characteristics of the Amistad Academy model and its elementary school counterpart, first modeled in New Haven at the Elm City schools. Achievement First, Inc. will provide, on a fee-for-service basis, a menu of support services such as start-up, principal training and evaluation, staff recruitment, curriculum, staff development, budget, fundraising, information technology, school evaluation and marketing/advocacy. The School would compensate Achievement First with 10% of its basic per pupil revenues for the first five years of operation. (As with all management contracts, the Institute will review the final proposed contract pursuant to the charter and on behalf of the State University Trustees). As set forth above, Achievement First, Inc. currently manages four schools in New York.

The applicant and proposed trustees have chosen a managerial structure whereby the School's principal will serve as the school leader and be dually accountable to both the School's board of trustees and Achievement First, Inc. (The elementary school program and the middle school program will have separate principals.) The School's principal for each program will implement the mission and the policies set by the School's board of trustees, hire and supervise all school-based staff, and observe, evaluate, and provide professional development to teachers as the instructional leader of the School. Achievement First, Inc., for its part, will supervise the School principals, providing both coaching as well as supervision and evaluation. It will provide its evaluations to the School's board of trustees, together with the raw data supporting its evaluation to allow the School's board to make its own independent evaluation. The board of trustees of the

School will have final hiring and firing decisions of the principals; if Achievement First, Inc. disagrees with the School board's decision in this respect, it can choose to terminate its contract with the School. The School can terminate its contract with Achievement First, Inc. for cause, as well as choose not to renew the contract upon its expiration at the end of the charter term.

The applicant has found individuals to serve on the proposed board of trustees whose backgrounds and expertise reflect a variety of talents and skills. Based on conversations with the proposed trustees, they appear to clearly understand the roles and responsibilities of a board of trustees and have the ability to ensure the appropriate and effective operation of the proposed charter school, including providing appropriate oversight not only over the School's principal and leadership team, but of Achievement First, Inc. as well. The School's by-laws and code of ethics make clear that trustees associated with Achievement First, Inc. will recuse themselves from voting on all issues involving Achievement First, Inc. In addition, the non-affiliated trustees have made clear their ability to oversee Achievement First, Inc., including negotiating the services contract with Achievement First, Inc. and overseeing its implementation. The proposed initial members of the board of trustees are set forth below.

1. Kelly Wachowicz (Lead Applicant/Proposed Chair) – Vice President of New Business Initiatives at IStar Financial, Inc. Previously served as Vice President at both the NYC Economic Development Corporation and Madstone Films.
2. Max Polaner – Chief Financial Officer for Achievement First.
3. Sean Andrews – Vice President of Operations at the Prospect Park YMCA. Formerly Executive Director of the New York City Audubon Society; Deputy Executive Director for Programs at the Parks Council; and Director of the Community Leadership Program.
4. Ernest Hart, Esq. – Assistant Vice President for Employee and Labor Relations at Columbia University. Formerly Chief of Staff to the New York City Deputy Mayor for Policy/Special Counsel; Commissioner of Human Resources/Administration for the City of Yonkers; and has served as Adjunct Professor of Law at New York Law School.
5. Nicole Campbell – Senior Program Officer for the Deutsche Bank Americas Foundation. Prior experience includes developing strategies for community engagement with the New York City Department of Education and working with the government of the Dominican Republic to evaluate the nation's adult education programs.
7. Chrystal Stokes – Director Assistant to the Senior Vice President of Business Development and Mergers & Acquisitions at the American Express Company. Formerly a manager of Planning and Forecasting at American Express; an associate in the private equity group at J.P. Morgan Partners; the Assistant Treasurer of Granite Broadcasting Corporation; and a financial analyst in the Mergers and Acquisitions Department of Goldman, Sachs & Co.
8. One seat reserved for a parent of a student enrolled in the school.

The founding team of the School is currently working with the New York City Department of Education's (the "NYCDOE's") Office of New Schools to secure space in Region 5. The Office

of New Schools has provided a letter acknowledging its awareness and intent to locate space for the School. However the NYCDOE will not complete its facility and accountability analysis of district schools until mid-October. The NYCDOE will communicate with the Institute regarding facilities' decisions. In the event that space is not available through the NYCDOE, the founding team will pursue all avenues to locate and identify a facility, including the many relationships they have established with New York's philanthropic community, as well as through working with public officials and community agencies. In the long term, the school intends to occupy its own permanent space, and has developed its financial plan that reflects this intention.

The fiscal impact of the School on its district of residence, the New York City School District, will be negligible and is summarized below.

Number of Students	Per Pupil Aid	Total Dollars to Charter School from NYCDOE
84 (Year 1 – 2008-09)	\$11,023	\$925,932
645 (Year 5 – 2012-13)	\$11,023	\$7,109,835

Using the figures above for total funds to be transferred from the New York City School District to the proposed charter school, the year one figure of \$1,471,608 represents 0.006% of an estimated budget of \$16.5 billion for the New York City Schools. In year five, the figure above represents 0.04% of the estimated budget. The cumulative fiscal impact of all charter schools on the New York City School District was estimated to be 0.51% in 2005-06 according to the State Education Department. The calculations conservatively assume that there will be no increase in the per pupil aid or the overall budget of the New York City School District over the life of the proposed charter. The Institute's calculations do not account for special education, federal Title I funds or other grants or funds provided by the district and to be received by the School. The applicant made an assessment that the fiscal impact of the proposed school on nonpublic schools in the same geographic area would be negligible.

The Institute has notified the NYCDOE as well as public and private schools in the geographic area of the proposed school and has received no comment from these entities. (Copies of the notification letters are on file in the Albany office of the Institute.)

The application used a multi-faceted approach to demonstrate that the proposed charter school is likely to have sufficient enrollment to meet its student enrollment target. First the application included letters of support from legislators (Congressman Ed Towns and Senator John Sampson), community based organizations (Community Board #16, Brooklyn Children's Museum, Brooklyn Arts Council, and the Brownsville Heritage House) and "partner" organizations (Brooklyn College School of Education, Dr. John Fleteau-a professor at Medgar Evers College, Robin Hood Foundation, and the Independence Community Foundation). Secondly, the applicant provided information regarding the waiting lists of three currently open Achievement First charter schools that will enroll fifth grade in the 2008 year. The schools are located in Crown Heights, Bedford-Stuyvesant and Bushwick, and their waiting lists reflect 268

students. Finally, the applicant also provided petitions that included the signatures of 59 parents of students who will enroll in fifth grade in the fall of 2008.

Findings

Based on the comprehensive review of the application, discussion with national experts and interviews of the applicant and the proposed board of trustees, the Institute makes the following findings.

1. The charter school described in the application meets the requirements of Article 56 of the Education Law (as amended) and all other applicable laws, rules, and regulations as reflected in (among other things):
 - the inclusion of appropriate policies and procedures for the provision of services and programs for students with disabilities and English language learners;
 - the required policies for addressing the issues related to student discipline, complaints, personnel matters, health services, Freedom of Information Law (FOIL), and the Open Meetings Law;
 - the inclusion of the proposed by-laws for the operation of the school's board of trustees; and
 - the inclusion of an analysis of the projected fiscal and programmatic impact on surrounding public and private schools.

2. The applicants have demonstrated the ability to operate the school in an educationally and fiscally sound matter as reflected in (among other things):
 - the provision of an educational program that meets or exceeds the State performance standards;
 - the replication of a model that has had outstanding and demonstrable success in raising student achievement, including closing the achievement gap;
 - the articulation of a culture of self-evaluation and accountability at both the administrative and board level;
 - the student achievement goals articulated by the applicant;
 - an appropriate roster of educational personnel;
 - a sound mission statement;
 - a comprehensive assessment plan;

- the provision of sound start-up, first-year, and five-year budget plans;
 - a plan to acquire comprehensive general liability insurance to include any vehicles, employees, and property;
 - evidence of adequate community support for, and interest in, the charter school sufficient to allow the school to reach its anticipated enrollment; and
 - the inclusion of descriptions for programmatic and independent fiscal audits, with fiscal audits occurring at least, annually.
3. Granting the application is likely to improve student learning and achievement and materially further the purposes of the Charter Schools Act (as amended). This finding is reflected by (among other things):
- the inclusion of a curriculum document that specifies how the proposed curriculum will ensure that students will meet or exceed the performance standards of the Board of Regents;
 - a comprehensive plan to assess student achievement through the use of State tests, externally-verifiable standardized tests and other diagnostic assessments;
 - the articulation of strategies to amend and differentiate instruction where assessment data indicates such need;
 - the staffing of classes with high-quality teachers to allow for more concentrated, focused and differentiated instruction;
 - the inclusion of significant opportunities for professional development of the school's instructional staff throughout the year;
 - "sacred" three hours blocks of time dedicated to literacy;
 - the inclusion of tutoring during and after school, as well as on Saturdays, for students at-risk of academic failure;
 - an organizational structure that supports the principal in functioning as a true instructional leader;
 - coaching provided to classroom teachers by the school principal and academic dean; and
 - a commitment to providing an educational program focused on outcomes, not inputs.

6

Conclusion and Recommendations

Based on its review and findings, the Charter Schools Institute recommends that the Board of Trustees of the State University of New York approve the application for the Achievement First Brownsville Charter School to open in the Brownsville community of Brooklyn in September of 2008.

Achievement First Brownsville Charter School

Brooklyn, New York

Basic Identification Information

Lead Applicant(s): Kelly Wachowicz
 Management Co: Achievement First, Inc.
 Other Partners: None
 Location (District): Brooklyn (Brownsville community)/NYC
 DOE Region 5, Administrative District 23
 Student Pop./Grades: 84 5th grade students; expanding to 645
 students grades K – 3 and 5 - 8
 Opening Date: September 2008

School District of Proposed Location Profile

Public School Enrollment (2005-2006):	12584	
Percentages (2005-2006)	White: 1% Black: 81% Hispanic: 17% Asian, Other: 1%	
Percentage of Public School Student Participating in Federal Lunch Program (2005-2006):	88%	
Test Scores (ELA/2007 and Math/2007) -- Percentages of Public School Students Failing to Meet the Regents Performance Standards:	<u>ELA</u>	<u>Mathematics</u>
	3 rd – 57.2	27.4
	4 th – 59.6	36.8
	5 th – 58.4	47.4
	6 th – 58.5	39.5
	7 th – 61.7	45.8
	8 th – 59.9	59.2
	Avg. 59.3	43.5

Source: demographic data is from the New York State Accountability and Overview Report 2005 – 06; test data are from the 2006-07 results released on the State Education Department website.



Charter Schools Institute
The State University of New York

**APPLICATION TRANSMITTED UNDER
SEPARATE COVER.**



Charter Schools Institute
The State University of New York

July 12, 2007

Joel I. Klein, Esq.
Chancellor
New York City Department of Education
Tweed Building
52 Chambers Street, Room 405
New York, New York 10007

Re: Notice of New Charter Applications

Dear Chancellor Klein:

This Notice, pursuant to Education Law subdivision 2857(1), is to inform you that 1) the Board of Trustees of the State University of New York (the "State University Trustees") in its capacity as a charter authorizer has received applications for new charter schools as listed below within the last 30 days, and 2) the State University Trustees may consider approval of such proposed charters as soon as 45 days from the date hereof, but have scheduled consideration of them for a meeting to be held during September 2007. When scheduled the meeting date will be available at www.suny.edu/Board_of_Trustees/meetingNotices.cfm.

- Joint Services Military and Maritime Charter School: Proposed location is NYC CSD 2 with a planned opening in fall of 2008; 1st year proposed enrollment/grades served - 150 students/9; 5th year proposed enrollment/grades served - 350 students/7-9, 12.
- Academic Leadership Charter School: Proposed location is NYC CSD 4; 1st year proposed enrollment/grades served - 150 students/K-1; 5th year proposed enrollment/grades served - 350 students/K-5.
- Harlem Success Academy Charter School 2: Proposed location is NYC CSD5; 1st year proposed enrollment/grades served - 155 students/K-1; 5th year proposed enrollment/grades served - 575 students/K-5; Charter management organization - Success Charter Network, Inc.
- Harlem Success Academy Charter School 3: Proposed location is NYC CSD 5; 1st year proposed enrollment/grades served - 155 students/K-1; 5th year proposed enrollment/grades served - 575 students/K-5; Charter management organization - Success Charter Network, Inc.
- Harlem Success Academy Charter School 4: Proposed location is NYC CSD 3; 1st year proposed enrollment/grades served - 155 students/K-1; 5th year proposed enrollment/grades served - 575 students/K-5; Charter management organization - Success Charter Network, Inc.

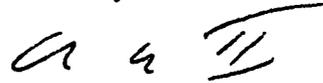
- **Achievement First Brownsville Charter School:** Proposed location is NYC CSD 23; 1st year proposed enrollment/grades served - 84 students/5; 5th year proposed enrollment/grades served - 708 students/K-3, 5-8; Charter management organization – Achievement First, Inc.
- **Achievement First North Crown Heights Charter School:** Proposed location is NYC CSD 16; 1st year proposed enrollment/grades served - 168 students/K-1; 5th year proposed enrollment/grades served - 645 students/K-5; Charter management organization – Achievement First, Inc.
- **Academy of Performing Arts Charter School:** Proposed location is NYC CSD 30; 1st year proposed enrollment/grades served - 425 students/K-5; 5th year proposed enrollment/grades served - 725 students/K-9; Management company – Mosaica Education, Inc.
- **Brooklyn Prospect Charter School:** Proposed location is NYC CSD 15; 1st year proposed enrollment/grades served - 88 students/6; 5th year proposed enrollment/grades served - 436 students/6-10.
- **Carl C. Icahn Charter School Nine:** Proposed location is NYC CSD 9; 1st year proposed enrollment/grades served - 0 students/(1 planning year - open with 108 students/K-2); 5th year proposed enrollment/grades served - 216 students/K-5.
- **Carl C. Icahn Charter School Ten:** Proposed location is NYC CSD 9; 1st year proposed enrollment/grades served - 0 students/(2 planning years - open with 108 students/K-2); 5th year proposed enrollment/grades served - 180 students/K-4.
- **Carl C. Icahn Charter School Eleven:** Proposed location is NYC CSD 9; 1st year proposed enrollment/grades served - 0 students/(3 planning years – open with 108 students/K-2); 5th year proposed enrollment/grades served - 144 students/K-3.
- **Carl C. Icahn Charter School Twelve Alpha:** Proposed location is NYC CSD 9; 1st year proposed enrollment/grades served - 0 students/(4 planning years – open with 108 students/K-2); 5th year proposed enrollment/grades served - 108 students/K-2.
- **Carl C. Icahn Charter School Twelve Beta:** Proposed location is NYC CSD 27; 1st year proposed enrollment/grades served - 0 students/(4 planning years – open with 108 students/K-2); 5th year proposed enrollment/grades served - 108 students/K-2.
- **Bay Ridge Charter School:** Proposed location is NYC CSD 20; 1st year proposed enrollment/grades served - 370 students/K-5; 5th year proposed enrollment/grades served - 640 students/K-8; Management Company – National Heritage Academies.
- **Green Dot New York Charter School:** Proposed location is NYC CSD 7; 1st year proposed enrollment/grades served - 115 students/9; 5th year proposed enrollment/grades served - 420 students/9-12.

67

Enclosed please find redacted courtesy copies of the above charter school applications. The Charter Schools Institute would welcome any comment your district might wish to provide, and the State University Trustees will consider comments are received in a timely manner prior to taking any action. Please direct any comments to my attention at the address set forth below.

Should you have any questions, please do not hesitate to contact me at (518) 433-8277 x2056 or ralph.rossi@suny.edu. Thank you.

Sincerely,



Ralph A. Rossi II
Vice President and General Counsel

c: Ira Schwartz, State Education Department (w/o enclosures)



Charter Schools Institute
The State University of New York

67

NO COMMENTS RECEIVED.



Charter Schools Institute
The State University of New York

FOR INFORMATION ONLY
NO ACTION REQUIRED

**NOTICE PURSUANT TO
EDUCATION LAW SUBDIVISION 2857(1)**

To: Public and Nonpublic Schools in the Same Geographic Area as the Proposed Charter School(s)

From: Charter Schools Institute of the State University of New York (on behalf of the Board of Trustees of the State University of New York)

Re: NOTICE OF PENDING ACTION ON CHARTER SCHOOL APPLICATION(S)

Date: July 10, 2007

PLEASE TAKE NOTICE that pursuant to Education Law subdivision 2857(1) the Board of Trustees of the State University of New York (the "State University Trustees") in its capacity as a charter authorizer has received the following new applications for charter schools within 30 days of the date hereof:

- **Joint Services Military and Maritime Charter School:** Proposed location is NYC CSD 2 with a planned opening in fall of 2008; 1st year proposed enrollment/grades served - 150 students/9; 5th year proposed enrollment/grades served - 350 students/7-9, 12.
- **Academic Leadership Charter School:** Proposed location is NYC CSD 4; 1st year proposed enrollment/grades served - 150 students/K-1; 5th year proposed enrollment/grades served - 350 students/K-5.
- **Harlem Success Academy Charter School 2:** Proposed location is NYC CSD 5; 1st year proposed enrollment/grades served - 155 students/K-1; 5th year proposed enrollment/grades served - 575 students/K-5; Charter management organization - Success Charter Network, Inc.
- **Harlem Success Academy Charter School 3:** Proposed location is NYC CSD 5; 1st year proposed enrollment/grades served - 155 students/K-1; 5th year proposed enrollment/grades served - 575 students/K-5; Charter management organization - Success Charter Network, Inc.
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- Achievement First North Crown Heights Charter School: Proposed location is NYC CSD 16; 1st year proposed enrollment/grades served - 168 students/K-1; 5th year proposed enrollment/grades served - 645 students/K-5; Charter management organization – Achievement First, Inc.
- Academy of Performing Arts Charter School: Proposed location is NYC CSD 30; 1st year proposed enrollment/grades served - 425 students/K-5; 5th year proposed enrollment/grades served - 725 students/K-9; Management company – Mosaica Education, Inc.
- Brooklyn Prospect Charter School: Proposed location is NYC CSD 15; 1st year proposed enrollment/grades served - 88 students/6; 5th year proposed enrollment/grades served - 436 students/6-10.
- Carl C. Icahn Charter School Nine: Proposed location is NYC CSD 9; 1st year proposed enrollment/grades served - 0 students/(1 planning year - open with 108 students/K-2); 5th year proposed enrollment/grades served - 216 students/K-5.
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- Carl C. Icahn Charter School Twelve Beta: Proposed location is NYC CSD 27; 1st year proposed enrollment/grades served - 0 students/(4 planning years – open with 108 students/K-2); 5th year proposed enrollment/grades served - 108 students/K-2.
- Bay Ridge Charter School: Proposed location is NYC CSD 20; 1st year proposed enrollment/grades served - 370 students/K-5; 5th year proposed enrollment/grades served - 640 students/K-8; Management Company – National Heritage Academies.
- Green Dot New York Charter School: Proposed location is NYC CSD 7; 1st year proposed enrollment/grades served - 115 students/9; 5th year proposed enrollment/grades served - 420 students/9-12.

PLEASE TAKE FURTHER NOTICE that the State University Trustees may approve the above charter application(s) as soon as 45 days from the date hereof, but have scheduled consideration of them for a meeting to be held during September 2007. When scheduled the meeting date will be available at www.suny.edu/Board_of_Trustees/meetingNotices.cfm.

PLEASE TAKE FURTHER NOTICE that the State University Trustees will provide further Notice regarding each significant stage of the chartering process of the above application(s) and the following two applications that were previously noticed, Carl C. Icahn Far Rockaway (CSD 27) and Collegiate Charter School (CSD 17), only by posting same on the website of the SUNY Charter Schools Institute, www.newyorkcharters.org/publicNotices.htm, UNLESS you respond to the address below and indicate that your school would like to receive further Notices via e-mail or First Class Mail, and provide the appropriate address for same.

Copies of each application are available for review in the Albany office of the Charter Schools Institute or from the Institute through the New York Freedom of Information Law. Further information about each application is available on the "Public List" at: www.newyorkcharters.org/publicNotices.htm.

For further information regarding this Notice, please contact the General Counsel of the Charter Schools Institute, Ralph A. Rossi II, at the address or telephone number below.

IS 392
104 SUTTER AVE
BROOKLYN, NY 11212

KAPPA V
985 ROCKAWAY AVE
BROOKLYN, NY 11212

LITTLE FLOWER PREP SCHOO
305 REMSEN AVE
BROOKLYN, NY 11212

NEW VOICES SCH-ACAD &
CREATIVE ARTS
330 18TH ST
BROOKLYN, NY 11212

PEOPLE'S ES
121 RIVERDALE AVE
BROOKLYN, NY 11212

PS 140
985 ROCKAWAY AVE
BROOKLYN, NY 11212

PS 189 LINCOLN TERRACE
SCHOOL
1100 E NEW YORK AVE
BROOKLYN, NY 11212

PS 396
110 CHESTER ST
BROOKLYN, NY 11212

PS 398 WALTER WEAVER
SCHOOL
60 E 94TH ST
BROOKLYN, NY 11212

RISEN CHRIST LUTHERAN
SCHOOL
250 BLAKE AVE
BROOKLYN, NY 11212

TEACHERS' PREP SECONDARY
SCH
226 BRISTOL ST
BROOKLYN, NY 11212

IS 252 ARTHUR S. SOMMERS
1084 LENOX RD
BROOKLYN, NY 112121950

PS 219 KENNEDY-KING
SCHOOL
1060 CLARKSON AVE
BROOKLYN, NY 112122099

PS 156 WAVERLY SCHOOL
104 SUTTER AVE
BROOKLYN, NY 112123831

PS 183 GEN. D. CHAPPIE JAMES
SCHOOL
76 RIVERDALE AVE
BROOKLYN, NY 112124346

55 IDA R. POSNER SCHOOL
56 LOTT AVE
BROOKLYN, NY 112124811

PS 327 DR. ROSE B. ENGLISH
SCHOOL
111 BRISTOL ST
BROOKLYN, NY 112125639

PS 41 FRANCIS WHITE SCHOOL
411 THATFORD AVE
BROOKLYN, NY 112125898

PS 284 LEW WALLACE SCHOOL
220 WATKINS ST
BROOKLYN, NY 112126505

PS 298 DR. BETTY SHABAZZ
SCHOOL
85 WATKINS ST
BROOKLYN, NY 112126711

PS 184-NEWPORT STREET
SCHOOL
273 NEWPORT ST
BROOKLYN, NY 112127014

PS 150 CHRISTOPHER SCHOOL
364 SACKMAN ST
BROOKLYN, NY 112127604

PS / IS 323
210 CHESTER ST
BROOKLYN, NY 112128014

PS 332 CHARLES H. HOUSTON
51 CHRISTOPHER AVE
BROOKLYN, NY 112128014

ARK CHRISTIAN ACAD
1710 EASTERN PKWY
BROOKLYN, NY 11233

BROOKLYN CHILDRENS
PSYCH CENTER
1819 BERGEN ST
BROOKLYN, NY 11233

BROOKLYN COLLEGIATE SCH
2021 BERGEN ST
BROOKLYN, NY 11233

FOUNDATIONS ACAD
2 RALPH AVE
BROOKLYN, NY 11233

INNER HEALING MINISTRIES
SCH
299 SARATOGA AVE
BROOKLYN, NY 11233

MOTT HALL IV
1137 HERKIMER ST
BROOKLYN, NY 11233

NEW YORK CHRISTIAN
CENTER ACADEMY
2440 FULTON ST
BROOKLYN, NY 11233

NYC GEOG DIST #23 - RIC #5
1665 ST MARKS AVE
BROOKLYN, NY 11233

EXCELLENCE CHARTER SCH-
BED STUY
225 PATCHEN AVE
BROOKLYN, NY 11233

PS 12
430 HOWARD AVE
BROOKLYN, NY 11233

PS 21 CRISPUS ATTUCKS
SCHOOL
180 CHAUNCEY ST
BROOKLYN, NY 11233

PS 5 DR. RONALD E. MCNAIR
SCHOOL
820 HANCOCK ST
BROOKLYN, NY 11233

PS 40 GEORGE W. CARVER
SCHOOL
265 RALPH AVE
BROOKLYN, NY 11233

PS 191 PAUL ROBESON
SCHOOL
1600 PARK PL
BROOKLYN, NY 11233

PS 28 THE WARREN SCHOOL
1001 HERKIMER ST
BROOKLYN, NY 11233

PS 262 EL HAJ MALIK
SHABAZZ
500 MACON ST
BROOKLYN, NY 11233

PS 178 ST CLAIR MCKELWAY
SCHOOL
2163 DEAN ST
BROOKLYN, NY 112334003

E B C HS-PUBLIC SAFETY
1495 HERKIMER ST
BROOKLYN, NY 112333410

PS 35 STEPHEN DECATUR
SCHOOL
272 MCDONOUGH ST
BROOKLYN, NY 11233

REHOBOTH CHRISTIAN ACAD
55 MACDOUGAL ST
BROOKLYN, NY 11233

RONALD EDMONDS LEARNING
CENTER II
430 HOWARD AVE
BROOKLYN, NY 11233

WALK IN LOVE CHRISTIAN
ACAD
1110 HERKIMER LANE
BROOKLYN, NY 11233

PS 137 RACHAEL JEAN
MITCHELL SCHOOL
121 SARATOGA AVE
BROOKLYN, NY 112331668

PS 73 THOMAS BOYLAND
SCHOOL
241 MCDUGAL ST
BROOKLYN, NY 112332804

IS 271 JOHN M. COLEMAN
SCHOOL
1137 HERKIMER ST
BROOKLYN, NY 112333109

PS 155 NICHOLAS HERKIMER
SCHOOL
1355 HERKIMER ST
BROOKLYN, NY 112333304



Charter Schools Institute The State University of New York

Application Transmittal Form

Proposed Name of Charter School: Achievement First Brownsville Charter School

Applicant Contact Information

Applicant Contact: Kelly Wachowicz, Vice-President, New Business Initiatives
I-Star Financial

Mailing Address: 28 Old Fulton Street #4K, Brooklyn, NY 11201

Office Phone/Fax: (C) 917.576.1612

E-mail: kwachowicz@mba1998.hbs.edu **Home Phone:** 718.935.1875

Media Contact (if different) (name/phone#): n/a

Affiliations

Educational Service Provider

Management Company (if any): Achievement First

Contact (name/phone #) Lesley Esters Redwine – 718.774.0906 ext. 2401

Email: lesleyredwine@achievementfirst.org

Partner Organization (if any): n/a

Contact (name/phone #): n/a

School Summary

Desired Opening Date of School: August 2008

Planned Grades Served/Enrollment:

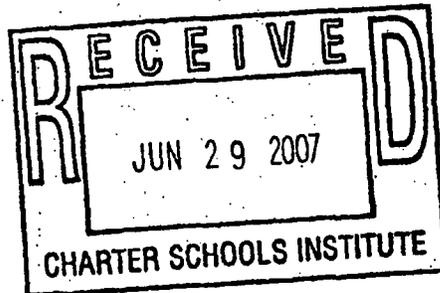
Year 1: 5/84 **Year 2:** 5-6/165 **Year 3:** K-1, 5-7/411

Year 4: K-2, 5-8/ 567 **Year 5:** K-3, 5-8/708

Proposed Location (school district, in NYC list CSD and Region): District 23, Region 5

Submit Completed Applications To:

Charter Schools Institute ■ State University of New York ■ 41 State Street, Suite 700 ■ Albany, New York 12207-518/433-8277, Fax: 518/427-6510, www.newyorkcharters.org



FOR OFFICE USE ONLY:

Received By: 2007-009 SK

Date Received: 6/29/07





Charter Schools Institute

The State University of New York

Application Transmittal Form

Proposed Name of Charter School: Achievement First Brownsville Charter School

Applicant Contact Information

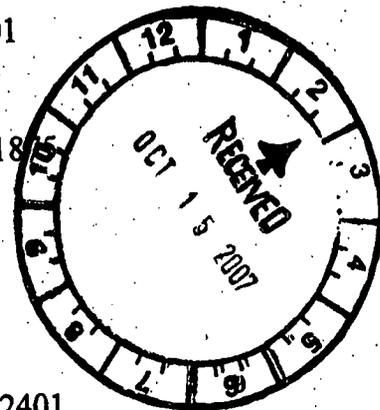
Applicant Contact: Kelly Wachowicz, Vice-President, New Business Initiatives
I-Star Financial

Mailing Address: 28 Old Fulton Street #4K, Brooklyn, NY 11201

Office Phone/Fax: (C) 917.576.1612

E-mail: kwachowicz@mba1998.hbs.edu **Home Phone:** 718.935.18

Media Contact (if different) (name/phone#): n/a



Affiliations

Educational Service Provider

Management Company (if any): Achievement First

Contact (name/phone #) Lesley Esters Redwine – 718.774.0906 ext. 2401

Email: lesleyredwine@achievementfirst.org

Partner Organization (if any): n/a

Contact (name/phone #): n/a

School Summary

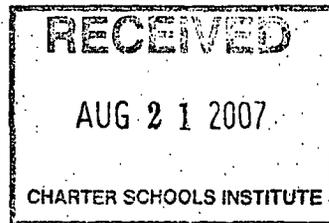
Desired Opening Date of School: August 2008

Planned Grades Served/Enrollment:

Year 1: 5/84 **Year 2:** 5-6/165 **Year 3:** K-1, 5-7/411

Year 4: K-2, 5-8/ 567 **Year 5:** K-3, 5-8/645

Proposed Location (school district, in NYC list CSD and Region): District 23, Region 5



Submit Completed Applications To:

Charter Schools Institute ■ State University of New York ■ 41 State Street, Suite 700 ■ Albany, New York 12207

518/433-8277, Fax: 518/427-6510, www.newyorkcharters.org

FOR OFFICE USE ONLY:	
Received By: _____	
Date Received: _____	

CHARTER SCHOOLS
TRANSMITTAL FORM FOR APPROVED CHARTER SCHOOL APPLICATIONS

Name of Charter School:

DIRECTIONS TO CHARTER ENTITIES

When submitting a proposed charter to the Board of Regents, please complete this sheet and attach it as the transmittal page. Please provide the following:

- 1. (a) For all proposed charters, please provide three (3) hard copies of the proposed charter, the application, and supporting documentation (including SUNY Board of Trustees' resolutions and votes for each proposed charter) to the address below. Also provide one (1) electronic copy to dmengel@mail.nysed.gov as a PDF file.

Public School Choice Programs
New York State Education Department
462 EBA
Albany, NY 12234

- (b) For proposed charters in NYC only, please also provide two (2) hard copies to the address below. Also provide one (1) electronic copy to dmengel@mail.nysed.gov and llong@mail.nysed.gov as a PDF file.

Dr. Lisa Long
Office of Accountability, Policy, and Administration
New York State Education Department
55 Hanson Place, Room 400
Brooklyn, NY 11217

- 2. Evidence that the entity has notified the school district of the application, of the district's right to comment, and of the district's requirement to hold a public hearing.
- 3. Transcript of the hearing and any comments the entity has received from the school district.
- 4. Evidence that the entity has notified public and nonpublic schools in the same geographic area as the proposed charter school.
- 5. Evidence that the entity has determined that the application does not involve the conversion of an existing private school.
- 6. Evidence that the entity has obtained a criminal records check based on the fingerprints of each individual applicant named in the charter school application.
- 7. A statement that the charter entity is satisfied with the results of such background checks.

REQUIRED FINDINGS

- a. The charter school described in the application meets the requirements of Article 56 and all other applicable laws, rules, and regulations;
- b. The applicant has the ability to operate the school in an educationally and fiscally sound manner;
- c. In a school district where the total enrollment of resident students attending charter schools in the base year is greater than 5% of the total public school enrollment of the school district in the base year, granting the application would have a significant educational benefit to the students expected to attend the proposed charter school (or the school district in which the charter school will be located consents to such application); and
- d. Granting the application is likely to improve student learning and achievement and materially further the purposes of §2850(2) of Article 56.

Jennifer G. Sneed
Print Name

Jennifer G. Sneed
Signature

Check one:

President, Board of Education of _____
Print School District Name

Chancellor, New York City Schools

Chair, SUNY Board of Trustees (Designee)



Charter Schools Institute
The State University of New York

October 29, 2007

BY OVERNIGHT MAIL

Dr. Lisa Long
Office of Accountability, Policy and Administration
New York State Education Department
55 Hanson Place, Room 400
Brooklyn, New York 11217

Re: Section 2852(5) submission to the Board of Regents of Proposed Charters for the following schools:

Achievement First Brownsville Charter School; ✓
Collegiate Charter School;
Carl C. Icahn Charter School Far Rockaway;
Green Dot New York Charter School;
Harlem Success Academy Charter School 2;
Harlem Success Academy Charter School 3;
Harlem Success Academy Charter School 4;

Dear Dr. Long:

On October 26, 2007, the Board of Trustees of the State University of New York (the "State University Trustees") approved applications for the above-referenced proposed charter schools (the "Approved Applications"). Subsequent thereto the Charter Schools Institute (the "Institute"), on behalf of the State University Trustees, entered into proposed charters with the applicants for the Approved Applications (the "Proposed Charters").

Now, pursuant to subdivision 2852(5) of the Education Law, the Institute, acting on behalf of the State University Trustees, hereby submits to the Board of Regents the Proposed Charters and supporting materials for its review and comment.

The submission of the Proposed Charters, consistent with the practice of the State Education Department, consists of a binder and appended materials organized as set forth below.

1. An executed transmittal form, placed at the front of the binder.
2. Five unbound copies of the Proposed Charter (3 sent to Albany; 2 enclosed) and two electronic copies of the application (1 each for Albany and New York). One copy of the Proposed Charter agreement text has been included at Tab 1 of each of two binders (1 sent to Albany; 1 enclosed); the other three copies are provided separately (2 sent to Albany; 1 enclosed). Please note that both the electronic and requested

number of hard copies of the charter applications (Exhibit A to the Proposed Charter Agreements) have been previously sent under separate cover to your office and to Darlene Mengel, and, as discussed, is deemed to be submitted herewith.

3. Two copies the supporting documentation (1 in each binder) consisting of the Resolution approved by a majority of the State University Trustees, and a Summary of Findings and Recommendations is also set forth at Tab 1.
4. Evidence of notification to the school district in which the charter school is proposed to be located is set forth at Tab 2. (We have included the initial notice regarding the receipt of the application, which also stated that the State University Trustees might act on same within 45 days. We have not included any subsequent notices, including the one that specified the meeting date at which the State University Trustees would likely vote on the application.)
5. Written comment (if any) that the Institute received from the school district in which the charter school is proposed to be located is set forth at Tab 2. In the interest of completeness, pertinent responses, from the applicants or otherwise (if any), are also provided.
6. Evidence of notification to public and non-public schools in the geographic vicinity of the proposed charter school is set forth at Tab 3. (Again, we have included the initial notice regarding the receipt of the application, which also stated that the State University Trustees might act on same within 45 days.)

No Conversions of Private Schools

In addition to the above materials, it is apparently State Education Department practice to request a determination from the charter entity that each submitted application does not involve the conversion of a private school. In this regard, please be advised that the Board of Trustees, having considered the applicable statutory factors, set forth at subdivision 2852(3) of the Education Law, and having conducted, or caused to be conducted, any necessary inquiry or investigation, is satisfied that the submitted Proposed Charters do not involve the conversion of a private school. In this regard, we further refer you to Attachment 59 of each of the Approved Applications.

Criminal Background Checks

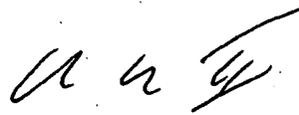
Please be advised as well, that, pursuant to subdivision 2852(4) of the Education Law, State and federal fingerprint cards for the applicants for the Proposed Charters have been submitted by the Institute on behalf of the State University Trustees to the Division of Criminal Justice Services; and the Institute is satisfied with the results of the background checks.

Please notice that Exhibit D to each charter agreement contemplates minor changes to the final form of policies, procedures and other application attachments based on further legal review. We intend to submit such changes to the Department shortly and well before the Board of Regents considers the application as part of the current review and clarification protocol between the Department and the Institute.

As this is our initial submission post the enactment of Chapter 57 of the Laws of 2007 and with a new Transmittal Form, please let us know if you believe the submission varies from what we discussed. In keeping with our past practice and subdivision 2852(5) of the Education Law, today's "by hand" submission to the Department's Albany office will constitute the official submission of the State University Trustees to the Board of Regents and commence the Regent's statutory review period.

On behalf of the State University Trustees, the Institute looks forward to working closely with the Board of Regents and the Department in your review of the Proposed Charters.

Sincerely,



Ralph A. Rossi II
Vice President and General Counsel

c: Darlene Mengel, State Education Department (by hand)



THE CITY OF NEW YORK
OFFICE OF THE MAYOR
NEW YORK, N.Y. 10007

DENNIS M. WALCOTT
DEPUTY MAYOR FOR EDUCATION AND COMMUNITY DEVELOPMENT

January 11, 2008

Richard P. Mills
Commissioner
New York State Education Department
Education Building
Albany, NY 12234

Dear Commissioner Mills:

I am writing to inform you of the City's intent to provide additional charter school funding in the upcoming Financial Plan for Fiscal Year 2008-2009. The Mayor's 2009 Executive Budget will allocate approximately \$5,021,969 to the Department of Youth and Community Development. These funds will be disbursed over a period of 5 years beginning in FY2008-2009. Of this total allocation, \$2,656,095 will be allocated during the FY2008-2009 to provide an initial startup allocation, pursuant to contract, to the following 19 charter schools for operation during the first year.

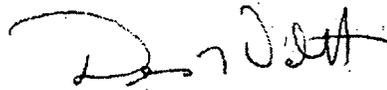
- Achievement First Brownsville
- Harlem Success 2
- Harlem Success 3
- Harlem Success 4
- Bronx Career Education Charter School
- Bronx Community Charter School
- Bronx Global Learning Institute for Girls
- Brooklyn Ascend Charter School
- Carl C. Icahn Charter School Far Rockaway
- Collegiate
- DREAM Charter School
- Ethical Community Charter School
- Green Dot Charter School
- La Cima Charter School
- Mott Haven Charter School
- NYC Charter HS for Architecture, Engineering, & Construction Industries
- PAVE Charter School
- St. Hope Charter School
- Voice Charter School

Based on current projections of student enrollment, additional & subsequent allocations will be made available to the schools over the course of 4 years (FY 2010-2013) in the amount of \$2,365,874.

Specifically, the startup allocation will include a fixed amount of \$90,000 per school in fiscal year 2008-2009, plus a per-student allocation in the amount of \$390-475 per student, depending on the grade level of the student. Students in grades K-5 receive an allocation of \$390 per student, while grades levels 6-8 receive \$443 per student, and grade levels 9-12 receive an allocation of \$475 per student. In addition, in fiscal years 2010, 2011, 2012, and 2013, a further allocation will be made for every additional student added to the school population, unless the school is fully phased in. Based on current estimates, which are subject to change depending on the number and grade level of students enrolled at the school, we anticipate supporting the school in the following amounts, as specified in the chart on page 3 of this memo.

We look forward to supporting these schools.

Sincerely,



Dennis M. Walcott

- CC: Michael Bloomberg, Mayor – City of New York
- Joel Klein, Chancellor – NYC Department of Education
- Garth Harries, Chief Executive - Office of Portfolio Development
- Michael Duffy, Executive Director - Office of Charter Schools
- Jeanne B. Mullgrav, Commissioner – Department of Youth & Community Development
- Office of Charter Schools
- Department of Youth & Community Development
- New York State Education Department



Charter Schools Institute
The State University of New York

December 11, 2007

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Mr. Jamal L. Young
Regional Associate
Office of Accountability, Policy and Administration
New York State Education Department
55 Hanson Place, Room 400
Brooklyn, NY 11217



Dear Mr. Young:

The Institute has reviewed the Departments requests for clarification regarding the application for the Achievement First Brownsville Charter School, dated November 23, 2007 (received on November 30, 2007), and has discussed them with the applicant. In response to the request, the applicant has made certain revisions to the charter application. In addition, the Institute offers the following comments with regard to your requests related to curriculum and community support

- As the Institute has stated previously in relation to other applications, in regard to the inclusion of eleven subjects (seven learning standard areas) in the school's calendar and schedule, it is up to the applicant whether the school will provide discrete instruction in the areas for which no performance standard has been established—or any instruction at all for that matter. Any contention to the contrary is at odds with the language and the spirit of the Charter Schools Act. The Institute, therefore, continues to advise applicants that should they choose to provide such information, it is purely at their option.
- Information included in applications to establish new charter schools is there to provide an "indication" that there is sufficient *community* support to allow a new charter school to meet its projected enrollment target; in this case, 84 students. The information provided in this case was satisfactory for consideration purposes by the State University Trustees: (1) the letters of support from legislators, community based organizations and "partner" organizations, (2) the 268 students on the Waiting Lists of three of the four charter schools in the same geographic area that include 5th grade, and (3) the signatures of 59 parents of students who would enroll their son/daughter in the fifth grade in the fall of 2008, if presented with the opportunity. The Institute is satisfied that these indicators of community support will result in sufficient numbers of students for Achievement First Brownsville Charter School to reach its enrollment projections, and has not advised the applicant to respond further.

In addition to this transmittal letter, enclosed are:

- A cover letter from the lead applicant, Kelly Wachowitz, dated December 11, 2007 (the "Applicant Cover Letter").
- Certain revised pages of the charter application, attached to the Applicant Cover Letter.

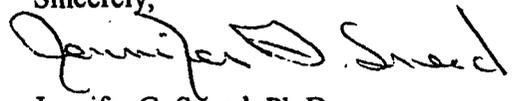
Mr. Jamal L. Young
December 11, 2007
Page 2 of 2

In addition to this transmittal letter, enclosed are:

- A cover letter from the lead applicant, Kelly Wachowitz, dated December 11, 2007 (the "Applicant Cover Letter").
- Certain revised pages of the charter application, attached to the Applicant Cover Letter.
- A copy of the Institute's application summary document for the Achievement First Brownsville Charter School, in lieu of the Department's Executive Summary document.

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

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

Sincerely,

Jennifer G. Sneed, Ph.D.
Senior Vice President

Enclosures

- c: Joel Klein
 Lisa Long *(letter only)*
 Shelia Evans-Tranumn
 Ira Schwartz
 Carol Wallace *(letter only)*
 Kelly Wachowitz *(letter only)*

December 11, 2007

HAND-DELIVERED
Dr. Jennifer G. Sneed
Senior Vice President
Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Re: Charter School Application for the Achievement First Brownsville Charter School

Dear Dr. Sneed:

In response to the letter from the State Education Department dated November 23, 2007, seeking clarification or amendment of the application for the Achievement First Brownsville Charter School, we submit the following responses or amendments to the application. In agreement with the Institute's advice and recommendation, we refer the reader to the Institute's response (which we understand will accompany our present submission) on several items. Our responses follow below.

Responses to November 23, 2007 letter:

1. In Attachment 5, "Student Enrollment Information," it is indicated that students who leave will be replaced "with a child from the waiting list, up to grade 6. It will become more difficult to introduce students to the discipline and rigor of our program as the curriculum advances: therefore, students lost to attrition will not be replaced after the 6th grade." Please provide an expanded rationale on the challenges and inability of the school and its leadership team to "introduce students to the discipline and rigor" of the proposed instructional program.

As set forth in Education Law subdivision 2851(2)(d), the Charter Schools Act asks for and lets charter schools set their admission policies as they see fit within the bounds of subdivision 2854(2). Nothing in subdivision 2854(2) prevents a charter school from limiting admissions on the basis of grade level or determining the capacity of a grade level. In fact, this is one of the unique design features of charter schools that is important to academic success.

2. Please clarify the plans of the board of trustees to sustain projected grade level enrollments if student attrition rates exceed those projected in the application. (Reference: Attachment 5)

Please see response to Item 1. The school board does not have to sustain projected grade level enrollment under the Charter Agreement only the overall enrollment must be sustained. Moreover, the school can seek a revision to its charter to reduce enrollment if need be.

3. Please clarify the means by which the board of trustees and instructional team will meet expectations for student behavior and school-wide discipline as projected class sizes grow from 14 in Year 1 to more than 29 in Year 5. (Reference: Attachment 5)

After careful review of the above-reference request, the applicant feels that the Department may have overlooked the response currently contained in Attachment 35. Please refer to this attachment for a response to this request.

4. In Attachment 6, "Growth Plan," it is stated that "all of the administrators – Principal, Dean of Students, and Academic Dean – will teach at least one class." Please clarify is this means one period per day, every day, or an entire day? On the elementary level, how will "one class" be defined? Will the administrators be appropriately certified to teach these "classes?"

The administrators will teach a mathematics or literacy class one period per day. The administrators will be appropriately certified or exempt from certification under the Charter Schools Act with the 30%/5 exemption provided therein, and will be NCLB highly qualified for the classes they teach.

5. In Attachment 10, page 10-1, ii, "Principal Training and Evaluation," it is proposed that the Educational Management Company, Achievement First, will "provide an intensive one-year leadership training program for School Principals." This is also referenced in Attachment 43-1. Since the proposed opening date is August 2008, please clarify when principals will participate in this one-year program?

Achievement First, a nonprofit charter school organization, will recruit the principal for this school as outlined in the business services agreements with the school's Board of Trustees. The principal candidate for AF Brownsville will be selected from a pool of administrators and/or Leadership Fellows in the AF Network. Currently, Achievement First has a Leadership Training Program that began this fall. There are currently 10 Leadership Fellows participating, and the principal is likely to be selected from this pool. In addition to this fellowship, the principal will participate in a series of coaching and professional development and learning sessions for new principals selected to lead Achievement First schools.

6. On the same page, iii, "Staff Recruitment," it states "The School Principal will have the authority to make final hiring and termination decisions and to set teacher salaries based on performance." Since Article IV of the Bylaws, Board of Trustees, Section 1. Powers, indicates that the "affairs of the Corporation (defined as the School) are managed, and its powers are exercised, under the Board's ultimate direction and control," what role would the Board of Trustees play in this process? A statement on page 10-2 reiterates the authority of the Principal, but adds "Achievement First and the Board of Trustees will support the Principal in these efforts, ensuring that the school is successful." What would be the nature of this "support" and how would it ensure success? This is further referenced on page 12-5.

The Department has taken the above-quoted section of the proposed by-laws out of context. The full sentence reads, "*The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate direction and control,*" (emphasis supplied). The school board's role is to delegate this authority to the principal and to approve the hiring of a principal to make these decisions for the board (see Attachment A-8). The board's ultimate role in this regard is contracting with Achievement First who nominates principal candidates.

7. On the same page, iv, Curriculum, reference is made to "an interim assessment system." Any assessment system that is put in place must remain in place or be changed through a

charter revision process. In the same paragraph, please clarify the statement that the "intranet (will contain) curricular and other school resources."

We note that the Charter Agreement, specifically Paragraph 2.4, gives the school quite a bit of flexibility with regard to educational program changes so long as they are generally consistent with the Terms of Operation, and that a charter revision may not be necessary. To the extent the assessment system would be part of the school's Accountability Plan, such assessments are developed during the school's first year of operation and "interim" until the Plan is finalized with the Charter Schools Institute.

- 8. On page 11-1, under Mission Statement, first bullet, it states "an average of 1-2 hours of homework per night." On page 12-3, a differing statement is made: "Achievement first Brownsville Charter School students will have homework every night, ranging from an average of 30 minutes for the lower elementary grades to 2-3 hours each night for the middle and high school students. Every student will be required to do at least 20 minutes of independent reading every night, with the parent signing a required reading log." Is either of these proposals appropriate for very young children, such as K-2?

The applicant will ensure that any and all homework assigned to students at the school directly corresponds to the lessons reviewed in class. The applicant will further ensure that homework is appropriate for the student's grade level.

- 9. 8. On page 12-4, (9), Rigorous, high-quality, focused training for principals and leaders, 3rd bullet states "All teachers will have the ability to participate in an exciting new teacher training program (providing full NY State Certification and a Master's Degree)." Further, on page 12-5, reference is made to Achievement First being "able to provide high-quality training to all new teachers, grant short-term certifications with a Trans B certificate and eventually ensure that all of our teachers have full NY State certification and at least a Master's Degree." Do these statements take into consideration the statutory requirements regarding certification of teachers in charter schools?

The school will employ a teaching staff certified to the extent required by the Charter Schools Act and highly qualified under the NCLB.

- 10. On page 12-6, Curriculum/Educational Program the statement is made that "curriculum team members will work with AF Brownsville teachers to tweak the AF curriculum materials as necessary to meet the specific needs of their students." Also, on page 13b-1, School Weekly Schedule, it is stated that "the exact minutes and classes may change to better meet the needs of our students. The School should be mindful of the requirement for a charter revision if the curriculum or classes change.

The applicant acknowledges the Department's recommendation and will be sure to take this under advisement should the curriculum and/or class schedule change. Please see response to Item 7.

- 11. On pages 13b-2 and 13b-3, Elementary and Middle School Schedules, need to include all 11 subject areas (including subjects embedded in other subjects and all 4 components of the Arts (dance, theater, Visual arts, music) for each grade level.

Please refer to the Institute's transmittal/cover letter regarding the Department's interpretation of the law.

12. On page 14-8, Mathematics, this curriculum should be based on the 2005 NYS Learning Standards for Mathematics. However, including the excerpts of the relevant grade levels is sufficient, along with pages 1-7 of the March 2005 NYS Core Curriculum for MST Standard 3. For the Science curriculum, review the NYS Core Curriculum and include all content/topics to be taught in Science at each grade level.

The applicant acknowledges the Department's recommendation and will be sure to make the appropriate changes to the science crosswalks.

13. On page 14-9, Technology, the study of Technology is not limited to the use of computers in the classroom. The curriculum in Technology should include the Learning Standards, Key Ideas, and Performance Indicators from the M/S/T Standards, even if the study of Technology (impact, history, etc.) is included in other subjects such as Science. Technology must be taught in the middle school. Please clarify when this will be taught.

Please refer to the Institute's transmittal/cover letter regarding the Department's interpretation of the law.

14. On page 15-1, in Achievement first Brownsville Charter School Classroom Configuration, please clarify why the "number of part-time paraprofessionals will be largely based on the special education needs of our students." Also in reference to this section, there appears to be a large number of administrators. Is there a plan to phase them in as grades are added? Please amend narrative sections of the application accordingly.

The applicant will ensure that the needs of students with special needs will be met by ensuring that a paraprofessional is provided as required. The applicant's model is to have a principal, dean of students and academic dean for grades K-4 and for grades 5-8.

15. In Attachment 17a-1, mention is made of the School being in "full compliance with administering New York State examinations in reading, math, science and social studies." Be reminded that the ELA, Technology and Foreign Language assessments must also be given.

The school will administer all state assessments that are required by the Charter Schools Act.

16. In the chart on the page referenced above, please explain the following:
- why are 4th grade assessments included when there will be no 4th grade during the life of the proposed charter?
 - who are the "qualifying students" who take the NYS Regents Exams?
 - why is the NYSESLAT only given in grades 5-8?
 - what is NYSESLAT II?

The applicant acknowledges the above-referenced questions, and will take this matter under advisement.

17. In Attachment 21-b-1, regarding Child Find requirements, the School should become familiar with the new citation (34 CFR 300.111) resulting from the reauthorized IDEA of 12/2004.

The applicant acknowledges the Department's recommendation.

18. Regarding IDEA reporting requirements, the School should also become familiar with the new citation (34 CFR 300.642) resulting from the reauthorized IDEA of 12/2004.

The applicant acknowledges the Department's recommendation.

19. Regarding compliance with FERPA and IDEA, the School should also become familiar with the new citation (34 CFR 300.610-627 and 34 CFR Part 99) resulting from the reauthorized IDEA of 12/2004.

The applicant acknowledges the Department's recommendation.

20. The School should describe the process that will allow teachers to attend mandated CSE meetings and also describe the level of administrative duties the special education coordinator will assume and if the position will carry administrative certification.

The Charter Schools Act requires that applicants provide "*methods and strategies* for serving students with disabilities in compliance with all federal laws and regulations," Education Law § 2851(2)(s) (emphasis added). The Act does not require that every aspect of the program or descriptions of the processes be described in detail.

The Institute, as an additional requirement to the Charter Schools Act, requires that the Special Education Coordinator will be "properly certified" as set forth in the assurance in Attachment 21(b). Under the current state of IDEA regulation, it is not even clear that State certification in special education is required for charter schools, although the Institute would likely interpret its assurance in that manner. No statute requires a charter school employee to be certified in special education administration.

21. The School should describe its administrators' roles in the special education program process, both at the school and with the NYC DOE.

Please see response to Item 20.

22. The School must describe its good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities as compared to the enrollment figures for students in the proposed district of location. All such efforts must be clearly and consistently documented.

We first note that the "attract and retain" language in the Charter Schools Act has no set meaning beyond what any authorizer believes it means. The Act specifically does not state, "All such efforts must be clearly and consistently documented," although we believe this is probably a good idea. We further note that the statute supplies no standards to by which to judge such efforts, and did not make them required elements of a charter school application even though the SUNY Trustees did.

The school's admissions policy states that it will not discriminate on the basis of disability or aptitude. (Attachment 34-1). As directed by the Institute, however, we have revised Attachment 34 to delineate further efforts to attract special education students.

Good faith efforts with respect to retention of special education students are covered by Attachments 21a and 21b.

A revised Attachment 34 is attached hereto.

23. The School should submit an expanded description of its hiring process that includes an assurance that all AFBCS special education teachers will be highly qualified.

Please see response to Item 20 regarding the description of hiring processes. The applicant provides an assurance that the special education teachers will be qualified to the minimum extent required by the IDEA and the NCLB.

24. The School should become familiar with the new citation (§2851(2)(h); 34 CFR 300.530 - 532 (a) & (b) 533 - 534, 536 resulting from the reauthorized IDEA of 12.2004.

The applicant acknowledges the Department's recommendation.

25. In Attachment 22, English Language Learners, the proposed charter school must demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with limited English proficiency as compared to the enrollment figures for students in the proposed district of location. All such efforts must be clearly and consistently documented. This section of the application was omitted. Please revise.

Please see the first paragraph of Item 22.

The school's admissions policy (Attachment 34-1) states that all recruitment, admissions and enrollment materials are translated into Spanish, which is the dominant second language in the proposed school location, and that "the school will make staff or volunteers available to any parent or guardian who needs help completing the application, including translators if necessary." It further states that the "school will use best efforts to provide materials to all parents in their home language. The policy also states that it will not discriminate on the basis of national origin. All of the foregoing fully satisfies the "good faith" requirement.

Good faith efforts with respect to retention are covered by Attachment 22.

26. Charter schools must provide a description of the process for identifying LEP/ELL students and a method for determining which of these students may need assistance. Please eliminate the second paragraph under "Identification of Students" as it is not necessary to the identification of LEP/ELL students if the process outlined in this section is followed properly. Teachers certainly should receive professional development on instructional techniques but not in techniques for detecting whether a student should be tested for LEP/ELL services.

The applicant acknowledges the Department's recommendation.

27. The charter school should include a section that describes its plan to ensure that needed staff, curricular materials, and facilities to serve LEP/ELL students are in place and used properly. AF Brownsville indicates that the school will "hire at least one full-time teacher who speaks the foreign language that is most common among its students, which in all likelihood will be Spanish." Will this teacher be a certified ESL or Bilingual Education teacher or a Foreign Language teacher?

The school will comply with applicable federal law, regulation and court ordered directives in this regard.

- 28. Charter schools are encouraged to review Amendments to the Regulations of the Commissioner of Education (CR 80-2.9, certificates valid for bilingual education and CR 80-2.10, certificate for teaching English to speakers of other languages) for guidance when hiring teachers to work with LEP/ELL students. Where there are significant numbers of LEP/ELL students, charter schools are encouraged to hire a certified bilingual and/or ESL coordinator who are knowledgeable of the language, culture, and heritage of the target population.

The applicant acknowledges the Department's recommendation.

- 29. Charter schools must identify appropriate evaluative standards for measuring the progress of LEP/ELL students, including program exit criteria.

As set forth in Attachment 22-2, the school will use the NYSESLAT and the Department's cut scores as its evaluative standard for exit criteria.

- 30. Please eliminate the last sentence of the paragraph entitled, "No student will be exited from the ELL program until they can read, write, and comprehend English well enough to participate meaningfully in the school's programs without additional supports. It is score on the NYSESLAT that determines the proficiency level the student has achieved each year, and whether the student's level of English proficiency is high enough to exit the ESL programs or services. This determination is not a subjective determination.

The exact quote from the application is, "No student will be exited from the ELL program until they can read, write, and comprehend English well enough to participate meaningfully in Achievement First Brownsville Charter School programs." Thus, if a student is still struggling after testing out on the NYSESLAT (through guesses or unknown reasons), the school will continue to provide services to such child. This is perfectly acceptable for a charter school that does not have to follow Part 154 of the Commissioner's regulations; rather only federal law must be heeded.

- 31. For purposes of ensuring the adequacy of programs for LEP/ELL students, charter schools must assess the progress of all LEP/ELL students on an ongoing basis. All LEP/ELL students must annually take the New York State English as a Second Language Achievement Test (NYSESLAT) to evaluate their English proficiency. The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether the student's level of English proficiency is high enough to exit the ESL programs or services

This is not an entirely correct statement for a charter school.

- 32. In addition, all public schools, including charter schools are advised that the NYSESLAT can no longer be used for Title I accountability purposes, except for students newly arrived in the United States. Charter schools must also administer the ELA assessment to LEP/ELL students who, as of January 3, 2007, have been enrolled in school in the United States (excluding Puerto Rico) for one year or more. (See <http://www.emsc.nysed.gov/osa/nyseslat/nclbmemo8-4-06.htm> for guidance).]

The applicant acknowledges the Department's recommendation.

33. In Attachment 23, reference is made to students "traditionally seen as being 'at risk' but no definition is provided for "at risk." Please clarify.

The applicant acknowledges the Department's recommendation.

34. Attachment 26-1 claims that "our waitlists for the existing Achievement First Charter Schools provide us with more than enough support in our attempt to show the need for another AF school." An attached chart indicates that the four other New York City AF schools do indeed have wait lists at various grades; however, if AF Brownsville plans to open with 5th grade and 84 students, they would have to draw from these other schools or elsewhere in order to reach their targeted enrollment. The parent "Petition(s) of Interest and/or Support" do not provide sufficient potential students to fulfill that target.

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

35. Attachment 28-1 indicates that the board "meets at least six (6) times per year." Attachment 31-2 also references "bi-monthly board meeting (s)." The Technical Assistance Advisory for Charter School Applications states "The board of trustees must meet, at a minimum, ten (10) times per year, between July 1 and June 30."

The applicant acknowledges the Department's recommendation.

36. Attachment 31-1 states that "The Board may not hire a principal who has not been nominated by Achievement First. Once the Principal is appointed by the Board, he or she then reports to the superintendent of Achievement First who is responsible for the Principal's day-to-day supervision and coaching." Further description indicates overlapping responsibility on the part of the Board and Achievement First with regard to the evaluation and renewal of a principal's contract. Can these relationships and responsibilities be clarified?

After careful review of the above-reference request, the applicant feels that the Department may have overlooked the response currently contained in Attachment 31. Please refer to this attachment for a response to this request.

37. Attachment 32-1 refers to the Bylaws as "Proposed" and as in "draft form." At this point in the application process, the Bylaws should be finalized.

The by-laws are intentionally in draft for two reasons. Legally, they are not yet the by-laws of anything because no education corporation yet exists and there are no trustees to ratify them. Second, the Charter Schools Institute charter agreement asks that they be ratified within 30 days of the effective date of the charter, and significantly, has a mechanism to amend same if need be (for example as a result of changes to the application).

38. Attachment 33-1 addresses several policies of the Board of Trustees, Code of Conduct and Ethics, Conflict of Interest, and Complaint Procedures for Accounting and Auditing Matters. The statement is made that "The Board of Trustees may vote to amend these policies as long as it still is consistent with New York State law." New York State law requires that the Board of Trustees request a revision to its charter if such changes are desired. Further, the

Complaint Procedures are for any type of complaints, not just those related to accounting and auditing matters

The proposed charter agreement (Paragraph 2.9) contemplates modifications to the code of ethics but requires prior written approval by the Charter Schools Institute. Whether or not such change would require a revision to the charter is a matter for the Institute to address with the Department.

Attachment 33-1 will be revised to add the following language to the end of the second sentence, “, but such amendment shall not be effective unless and until approved by the State University Trustees or designee.” Attachment 33-1 will be further revised to delete the third paragraph on page 33-2. Specific provisions in the proposed Charter Agreement address this issue.

A revised Attachment 33 is attached hereto.

39. The description of eligible voting members on Attachment 33-2 is confusing as it seems to limit membership fairly stringently, yet does not allow for a parent member as indicated on 29-1 unless they happen to meet the other criteria.

The item is actually referring to the trustees of any for profit corporation that has a business relationship w/ the school – not the trustees of the school.

40. Also on 33-2, a statement is made that “Trustees shall not use their position with the school to acquire any gift or more that is not available to a similarly situated person, unless that gift is for the use of the school.” Please clarify if a specific dollar amount was intended to be included here.

A revised Attachment 33 is attached hereto.

41. Attachment 34-1, in the first paragraph, a phrase appears to have been left off at the end of the sentence.

No text appears to be missing.

42. In Attachment 34-2, in the section entitled “In the School’s First Year,” the first bullet gives preference to “students living in the New York City School District.” This should be Community School District 23. A similar correction needs to be made to the second bullet under the section entitled “In Subsequent Years.”

The language will be revised to read, “in the New York City Community School District of location of the school building in which the grade applied for is currently housed.”

A revised Attachment 34-2 is attached hereto.

43. Attachment 35 addresses Discipline Policies. In the sixth paragraph, the statement is made that “Suspended students will also be responsible for making up all missed work within an agreed upon timetable.” The School must present a plan for providing alternate instruction for suspended students, including providing instruction (by a certified teacher) such that the student has an opportunity to progress substantially as his/her peers do. It is the School’s responsibility, not the student’s nor the parent’s, to see that this occurs. Documentation of

the instruction, time, place, etc. is required. This also appears in the last paragraph of the section entitled Procedures and Due Process for Disciplinary Action. The last sentence in that paragraph, "Likewise, if a student physically assaults a staff member, the Principal will likely recommend the student for expulsion." Please clarify under what circumstances the Principal would "likely" make this recommendation.

With respect to "alternate" instruction, this subject is fully handled on page 35-3 under "Alternative Instruction," and instructors will only be certified to the extent required under the Charter Schools Act. The making up missed work requirement is in addition to the alternative instruction.

The sentence that begins, "Likewise, if a student physically assaults a staff member, the Principal . . ." is self-explanatory. For clarity, the last sentence in the prior (5th) paragraph on 35-1 will be amended to read, "Only the most egregious violations – those that put students, staff and/or the school in danger— will be considered grounds for expulsion.

The Institute has recommended additional changes that are reflected in a revised Attachment 35 attached hereto.

- 44. On page 35-2, under Disciplinary Offenses, reference is made to violation of the Code of Conduct while a student is "walking to or from school or a school-sponsored event; walking to or from, waiting for school-provided transportation, or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity. School-related disciplinary offenses may also include serious misconduct outside the school where evidence exists that the student's continued presence would have a substantial detrimental effect on the school." Please clarify what type of "serious misconduct" this would be and what the "substantial detrimental effect" of it might be to justify such categorization.

The sentence commencing, "School-related disciplinary offenses may also include serious misconduct . . .," will be deleted.

- 45. In the section entitled "Procedures for Disciplinary Action: Consequences other than Suspension or Expulsion," the fifth bullet states that "If necessary, the student is removed from class." Please clarify by whom the student might be removed and to where, as well as what would be expected of the student. This also appears in the first bullet under the section entitled "Procedures and Due Process for Disciplinary Action." The student should be afforded due process rights notwithstanding the length of his/her suspension.

As set forth in the narrative, any staff member may impose the removal, which will be to an administrator's office or other classroom, in-school suspension room or into the custody of an appropriate governmental official.

The Department's comment is incorrect if it presupposes that charter schools must always provide the same due process, which is governed by federal, not state, law as set forth in the policy. Nonetheless, a new second bullet will be added under "Procedures and Due Process for Disciplinary Action: Long Term Suspension or Expulsion" to read as follows:

- The student will be afforded the due process rights for short-term suspension, namely a statement of the charges and evidence against the student, and the student is offered an

opportunity to tell the student's side of the story, prior to the imposition of the short-term suspension that precedes the hearing.

46. Attachment 35-3 does address Alternate Instruction although throughout this section "Alternative" is substituted for "Alternate." Also see #41 above for further details. This should be corrected. How long might the time be between the time of suspension/expulsion and the determination by the Board of Trustees? What would this determination determine? Page 35-2 indicates in the second paragraph that "Disciplinary offenses result in consequences subject to the discretion of the Principal or his/her designee....." What is the role of the Board here?

We and the Institute, and the Education Commissioner find the usage acceptable. See e.g., <http://www.counsel.nysed.gov/Decisions/volume45/d15373.htm>.

The "Alternative Instruction" paragraph will be revised to read as follows:

AF Brownsville will provide alternative instruction to students who have been suspended pending an expulsion hearing, or have been suspended in or out of school, within 24 hours (excepting weekends and holidays) of such suspension, or while awaiting determination of an appeal by the Board of Trustees of an expulsion or long term suspension decision. The alternative instruction will occur during the school day at the student's home or at the nearest public library. The school will provide alternative instruction to expelled students only during the pendency of appeal or to the extent required by law.

Obviously, the role of the board is to set the disciplinary policy and hire the principal.

47. To Record-Keeping on 35-3 please add records of alternate instruction, when and where it took place, the name of the certified teacher, and the work accomplished.

Please see the first paragraph of Item 43 with respect to the certification issue. To the extent such records are required by law applicable to charter schools, please provide evidence of same. If that is true, same will be incorporated by reference into the Charter Agreement and there is no need to add it.

48. In Attachment 41-1, Dissolution, Days 1-5, it states "AF Brownsville shall deliver the current list of students attending the school to the regional superintendent and to school district central offices. It continues with details about transferring student records to the NYC DoE, with steps to assist in relocating students. §2851 2 (t) Procedures to be followed in the case of the closure or dissolution of the charter school, requires provisions for the transfer of students and student records to the school district in which the charter school is located (the Community School District) and for the disposition of the school's assets to the school district in which the charter school is located (Community School District) or another charter school located within the (Community) school district. None of the other steps listed are necessary

Attachment 41 will be revised to delete "30-day" from the second sentence, delete all headings containing "Days", and change "Code" to "Law" in the last sentence. In addition, the following sentence will be added after the first paragraph, "At the direction of the Charter

Schools Institute and pursuant to the school's closure plan, the school will take steps similar to the one listed below and such other and further steps as so directed."

We know of no authority to use CSD rather than NYCDOE in the section of the Act related to dissolution, and will not change such references without legal citation from the Department.

- 49. Attachment 45 indicates that AF will pay salaries for personnel prior to July 1 of the year the charter school will begin to operate. Will these individuals then be hired by the Board of Trustees once it begins operating?

Achievement First will initially hire operations staff and provide principal training prior to July 1, when the school's fiscal year begins. After that time, the school will hire the employees officially and cover all operational costs including salaries and other education related expenses.

- 50. How was the budgeted amount of \$5000 per employee for health benefits arrived at?

This estimate is based on current costs and average employee participate rates of existing AF schools in New York City.

- 51. How is the expectation to own its own building figured into the school's five-year budget?

It is not. The applicant has met with and has been given some assurance that it will be able to open its school in the Brownsville community in an existing public school building. If met with a surplus over the life of the charter, as expected, the surplus will serve as the school's facilities fund in case a building cannot be provided.

- 52. Please provide written notice of any anticipated Less-Than Arm's Length (LTAL) relationships with a related party.

This board has not and does not anticipate, and to date no Achievement First school board, has had a less-than-arm's length transaction.

- 53. Please include a description of the internal controls being considered to safeguard the school's resources.

The applicant has submitted a draft copy of its policies and procedures handbook for review with this application as an Exhibit. In addition and regarding this item and item 59, our authorizer believes that these issues are addressed more effectively as a part of the "Initial Statement" process rather than in piecemeal fashion as part of the application. Each charter school must address whether it has documented appropriate internal financial controls and procedures (among other items) as part of its "Initial Statement" to the SUNY Trustees. Subsequently, an agreed-upon procedures engagement performed by an independent certified public accountant is required to assist the SUNY Trustees in evaluating the Initial Statement. Follow-up on any deficiencies is monitored by the Institute. We refer you to paragraph 5.1 of the proposed charter agreement.

- 54. Please provide additional information about training for board members in the areas of management and oversight of fiscal matters. How often would such training occur? How long will a new board member have to wait before he/she would receive such training?

The AF Brownsville board plans to have an annual retreat to review academic success, fiscal and audit accountability, and school viability. The board's retreat is scheduled for July. As part of the Charter Schools Institute's application for Federal Charter Schools Program funds, certain activities have been identified that are considered essential for creating a firm foundation for a successful start up charter school. These required activities include creating a solid governance model early on. The school will be expected to use approximately \$10,000 in both Planning and Implementation Grant funds to design and implement governance strategies that support the school's Board and its leadership in designing policies and procedures that promote common expectations, strong programs, customs, and structures for the school including fiscal management. We note that such training is not required by the Charter Schools Act, Education Law or the Not-For-Profit Corporations Law and that several of our members are quite sophisticated in these matters.

55. Please provide additional information regarding the anticipated professional development plan for staff.

After careful review of the above-reference request, the applicant feels that the Department may have overlooked the response currently contained in Attachment 20. Please refer to this attachment for a response to this request.

56. Attachment 55 states that "AF Brownsville aims to provide free meals to all students, regardless of their ability to pay." The last sentence of the Attachment then describes how charges will be assessed to different groups of students, again based on their ability to pay. Please clarify how these two statements "go together."

In order to be eligible for free lunch parents must complete a form indicating household income. This is used to determine a student's free and/or reduced lunch status. The NYC Department of Education's Office of Food and Nutrition Services has provided breakfast and lunch to students, and this process is based on what they have outlined to our schools as criteria for free and/or reduced meals.

57. Please clarify where in the budget, if at all, is any set aside for potential dissolution costs.

After careful review of the above-reference request, the applicant feels that the Department may have overlooked the response currently contained in Attachment 47. Please refer to this attachment for a response to this request.

58. What are the purchasing policies and procedures of the school?

Charter school applicants do not have to include purchasing procedures as part of an application. As a part of its training for fiscal and financial controls, the board will adopt a fiscal policies and procedures handbook that will support purchasing policies and procedures.

59. Attachment 56, Health Services, states "Each new student must have a certificate of immunization at the time of registration or not later than the 14th day of school.....The nurse reviews this documentation to ensure that all mandated immunizations are administered before children are permitted to enter or attend the school." Please clarify.

The phrase, "after the fourteenth day" will be added to the end of the sentence.

A revised Attachment 56 is attached hereto.

- 60. In Exhibit A-1, reference is made to Achievement First Bushwick Charter School. Please correct.

Items 60 to 68 refer to a draft management contract that is only a model and is subject to revision by and the approval of the Charter Schools Institute prior to final execution. All of the concerns listed will be addressed at that time after the charter is issued.

- 61. In Exhibit A-2, "Effective Date" is indicated to be June 27, 2006. Please correct. Following, "Facility" refers to a building of sufficient size to house the Minimum Enrollment Level. Presumably this should be Maximum.

The applicant acknowledges the Department's recommendation.

- 62. Exhibit A-5, (e) Conduct of the School and the Board of Trustees, uses past tense to describe what will be done in the future, i.e., the School has complied, has maintained, etc. Please correct.

The applicant acknowledges the Department's recommendation.

- 63. Exhibit A-6, refers to the Board of Regents. Please amend.

The applicant acknowledges the Department's recommendation.

- 64. Exhibit A-8 refers to the Principal's Discretionary Fund. Please remove, as no such funds are allowable.

There is no authority that would prevent a charter school board from allocating such funds.

- 65. Exhibit A-11 includes an address for the AF Bushwick Charter School. Please correct.

The applicant acknowledges the Department's recommendation.

- 66. Exhibit A-14 refers to dates beginning on July 1, 2006. Please correct.

The applicant acknowledges the Department's recommendation.

- 67. Exhibit A-29 references an address for the school for the chair of the AF Bushwick Charter School. Please correct.

The applicant acknowledges the Department's recommendation.

- 68. Exhibit A-33 refers to an agreement with AF Endeavor Charter School. Please correct.

The applicant acknowledges the Department's recommendation.

- 69. Exhibit D-9, Bylaws, Action by the Board, defines a quorum as a "majority of the entire Board of Trustees," while on D-10, it states the "the vote of a majority of the Board present at the time of the vote" will be a quorum. Please clarify.

The applicant acknowledges the Department's recommendation.

70. Exhibit G-1, Personnel Handbook is labeled Draft. Please correct.

The applicant acknowledges the Department's recommendation.

71. Exhibit G-2 refers to Achievement First schools but omits any reference to AF Brownsville.

If it is included as a charter exhibit, then there is no need for such reference.

72. In Exhibit G-17, a reference is made to November 15, 2006. Please correct.

The paragraph except for the last sentence will be deleted and replaced with the following:
"The school board may update the parental leave policy from time to time."

A revised Exhibit G-17 is attached hereto.

73. Exhibit G-20 states that employees "may not volunteer for jury duty." Please add "during times when they are working."

A revised Exhibit G-20 is attached hereto.

74. Exhibit G-34 refers to confidential information "generally know to the public." Should it read "not generally known to the public?"

Yes, a revised Exhibit G-34 is attached hereto.

75. Exhibit G-35 refers to unauthorized use of photocopying equipment, used by "authorized persons." Should this read "unauthorized persons?"

Yes, a revised Exhibit G-35 is attached hereto.

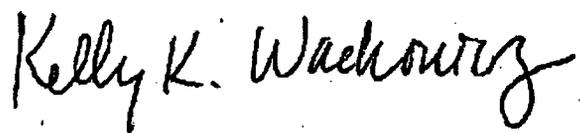
76. Exhibit G-39 refers numerous times to the "board of directors." Please amend to refer to the "board of trustees."

A revised Exhibit G-39 is attached hereto.

* * *

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

Sincerely,

Handwritten signature of Kelly K. Wachowicz in cursive script.

Kelly Wachowicz
Applicant

Enclosures

cc: Achievement First Brownsville Board of Trustees

Attachment 33

Code of Ethics

In response to Question 33, attached in Exhibit H please find a copy of the following policies:

- **Trustee, Officer and Employee Code of Conduct and Ethics**
- **Conflict of Interest Policy**
- **Complaint Procedures for Accounting and Auditing Matters**

The applicants for Achievement First Brownsville Charter School have established these policies based on the understanding of New York State law. The Board of Trustees may vote to amend these policies as long as it still is consistent with New York State law. but such amendment shall not be effective unless and until approved by the State University Trustees or designee."

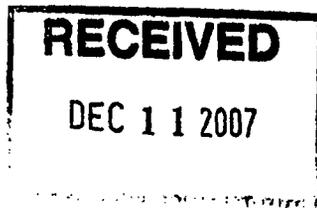
The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, and the school's charter and Bylaws. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Not more than 40 percent of the people serving on the Board of Trustees of the school may be compromised of: 1) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; 2) any sister, brother, ancestor, descendent, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person; or 3) voting members who are affiliated with any single entity other than the school itself.

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: 1) a "self-dealing transaction" (see below); 2) a conflict of interest, or 3) indemnification of that Trustee uniquely.

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 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 Corporation, if the transaction: 1) is approved or authorized by the Board in good faith and without unjustified favoritism; and 2) 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.

A Trustee or officer having an interest in a contract, other transaction, or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full, and frank disclosure of his or her interest to the Board prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is an employee, Trustee, or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school. Trustees representing any not-for-profit corporation proposing to do business with the school shall disclose the nature and extent of such business propositions.



Only trustees, officers and employees of for-profit corporations having a business relationship with the school that fits into the following categories will be permitted to serve as a voting member of the school's Board of Trustees: 1) individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys; 2) individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to the school; 3) individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or 4) members of the faculty of the school.

In no instance shall a trustee, officer, or employee of a for-profit educational management organization having a business relationship with the school serve as a voting member of the Board of Trustees for the duration of such business relationship.

Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If it occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in these matters will be reflected in the Board minutes.

Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

Trustees shall not use their position with the school to acquire any gift in the amount of \$25 or more that is not available to a similarly situated person, unless that gift is for the use of the school.

Trustees, officers, or employees never may ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

When in final draft form, the Code of Ethics and Conflicts of Interest policy documents will be distributed to all covered persons including employees upon hiring by the school, and to all officers and trustees upon appointment to the Board of Trustees. If amendments are made to the Code of Ethics, all employees, officers and trustees shall receive an updated copy. Time will be allotted at an appropriate board and staff meeting to explain the Code. The Superintendent shall serve as the Compliance Officer to ensure compliance with the Code of Ethics; one Trustee shall be appointed to oversee the Superintendent in this role.

Attachment 34

Student Admissions Policy

As a public school, Achievement First Brownsville Charter School is open to children who are eligible under the laws of New York State for admission to a public school. The school follows all applicable state and federal laws in admitting students. Achievement First Brownsville Charter School does not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, ancestry, religion, or any other grounds that would be unlawful.

Publicity and Outreach

Achievement First Brownsville Charter School will engage in an intensive recruiting effort in the winter and early spring of 2007-08. In January and February of 2008, Achievement First Brownsville Charter School will contact all parents of children entering fifth grade in 2008-2009 who live in Community School District 23 and surrounding zip codes to the school facility. We will send these parents a letter introducing Achievement First Brownsville Charter School and invite them to an Open House to learn more about the Achievement First Brownsville Charter School Program before the lottery takes place. We will also use our parent networks, other community partners, and the local media, local television stations and local radio stations to spread the word about Achievement First Brownsville Charter School. All recruitment, admissions, and enrollment materials will be translated in English and Spanish, the predominant language in the communities to be served. The school will use its best efforts to provide materials to all parents in their home language. In its outreach efforts, Achievement First Brownsville Charter School will provide specific outreach to students with special needs including special education students and students with limited English proficiency.

The Application

Families interested in enrolling a child at Achievement First Brownsville Charter School are required to submit a completed application or reapplication form. The applications are made available at the school's information sessions and at the school. The application is fairly simple, requesting basic biographical, contact, gender, and other important information (e.g., school currently attending). There are no fees associated with the filing of an application, nor are there any tuition charges for attending the school. The application will be available in both English and Spanish, and the school will make staff or volunteers available to any parent or guardian who needs help completing the application, including translators if necessary.

Special Requirements for Kindergarten

For enrollment in kindergarten, only students who turn 5 years old by December 1st of the matriculation year are eligible for kindergarten.

The First Year

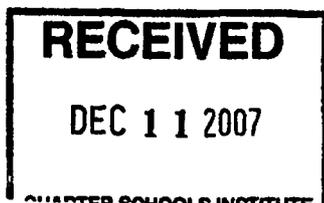
For the first year of operation, Achievement First Brownsville Charter School will open admission to children eligible to enroll in fifth grade only.

Timeline

The application process begins in early January with several information sessions and the distribution of applications. Applications are due by March 31, 2008. If the school receives more applications than allotted spaces by this deadline, then the school will hold a public lottery, tentatively scheduled for April 16, 2008, to allocate available slots. If fewer applications than spaces available are received during this first round, those students who applied by the first round deadline are admitted to the school. In this case, a second round of information sessions will be held in April and May to allocate any remaining spaces and to establish a waiting list. Information sessions may be held and students may be added to the waiting list on a continuing basis.

Enrollment Lottery

If the number of eligible applications for admission exceeds the spaces available for students, the school will hold our first blind, random lottery on Wednesday, April 16, 2008. The lottery will be conducted as follows: the names of child applicants will be printed on labels, which will be placed in a covered box with a hole in the top, wide enough for withdrawing the slips of paper. Siblings will have their names written on two



labels each, marked with a red dot for identification purposes, with one slip being put in the box and one left out. The conductor of the lottery will withdraw slips one at a time, announcing the name of each child and posting it on

a bulletin board for the audience to see. When a sibling label is chosen, a slot will also be reserved for the child's sibling(s). This process will occur until all currently available spots are filled. Then, the remaining slips will be sorted in the same manner to create the waiting list in each grade. This waiting list will be used to fill empty spaces as necessary. This random and publicly held lottery is audited by a disinterested independent organization. All applicants are notified of the time and the place of the lottery and are invited to attend.

From Achievement First Brownsville Charter School's pool of applicants, 84 fifth grade students will be selected at random. The following criteria are used in the lottery:

In the School's First Year

- Preference is given to students living in the New York City School District;
- If space remains, students from outside the local school district are admitted; and
- Once the available spaces are filled by students whose names are drawn or by students whose siblings are selected for enrollment, the remaining applicants are placed on a waiting list in the order in which their names are drawn (students with siblings enrolled in the school receive preference over waiting list candidates who do not have siblings enrolled).

In Subsequent Years

To the extent a vacant space is available in the school:

- First preference is given to students who attended the school the previous year and are returning to the school;
- Second preference is given to siblings of students enrolled in the school;
- Third preference is given to students living in the New York City School District;
- If space remains, students from outside the local school district are admitted; and
- Once the available spaces are filled by students whose names are drawn or by students whose siblings are selected for enrollment, the remaining applicants are placed on a waiting list in the order in which their names are drawn (students with siblings enrolled in the school receive preference over waiting list candidates who do not have siblings enrolled).
- For grade levels in which a "rising" class is filling the seats (for example, a third grade class moving up to fourth grade), the school will fill empty seats to reach the number of students in each grade in the enrollment chart on page 7. The lottery for these empty seats will take place using the procedure outlined above.

Enrollment and Eligibility

Once admitted, parents and students will be encouraged to sign the Achievement First Brownsville Charter School contract that spells out the obligations and responsibilities of students, parents, and the school. Achievement First Brownsville Charter School will function as a powerful partnership between the school, parents, and their children, so we want to be clear from the outset of our expectations and mutual commitments to each other.

All students who are accepted for enrollment or re-enrollment must complete all of the school's enrollment forms by the date required on the forms to secure provisional enrollment. Students forfeit their right to enroll if the forms are not returned by the designated date. In addition, by August 1, parents of provisionally accepted and waitlisted students must submit proof of the child's successful completion of the previous grade (with the exception of kindergarten students). All new students must take the school's baseline assessments. Parents/guardians and students are encouraged to attend information sessions and orientations, sign the Enrollment Form and Family-School Contract, and agree to fulfill their obligations to Achievement First Brownsville Charter School, including adherence to the Code of Conduct.

In addition to the requirements described above, a child is eligible for grades 1-8 only if:

- The student successfully completes the preceding grade by the opening day of school; and
- The parent/guardian and student complete all required forms truthfully.



Vacancies

Barring an unexpectedly high attrition rate, Achievement First Brownsville Charter School plans to accept only a very limited number of students after the fifth grade. To fill any vacancies, however, separate waiting lists are maintained for each grade level. The random lottery used for student admission also serves to place students in preferential order on these waiting lists. If the school chooses to fill a vacancy, the school contacts the parent or guardian of the student next on the appropriate waiting list. Reasonable attempts are made to contact the family of the first student on the waiting list to determine whether the student remains interested in enrolling at the school before proceeding to the next name on the list. If attempts to contact the student's parents/guardians are unsuccessful, the school may remove that student from the waiting list. Documentation of attempts made to contact the parents/guardians of any student removed from the waiting list are maintained by the school. Waiting lists are not carried over from year to year, but instead the annual admission lotteries are used to create newly randomized waiting lists. The school will send a new enrollment application directly to the parents/guardians of each child on the prior year's waiting list.

Achievement First Brownsville Charter School does not discriminate on the basis of gender, ethnicity, sexual orientation, or any other basis. In accord with the sense of Team and Family in our school, siblings of enrolled students will be given admissions preference. No other forms of special treatment or preference will be given in the admissions process except those outlined above.

Attachment 35

Discipline Policies – Regular Education Students

Student Safety and Discipline: Regular Education Students

At AF Brownsville, we have exceptionally high standards for student conduct. We will not make excuses for our students. From the moment AF Brownsville students board their busses and all through the day, they will act in a way that befits an AF Brownsville student – respectful of themselves and others. This will not happen magically. It will take enormous planning, teaching, practice, and reinforcement of positive behaviors.

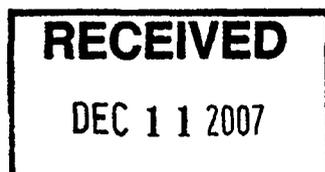
At AF Brownsville, much of the power of our culture will be rooted in the clarity and consistency of our expectations. Behavior expectations will be common from classroom to classroom. All AF Brownsville students will look sharp in their uniforms. All AF Brownsville students will learn and practice common courtesies (please, thank you, and proper greetings). All AF Brownsville students will practice good table manners at breakfast and lunch, and learn how to chat quietly with friends. In class, all AF Brownsville students will sit at their desks and SLANT (Sit up straight, Listen, Ask/Answer questions, Nod, Track the speaker).

While a strong, productive culture will be the foundation of student discipline, we will use several different approaches to managing inappropriate behaviors. AF Brownsville teachers will be trained in an array of student discipline techniques. They will identify and address the antecedent causes of behavior. Teachers will manage minor disruptions in their classrooms and teach the common routines and behaviors necessary for our students to be successful. The AF Brownsville advisory system will enable teachers to build strong, supportive and respectful relationships with students. Teachers will use the AF Brownsville values (Respect, Enthusiasm, Achievement, Citizenship, Hard Work) as opportunities for teachable moments and positive reinforcement. Frequent parent contacts will provide opportunities for teachers and parents to work together to problem-solve when behavior problems occur.

AF Brownsville will have a strict disciplinary policy. We believe that children do what you let them, and we will raise the bar of behavior by setting high expectations and enforcing them with PIC (Persistence, Insistence, Consistence). Our high expectations will be crystal clear to our students, and poor behavior choices will be addressed quickly and effectively. We will establish a positive, caring, warm-demanding atmosphere where students feel safe and successful.

At AF Brownsville our approach to discipline will be primarily preventative. Teachers will use a range of lower-level consequences (non-verbal cues, conferencing with student, loss of privileges) before resorting to more serious consequences. However, we will have clear policies governing suspension and expulsion. Certain offenses will result in in-school suspension while other more serious violations will result in out-of-school suspensions. Only the most egregious violations – those that put students and/or the school in danger – will be considered grounds for expulsion.

Students who are suspended will be required to make appropriate amends for their actions before being welcomed back into our community. Suspended students will also be responsible for making up all missed work within an agreed upon timetable. In case of severe or repeated violations, the AF Brownsville Principal may recommend that a student be expelled. The Board has the right to expel any student who the Board has cause to believe has engaged in conduct on school grounds or at a school-sponsored activity which endangers persons or property, is seriously disruptive of the educational process, or violates a publicized policy of the Board of AF-Brownsville. Expulsion only takes place after a hearing of a designated panel of the Board of Trustees. Under federal law, if a student is in possession of a) a dangerous weapon, b) drugs, or c) alcohol on school property, on the school bus, or at a school-sponsored function, then the student will be recommended for expulsion. Likewise, if a student physically assaults a staff member, the Principal will likely recommend the student for expulsion.



Code of Conduct

AF Brownsville provides a safe and structured environment that promotes students' academic and social development. The school's disciplined environment is largely responsible for the school's academic success. Students who fail to meet the clearly defined standards for appropriate and acceptable conduct are not allowed to disrupt the education of others. Students are held accountable through clear consequences for violating the school's rules.

Disciplinary Offenses

A disciplinary offense is a violation of the Code of Conduct that occurs while the student is: at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity. School-related disciplinary offenses may also include serious misconduct outside the school where evidence exists that the student's continued presence would have a substantial detrimental effect on the school.

Disciplinary offenses result in consequences subject to the discretion of the Principal or his/her designee(s) and may include loss of Scholar Dollars, detention, community service, loss of school privileges, Homework Center, Saturday Detention, in-school suspension, out-of-school suspension, and/or expulsion. The list of punishable offenses is not exhaustive, but provides examples of prohibited conduct. These rules and regulations may be supplemented by teachers' rules for classes and other school events. Repeated infractions resulting in loss of Scholar Dollars and/or detention may lead to suspension and repeated suspensions may lead to expulsion. Suspended students are not entitled to participate in school activities. In addition, any breaches of state or federal law may be handled in cooperation with the New York City Police Department or other authorities.

Procedures for Disciplinary Action: Consequences other than Suspension or Expulsion

If a student commits an offense that calls for the assignment of a time-out, detention, community service project, Saturday Detention, or other in-school disciplinary action (other than in-school suspension), any staff member may impose an appropriate consequence. When this occurs:

- The staff member addresses the conduct and assigns an appropriate consequence;
- The staff member may refer the matter to the Principal for review and possible additional disciplinary action;
- The staff member may call the parent or guardian of the student;
- Consequences are implemented at the discretion of this staff member;
- If necessary, the student is removed from class;
- Students are responsible for transportation home when they are assigned to detention or Homework Club and for transportation to and from Saturday Detention; and
- If the incident is not resolved or occurs again, further disciplinary action is taken; a parent or guardian may be required to meet with the Principal or his/her designee(s) regarding infractions prior to a student's return to school.

Procedures and Due Process for Disciplinary Action: Short-Term Suspension

If a student commits an offense that calls for short-term suspension (10 days or less), the student is afforded the due process rights required by *Goss v. Lopez*, 419 U.S. 565 (1975). Such student is subject to the following:

- If necessary, the student is immediately removed from class and/or school;
- The student is entitled to respond to the charges against him/her;
- The Principal or his/her designee addresses the conduct and assigns an appropriate consequence;
- The parent/guardian is notified by the Principal or his/her designee; and
- A parent or guardian may be required to meet with the Principal or his/her designee(s) regarding infractions prior to a student's return to school.

When a suspension from school transportation amounts to suspension from attending school because of the distance between home and school and the unavailability of alternative transportation, the school will make appropriate arrangements for the student's education.

Procedures and Due Process for Disciplinary Action: Long-Term Suspension or Expulsion

If a student commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken:

- If necessary, the student is immediately removed from class and/or school;
- The parent/guardian is notified by the Principal or his/her designee;
- The school sets a hearing date; the student and/or his parent/guardian are notified in writing of the:
 - charges and a statement of the evidence;
 - date, time and place of a hearing; and
 - notice of the right at the hearing to be represented by legal counsel (at the student's/parent's own expense) and present evidence and question witnesses;
- After hearing the case, the Principal or his/her designee issues a written decision to be sent to the student, the parent/guardian, the school's Board of Trustees, and the student's permanent record;
- Any student who is expelled or given a long-term suspension (more than 10 days) has the right to appeal the decision in writing to the Board of Trustees within 10 days of the date of expulsion;
- Any appeal is heard, at the discretion of the Board Chairperson, by the full Board of Trustees or by a Trustee subcommittee (of one or more Trustees designated by the Board Chairperson); in such a case, the school sets a hearing date and the student and/or his/her parent/guardian are notified in writing of the:
 - charges and a statement of the evidence;
 - date, time and place of a hearing; and
 - notice of the right at the hearing to be represented by legal counsel (at the student's/parent's own expense) and present evidence and question witnesses.

Alternative Instruction

AF Brownsville will provide alternative instruction to students who have been recommended for expulsion, or have been suspended in or out of school, within 24 hours of such suspension or expulsion, while awaiting a determination by the Board of Trustees. The alternative instruction will begin no later than the day after the determination is made to expel a student. The alternative instruction will occur during the school day at the student's home or the nearest public library. This alternative instruction will continue for the duration of the time the student awaits disposition on his or her expulsion hearing. The school will provide alternative instruction to expelled students to the extent required by law.

Record-Keeping

AF Brownsville will maintain written records of all suspensions and expulsions, including the name of the student, a description of the offending behavior, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Attachment 41

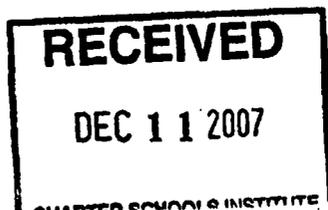
Dissolution

In the event of closure or dissolution of AF Brownsville, the Board of Trustees shall manage the dissolution process in accordance with Education Law § 2851(2(l)), the school's charter and any closure plans of the authorizer including the most recent dissolution plan provided by the Charter Schools Institute. In anticipation of dissolution, the school is committed to establishing an escrow in the amount of \$75,000 to pay for audit and legal expenses that could potentially be associated with any dissolution that could occur with this charter. This process shall commence with a meeting of Board representatives and the Charter Schools Institute or other appropriate staff at the State University of New York to discuss and finalize a timeline for dissolution that is based on the following template:

At the direction of the Charter Schools Institute and pursuant to the school's closure plan, the school will take steps similar to the one listed below and such other and further steps as so directed.

1. AF Brownsville shall deliver the current list of students attending the school to the regional superintendent and to school district central offices.
2. The Principal of AF Brownsville shall conduct a meeting with the regional superintendent to discuss openings and availability for students being displaced by the closure or dissolution.
3. Board Representatives of AF Brownsville shall conduct a meeting with the school manager and auditors to begin process of identifying assets required for transfer.
4. AF-Brownsville shall transfer student records to:
New York City Department of Education
52 Chambers Street
New York, New York 10007
5. AF Brownsville shall provide written notice to key NYCDOE central office departments such as transportation, food services and school safety of the closure in order to ensure adequate time for modifications to existing bus routes, school safety procedures regarding ingress and egress to a new building for a large number of relocating students, or other support services required for current students of AF Brownsville being relocated into other school buildings.
6. AF Brownsville shall notify all parents in writing of the closure of the school, and explain possible relocation options including contact information, basic school facts, and maps displaying locations of possible relocation schools targeted by the Regional superintendent's office for transfer.
7. AF Brownsville shall notify in writing school principals in surrounding schools of the closure and provide contact information for school personnel handling transfer.
8. AF Brownsville shall host an information session for families and introduce them to personnel from receiving schools and assist with all transfer processes.
9. A list of students attending the school and their known preferences for relocation will be sent to the school district offices.
10. Parents of the enrolled students shall be notified of the transfer of their student's records to the Department of Education.
11. AF Brownsville shall conduct a final meeting with Charter School Institute or the appropriate State University of New York personnel to ensure that each child has been properly enrolled in a local public school or has confirmed their enrollment in a non-public school.

Pursuant to Education Law § 220, the remaining assets of AF Brownsville, and after satisfaction of outstanding debts and liquidation of assets, shall be transferred to another charter school within the school district where the school is located or secondarily directly to the New York City Department of Education



Attachment 56

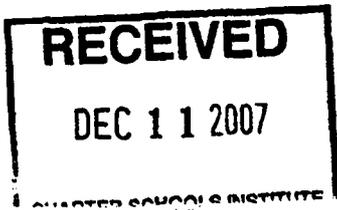
Health Services

AF Brownsville is committed to providing a learning environment where our students feel safe, supported and sustained, not only intellectually, but also physically and emotionally. We realize that a child who is hungry, cold, or ill will struggle to learn, no matter how motivated they are. To this end, we plan to take several steps to ensure the health and welfare of our students

First and foremost, AF Brownsville will provide the health services required by law. Pursuant to section 912 of the New York State Education Law, the school will look to New York City Department of Health & Mental Hygiene to provide a nurse to oversee the health services program and to ensure that the school complies with all State health services requirements including immunization and diagnostic testing requirements. Under the NYC Department of Education's guidelines, as a middle school, AF Brownsville will qualify for nursing services. If the school is co-located in a Department of Education facility, we will anticipate sharing on-site nursing staff. (AF Brownsville may also choose to augment these professional services and personnel.) If nursing services are not already available on-site, AF Brownsville will contract independently for services. The nurse will be responsible for disbursing medications, treating students who are ill or injured, training the staff in first aid and CPR, and maintaining student health records. In addition, hearing and vision testing will be conducted on all new students by a qualified individual.

AF Brownsville will abide by all New York State immunization requirements. Each new student must have a certificate of immunization at the time of registration or not later than the 14th day of school. Student health forms will be provided to parents during the AF Brownsville's enrollment period, which immediately follows the school lottery. Prior to the start of the academic year, parents/guardians must present documentation that their child has received all required doses of vaccines or are waiting to receive the subsequent doses at the appropriate time intervals. The nurse reviews this documentation to ensure that all mandated immunizations are administered before children are permitted to enter or attend the school. Parents may waive immunization by complying with §2164 of the Public Health Law with respect to exemptions to immunizations of the school's student population. Parents seeking to waive the immunization requirement should submit their request in writing to the school nurse. The nurse will review the request and will advise the Principal, who will make the final decision on whether to grant the waiver request after the fourteenth day of school

At AF Brownsville, we want our students to be successful people, not merely successful scholars. Toward this end, we know that our students must develop as healthy individuals and have the capacities to work and live well in groups and teams. AF Brownsville will provide a school counselor (part-time during year one) to help develop and maintain the emotional and social well-being of our students. Specifically, this person will assist students with peer relationships, developing social skills and self-esteem, resisting peer pressure, resolving conflict, sex education, drug education, managing anger, and understanding themselves and others. These services will be an essential part of the AF Brownsville program. In cases where a student needs additional counseling services, the school counselor will refer the student to an external social service agency or to the school's child study team, or the CSE as appropriate.





**ACHIEVEMENT
FIRST**

PERSONNEL HANDBOOK

Draft 2008-2009

RECEIVED
DEC 11 2007

Exhibit G



INTRODUCTION

This Personnel Handbook ("Handbook") is designed to provide you with information about the employee benefits and personnel policies and procedures for Achievement First and Achievement First schools. The policies in this handbook specifically apply to Amistad Academy, Elm City College Preparatory School, Achievement First Crown Heights Charter School, Achievement First East New York Charter School, Achievement First Bushwick Charter School, Achievement First Endeavor Charter School, and Achievement First, Inc. The Handbook will use the term "School" throughout this Handbook, and unless otherwise noted, the term School applies to all the schools listed above. In addition, unless otherwise noted, the School policy also applies to Achievement First staff.

This Handbook replaces any and all previously issued personnel policies and memoranda, and supersedes any inconsistent verbal or written descriptions of the School's personnel policies, including verbal descriptions of the School's benefits. The Handbook applies to all employees, though some items apply only to specific categories of employees, as indicated.

The School does not intend by this manual to create any contractual obligations, express or implied, on the part of the staff or the School. The School retains the sole right to interpret the manual's provisions.

The Handbook describes many of your responsibilities as an employee and outlines the programs developed by the School to benefit employees. The Achievement First network is built on its people, and we rely on you to deliver consistently the highest quality work possible. In turn, our objective is to provide an environment that is conducive to both personal and professional growth.

No personnel handbook can anticipate every circumstance or question about personnel policies. We will address situations as we become aware of them, and we expect and encourage you to bring to our attention any employment issues that need to be addressed. Please feel free to speak your School's or Achievement First's Operations staff about any questions, comments, or concerns you have about your employment

Exhibit G



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EMPLOYMENT POLICIES AND PROCEDURES

Equal Opportunity Employer

It is the School's policy to provide equal employment opportunities to all applicants for employment and employees. The School does not discriminate based on an individual's race, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, veteran status, sexual orientation, age, sex, or on any other classification protected by law.

This policy governs all aspects of employment at the School, including hiring, assignments, training, promotions, compensation, employee benefits, discipline, discharge, and all other terms and conditions of employment. Further, the School will reasonably accommodate an individual's physical or mental disability when appropriate. Questions about reasonable accommodations should be directed to the director of school operations.

Employment Categories

Each employee is categorized as full-time or part-time, and as exempt or non-exempt and certain employees are designated as temporary employees. In addition, certain individuals who are not employees of the School but who nevertheless work on premises, such as independent contractors and employees of the local school district or board of education, also are expected to comply with the terms and conditions of this Handbook to the extent that the Handbook sets standards of conduct for individuals who work on premises.

At-Will and Contract Employees

Unless expressly agreed to in writing by the principal, all School employees are employed on an "at will" basis. This means that either you or the School may terminate the employment relationship at any time, with or without notice. No one at the School, other than with the express written consent of the principal, may enter into any agreement for employment for a specific period of time.

Full-Time/Part-Time

The School categorizes all employees as either full- or part-time. Please note that the School's employee benefit plans may adopt different definitions.

FULL-TIME employees are regularly scheduled to work 30 hours or more per week.

PART-TIME employees are regularly scheduled to work fewer than 30 hours per week.

The employee benefit plans applicable to School employees may define "full-time" and "part-time" differently for purposes of determining eligibility for benefits and for purposes of benefit administration. In such circumstances, the definitions contained in the applicable benefit plans shall govern.

Exempt /Non-Exempt

In accordance with applicable labor laws, the School categorizes each employee as exempt or non-exempt for purposes of federal wage and hour laws. The School will inform you at the time of hire whether you are exempt or non-exempt. Exempt employees are, generally, faculty, professional and administrative staff. The School pays exempt employees on a salary basis. Exempt employees do not receive overtime pay. They are expected to spend as much time on task as is required to perform their duties. Non-exempt employees are, usually, paid an hourly fixed wage. Non-exempt

employees are entitled to receive extra pay for approved overtime work, in accordance with both the applicable law and the School's overtime policy.

Temporary Employees

From time to time, the School may hire certain employees on a temporary basis, usually for a period of four months or less. Temporary employees may be full-time or part-time. Unless required by law, temporary employees are not eligible for the benefits described in this Handbook.

Independent Contractors and Other Non-School Employees

The School also occasionally uses independent contractors and non-School employees (e.g., School District/Board of Education employees) to perform certain services. Independent contractors and employees of other entities such as the Board of Education are not employees of the School and this Handbook does not apply to them, except to the extent that they shall be required to conduct themselves in accordance with the School's conduct standards. Similarly, they are not eligible for the benefits described in this Handbook.

Employment Eligibility

Immigration Reform and Control Act

Under federal immigration law, each employee hired must provide certain documentation and complete an "I-9" form demonstrating that he or she is authorized to work in the United States. Failure to provide such documentation in a timely manner will require discharge of the employee.

Should an employee subsequently become unauthorized to work, the law requires that he or she must be discharged pending receipt of additional documentation demonstrating an extension of the authorization to work in the United States.

Background Check and Fingerprinting

Every School employee, long-term volunteer, and contractor will be subject to fingerprinting and a criminal background check in accordance with applicable state and city laws and regulations. Individuals must comply with any related processing procedures and must provide all required information. Failure to do so may result in termination.

Certification

To the extent required by state law, it is the responsibility of all School employees to acquire the necessary teaching or administrative certification as it may pertain to their current position. Unless otherwise agreed upon in writing between the employee and the School, the costs of gaining certification, including the costs of all tests, courses, or application fees, are the responsibility of the individual employee. The School can be a helpful resource in guiding employees through the certification process. It is, however, the individual employee's responsibility to work toward achieving and maintaining his or her certification status.

Maintaining and Updating Personal Data

All employees are required to complete all applicable federal and state tax withholding forms. Failure to file such documentation with the School will result in the employee not being paid.

Employees must also promptly notify the director of school operations of any changes in personal data. Marital status, personal mailing addresses, telephone numbers, number and names of dependents, beneficiaries, tax-withholding information, individuals to be contacted in the event of an emergency, educational accomplishments, and other such personal data must be accurate and current at all times. The School will maintain the confidentiality of such information in accordance with applicable law.

Employee Departures

Terminations and Resignations

We hope that your stay with us will be long and productive, however, in the event that you resign or your employment is terminated, you should know what to expect and what we expect of you. When your employment has been terminated or you resign from your employment, we may request that you make an appointment for an Exit Interview with the appropriate administrative personnel to discuss your employment and administrative issues.

You must return all keys, records, files, supplies, equipment, or any other School property at the time of termination or resignation.

Employee References

All outside inquiries regarding employment references for current or former School employees must be directed to the principal or director of school operations.

Hours of Work and Pay

Paydays

The School pays all employees on a twelve (12)-month year, regardless of whether they work summers. Usually, employees are paid on Fridays (every other week). The payment represents compensation for the time worked through the Saturday prior to the pay date. When a payroll falls on a holiday, payroll will usually occur on the first regular business day after the holiday.

Direct Deposit of Paychecks

For ease of administration the School prefers to directly deposit paychecks to its employees. In order to ensure proper direct deposits, please sign an authorization form and provide a blank voided personal check to the director of school operations. Direct deposit will take place as soon as possible after the first payroll submission of this data.

Work Schedule

School employees' work schedules vary depending upon position, may vary from time to time, and are set by the principal and Achievement First policy. Employees generally work the schedules described below.

Faculty work at the School for the days noted in the School calendar as school days, on specifically designated meeting days, as well as any other times that may be required by the School.

Non-faculty employees work schedules set by the director of school operations and principal. Their work schedules may or may not coincide with the academic calendar.

Hours of Work

All School employees are required to work the hours set forth below, and to abide by the School's applicable absence and attendance policies, as set forth in a separate section of this Handbook.

Faculty Hours

All teachers, counselors, teacher's aides, and paraprofessionals need to be in the building from 7:15 a.m. to 4:00 p.m., and also in attendance for all applicable School functions, such as Report Card nights, parent-teacher conferences, awards ceremonies, etc. Although the base hours are 7:15 a.m. to 4:00 p.m., teachers will regularly need to stay after 4:00 p.m. for meetings, parent conferences, student tutoring, and other events. It is the expectation of the school that teachers are available for meetings and other professional duties after 4:00 p.m. daily and at other times as necessary.

Non-Faculty Academic Year Hours

The core school day for the children is from 7:15am to 4:00 p.m., though many students will stay until 5:00 or later daily. During the academic year, non-faculty will work different hours depending upon their position and job duties. Non-faculty employees should contact the director of school operations with questions about work hours.

Summer Hours

During the summer, non-faculty employees work regular hours unless otherwise instructed by the director of school operations.

Timekeeping (Non-Exempt Employees Only)

Accurately recording time worked is the responsibility of every non-exempt employee. Non-exempt employees are required to record their work hours daily at the time they begin and end their work. Non-exempt employees maintain accurate times sheets using the "Achievement First Timesheet" forms provided in the School's main office. Timesheets should be turned into the director of school operations every Friday or on the employee's last day of work each week.

It is essential that all non-exempt employees actually record their hours of work. Employees also must log out before they leave for personal reasons. False statements or signing on behalf of another employee is grounds for immediate dismissal.

Failure to comply with the School's time-keeping rules will forfeit an employee's automatic payroll deposit and/or may lead to disciplinary action, including immediate dismissal.

Overtime Procedure (Non-Exempt Employees Only)

Overtime work is an infrequent occurrence at the School. The nature of overtime is that it sometimes is needed with little or no advance notice. Accordingly, employees must maintain flexibility in order to be available for overtime assignments.

Overtime Authorization

An employee's supervisor must approve all overtime before the overtime is worked. Overtime charges must be reported on employee time sheets and a signature must be obtained from the appropriate supervisor. Failure to comply with this policy will lead to disciplinary action.

Overtime Pay

Overtime compensation is paid to all non-exempt employees in accordance with applicable wage and hour requirements. Overtime is normally paid at the rate of 1-1/2 times an employee's equivalent hourly rate for time worked over 40 hours in any workweek. In calculating hours worked for purposes of overtime pay, break periods are considered part of the workday, but lunch periods are not. The School's workweek runs from Sunday through Saturday. If it is necessary to ask an employee to come in on a weekend day or a School holiday, the employee will be paid for at least 4 hours, even if he/she works less than 4 hours.

Compensatory Time Off

Compensatory time off is not allowed in lieu of overtime pay.

EMPLOYEE BENEFITS

Health and Welfare Benefits

The School provides a variety of health and welfare benefits to eligible employees. Details of these plans, including all terms and conditions and employee eligibility requirements, are governed by the applicable plan documents and relevant summary plan descriptions. Copies of these materials are available from the director of school operations.

The School reserves the right to amend, interpret, modify or terminate any of its employee benefits programs without prior notice. The Plan Administrator of each of the School's employee benefit plans has the power and authority to construe and interpret the terms of the plan, to make all factual determinations, and to amend or terminate such plans. In the event that there are any conflicts between the actual plan documents and the descriptions provided below, the actual plan documents shall apply. Employees will be notified in writing of any material changes to the plans. Unless otherwise specified, the following benefits programs apply only to full-time employees.

The School's health and welfare benefits, which are subject to change, currently include the following benefits:

Health Insurance

The School currently provides all eligible employees with individual health insurance. If you would like to add a dependent or spouse under your medical coverage, you have the option to buy into our group plan at a reduced cost. Currently, our plan calls for employees to pay 0 percent of the monthly premium cost of individual (employee only) coverage. While we will endeavor to keep benefits strong and costs low, the amount that each employee will have to contribute for both individual and dependent/spouse coverage and the type of health plan/benefits offered are subject to change.

Employees should refer to the summary plan description or the other governing plan document for a complete description of the benefits offered. These documents are available from the health insurance carrier and the director of school operations.

Dental Insurance

The School currently provides all eligible employees with individual dental coverage through a group dental plan. If you would like to add a dependent or spouse under your dental coverage, you have the option to buy into our group plan at a reduced cost. Currently, our plan calls for employees to pay 0 percent of the monthly premium cost of individual (employee only) coverage. While we will endeavor to keep benefits strong and costs low, the amount that each employee will have to contribute for both individual and dependent/spouse coverage and the type of dental plan/benefits offered are subject to change.

Employees should refer to the summary plan description or the other governing plan document for a complete description of the benefits offered. These documents are available from the dental insurance carrier and the director of school operations.

Group Term Life Insurance

The School provides group term life insurance to eligible employees. Employees should refer to the summary plan description or other governing plan documents for a complete description of the benefits offered. Currently, our plan calls for employees to pay 0 percent of the cost of this coverage. While we will endeavor to keep benefits strong and costs low, the amount that

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each employee will have to contribute and the type of term life insurance/benefits offered are subject to change.

Employees should refer to the summary plan description or the other governing plan document for a complete description of the benefits offered. These documents are available from the group term life insurance provider and the director of school operations.

Short-Term and Long-Term Disability Insurance

The School provides short- and long-term disability insurance to eligible employees. Currently, our plan calls for employees to pay 0 percent of the cost of this coverage. While we will endeavor to keep benefits strong and costs low, the amount that each employee will have to contribute and the type of long-term disability insurance/benefits offered are subject to change.

Short-term disability coverage compensates an employee for loss of income resulting from an off-the-job injury or illness in an amount equal to 60% of the employee's weekly wage to a maximum of \$1,000 weekly. Please note that benefits will be taxed as income. The School's insurance carrier handles all claims for short-term disability benefits. In the event of a covered claim, there is a one (1) day waiting period for injury and an eight (8) day waiting period for illness. Benefits continue for a maximum of twenty-six (26) weeks.

Long-term disability coverage similarly compensates an employee for loss of income resulting from an off-the-job injury or illness in an amount equal to 60% of the employee's monthly wage to a maximum of \$10,000 monthly. Please note that benefits will be taxed as income. The School's insurance carrier handles all claims for long-term disability benefits. In the event of a covered claim, there is a one hundred and eighty (180) day waiting period, which dovetails with the 26-week coverage provided by the short-term disability insurance.

Employees should refer to the summary plan description or the other governing plan document for a complete description of the benefits offered. These documents are available from the director of school operations.

Retirement Plan

To help provide financial security to our employees during their retirement years, the School sponsors and offers the opportunity for full-time employees to participate in a retirement plan pursuant to Section 403(b) of the Internal Revenue Code.

Currently, Achievement First has a relationship with AIG-Valic, one of the world's largest financial services companies, to manage our 403b program. AIG-Valic will provide free financial planning advice for all AF employees. In order to better serve our employees and ensure that we are receiving great service, Achievement First reserves the right to change financial services companies.

Employees should refer to the documents provided to the School by the 403(b) service partner for more information. These documents are available from the service provider or the director of school operations.

Cafeteria Plan

The School offers a Qualified Internal Revenue Code section 125 cafeteria plan to its eligible employees. Participating employees may use this plan to make tax-free contributions to fund eligible expenses such as family medical or dental premiums incurred through participating in the School's insurance plans.

Statutory Benefits

Social Security/Medicare Tax

Social Security/Medicare Tax Benefits are provided to all eligible School employees and are paid for jointly by the School and the employee. Your share is deducted from your paycheck as

Achievement First

required by law. For information concerning the many benefits available under the Social Security Act, contact your local Social Security Office.

Unemployment Insurance

Consistent with applicable state laws, Unemployment Insurance provides income to all full-time employees who are actively seeking employment while they are out of work due to circumstances beyond their control. The School pays the entire cost of this benefit. You must file a claim at your state unemployment insurance office to receive benefits.

Workers' Compensation

The School provides eligible employees with workers' compensation benefits at no cost. Workers' compensation covers eligible employees who are injured or disabled on the job, or who contract an occupational disease in the course of employment. Depending upon the nature of the injury or disease, you may receive cash benefits and payments of all necessary medical expenses as determined by the Workers' Compensation Board. All incidents involving workplace injuries or illnesses must be reported immediately to the director of school operations.

Teachers Retirement Board (CT employees only)

Certified teachers in Connecticut schools are eligible for participation in the Teachers Retirement Board [TRB]. Additional information about the Teachers Retirement Board is available from the director of school operations. Please note that teachers who participate in the TRB do not currently pay social security.

COBRA Continuation Coverage

Under applicable laws, some employers sponsoring group health plans are required to offer employees and their families the opportunity for a temporary extension of health coverage (called "continuation coverage") at group rates in certain instances when coverage under the plan would otherwise end. You will be provided with additional information if you become a participant in the School's health plan and, if applicable, when you experience a "qualifying event," such as termination of your employment.

ATTENDANCE & LEAVE

The hallmark of an Achievement First school is excellent staff attendance. In general, Achievement First schools average 98 percent or better staff attendance rates. This means that almost staff members are absent five or fewer school days and/or required professional development days, with the majority of staff missing three or fewer days. We take pride in our attendance rates and make a point of recognizing truly excellent attendance.

School Calendar

A School calendar is distributed to all employees annually and indicates the national holidays that will be observed. Each AF school may have slightly different school calendars, and AF Central maintains its own calendar.

Paid Days Off

Paid Days Off for Teachers, Counselors, and Paraprofessionals

Teachers, paraprofessionals, and counselors may take up to three (3) days as vacation or personal days during the academic year – that is, while school is in session or during required professional development days. When school is not in session or there is not a required professional development day, teachers, paraprofessionals, and counselors have the day off without counting against these three days. The three weeks in July when classes are in session are considered part of the academic year. Unless otherwise specified in the offer letter of a teacher, counselor, or paraprofessional, these days are treated the same as any other school day.

The School does also understand that teachers, counselors, and paraprofessionals may occasionally and unexpectedly get sick. The School reserves the right to require a doctors' note whenever an employee is out on sick leave for three (3) or more consecutive days. The School also may require a doctor's note for sick leave when it has reason to believe, at its sole discretion, that such absence is not due to a legitimate illness (such as immediately preceding or following a holiday, vacation period, or weekend). If a teacher, counselor, or paraprofessional misses more than fifteen (15 total) days during an academic year (including sick and personal/vacation days), the teacher will be docked one day's pay for every day missed over fifteen (15).

Paid Days Off for School Administrators and Operations Staff

Administrators and operations staff (including principals, deans, registrars, and trustees of school operations, and school managers) may take the "winter break" designated by the school (usually December 24 – January 1) as paid time off. In addition, school administrators and operations staff may take up to twenty (20) sick/personal/vacation days during the fiscal year (July 1 to June 30). Of these twenty (20) days, administrators and operations staff may take a maximum of three (3) personal or vacation days per school year while school is in session or on days where there is required teacher professional development. If administrators or operations staff choose to take vacation at a time when the School is not in session, with the exception of the winter break, these days will count as personal or vacation days. Given the nature of the job, it is not always practical or feasible for principals, deans, trustees of school operations, school managers, and registrars to take the full twenty (20) days. Deans may, upon agreement with a principal, request and receive additional vacation days.

Given the intense work times during the summer months, principals and operations staff should plan to take no more than ten (10) days during June, July, and August. With the exception of

summer, operations staff are encouraged to schedule vacation when the school is not in session and should work with the principal and AF Central operations staff to determine the most appropriate times to take vacation and personal days.

If an administrator or operations staff member misses more than twenty (20) total days in a year, the administrator or operations staff member will be docked one day's pay for every day over twenty (20) that he/she misses.

Paid Days Off for Achievement First, Inc. Staff

Achievement First, Inc employees may take the "winter break" designated by the school (usually December 24 – January 1) as paid time off. In addition, an AF Central employee may take up to fifteen (15) sick/personal/vacation days during the fiscal year (July 1 to June 30). Employees should work with his/her direct supervisor to determine the most appropriate times to take vacation and personal days.

If an AF Central employee misses more than fifteen (15) total days in a year, the employee will be docked one day's pay for every day over fifteen (15) that he/she misses.

Earning and Requesting Personal Days and Vacation Days

Employees should provide at least two (2) weeks' notice to use personal or vacation days. The employee's supervisor reserves the right to deny such requests. Notice of the need to take paid days off shall be provided to the director of school operations. If an employee needs to take a personal day due to an emergency situation, and cannot provide the School with two (2) weeks' notice he or she must contact the director of operations (or, in the case of Achievement First Central, the direct supervisor) as soon as possible.

Attendance Bonus

At the end of each academic year, the School awards attendance bonuses to all employees (teachers, administrators, operations staff, and paraprofessionals) to recognize individuals who have been in attendance during regular school days and professional development days. Achievement First Central employees are not eligible for attendance bonuses.

The bonus system rewards excellent attendance based on the following formula:

Days Missed*	Great Att. Bonus	Basic Att.	Total Bonus
0	\$500	\$1000	\$1500
1	\$500	\$900	\$1400
2	\$500	\$800	\$1300
3		\$700	\$700
4		\$600	\$600
5		\$500	\$500
6		\$400	\$400
7		\$300	\$300
8		\$200	\$200
9		\$100	\$100
10 or more		\$0	\$0

Attendance bonus payments are made by mid-August each year.

*The attendance bonus is based on total days missed during the regular school year. The regular school year is defined as all school days plus required professional development days. School days in July (Summer Academy) are counted, unless otherwise specified in the employee's offer

letter. If an employee is absent due to approved, School-related business (i.e. attending a conference, visiting another Achievement First school, etc.), or an otherwise allowable absence (i.e. jury duty), the absence will not count as a day missed.

Other Attendance Information

There is no "rolling over" of personal/vacation days to the next school year for any employee, and days may not be transferred to other employees. Furthermore, employees will not be compensated for unused paid leave.

Any employee who takes a leave of absence pursuant to the Family and Medical Leave Act ("FMLA") is required to exhaust all of his or her accrued, unused paid vacation during such FMLA leave.

Staff Absences

Teacher Absences and Substitutions

Given that we hold our students to high attendance standards, it is critical that our staff members are here every day. When a teacher or administrator is out, it creates inconsistencies and stress for students and colleagues. If a teacher or administrator needs to be out for a personal day, please notify the principal at least two weeks in advance. The School will do its best to try to accommodate your needs. If you will be out because you are sick, please call the principal and registrar by 6:30 a.m. that morning. Teachers should call both the principal and registrar on both their cell phones and work phones in order to ensure that the message reaches the principal.

We ask teachers to try to schedule doctor appointments and other appointments on days that school is not in session – or during teacher prep periods. If a teacher needs to miss a class for an appointment, it is the teacher’s responsibility to arrange for coverage for the class by asking teachers who do not teach that block to cover the class. In extreme circumstances, the principal will make arrangements for you. In general, however, teachers are responsible for arranging for teaching coverage for when they will be absent for less than a full day. Teachers should be sure to notify the principal when they will be out and who is covering their classes/duties.

Because school culture is a collective responsibility and we realize that having an external substitute will impact the entire community, we have a strong preference for “internal” substitution – and we have a collective responsibility to ensure that we miss class only in rare circumstances and that we help to “pick up the slack” when our colleagues are out.

Excessive absenteeism or unauthorized poor attendance will lead to disciplinary action, up to and including termination of employment.

Non-teacher Absences

If a non-teaching employee, cannot avoid being late to work or is unable to work as scheduled, he or she should notify the School as soon as possible, and preferably by no later than 6:30 a.m. on the day of the absence or tardiness.. An absent or tardy employee must speak to the registrar or principal on the telephone or leave a message with a number where he or she can be reached. Employees who must leave work early are required to notify, and obtain approval from the director of operations or principal before leaving the School.

We ask employees to try to schedule doctor’s and other appointments during days in which school is not in session

Excessive absenteeism or unauthorized poor attendance will lead to disciplinary action, up to and including termination of employment.

Family and Medical Leave

Parental Leave

Achievement First is committed to supporting its employees by providing them with clear and reasonable options for managing their professional and parental responsibilities. We believe that a strong parental leave policy is built on two main tenets: first, that eligible employees be entitled to paid leave in the period surrounding the birth or adoption of a child, and that no work be expected of them during this period; second, that eligible employees be able to take a standard parental leave and return to work without experiencing a loss of income during a year of birth or adoption.

The school board may update the parental leave policy from time to time. Until that time, the following terms and conditions apply.

Eligibility for Parental Leave

Employees who have worked in a full-time capacity for the School for a minimum of one year are eligible for parental leave. In accordance with School's medical and disability leave policies, additional medical leave will be granted if a birth mother is certified by her physician to be medically disabled either before or after a parental leave.

Employees who have worked in a full-time capacity for the School for less than one year, and employees who are either part-time, temporary or independent contractors, are not eligible for parental leave benefits.

Maternity Leave Policy

An eligible employee who gives birth or is the primary caretaker parent of an adoptive child under the age of five (5) is eligible for 12 consecutive weeks of leave beginning on or near the day the child is born or adopted.

The School's short-term disability policy recognizes pregnancy as a disabling condition (illness), subject to an eight (8) day waiting period. Following the waiting period, the employee will be compensated a portion of her salary directly by the provider of School's short-term disability insurance for a minimum of five (5) weeks. An employee may elect to apply unused sick/personal/vacation days to any part of her maternity leave (i.e. for days that are not otherwise covered by the School's short-term disability plan). She will receive her full salary directly from the School for sick/personal/vacation days that she applies.

Employees should refer to the summary plan description or the other governing plan document for a complete description of the benefits offered. These documents are available from the insurance provider and the director of school operations.

During the period of maternity leave, the School will continue to make its normal contribution to an eligible employee's benefits, which shall remain continuously in effect. An employee who is enrolled in a family plan, for which the employee's portion of the premium payment is usually deducted from his/her paycheck, will be invoiced and required to make timely payments to the School during the leave period.

An employee returning from maternity leave will be guaranteed the same approximate duties/responsibilities and salary as the employee had just preceding the leave period, provided such leave does not exceed 12 weeks. If the leave exceeds 12 weeks, the School may need to modify the employee's duties/responsibilities.

Medical or Disability Leave

Under the terms of School's short-term and long-term disability policies, an employee will be considered disabled if, due to sickness or injury, he or she is unable to perform any of the material and substantial duties of his or her regular occupation. During the period of this disability, the employee will be granted a leave of absence of up to 12 weeks within a 12-month period, measured forward from the date that the employee's first disability leave begins.

An employee returning from medical or disability leave will be guaranteed the same approximate duties/responsibilities and salary as the employee had just preceding the leave period, provided such leave does not exceed 12 weeks. If the leave exceeds 12 weeks, the School may need to modify the employee's duties/responsibilities.

Employees should refer to the summary plan description or the other governing plan document for a complete description of the disability benefits offered. The plan documents are available from disability insurance provider and the director of school operations.

Procedures for Requesting Leave

In requesting a family and medical leave for any reasons that are foreseeable, employees must give written notice to the School at least thirty (30) days in advance of the need for a leave. If an employee fails to give advance written notice for foreseeable leave, the leave may be denied until at least 30 days after the date notice is provided. If the leave must begin in less than thirty (30) days, employees must give their supervisor as much advance notice as is practicable.

If leave is necessary for planned medical treatment, employees must attempt to schedule treatment so as not to disrupt the operations of the School. Employees should consult with their supervisors prior to the scheduling of treatment. If it is medically necessary for an employee to take intermittent leave or work a reduced schedule, the School may transfer the employee temporarily to an alternative position that better accommodates this type of leave.

The School will require employees to provide documentation of the need for a leave for the employee's own serious health condition or the serious health condition of a family member. A "serious health condition" is defined as an illness, injury, impairment, or physical or mental condition that involves inpatient care at a hospital or residential medical care facility, absence from work for more than three days for a condition that requires continuing treatment by a health care provider, or a chronic long-term health condition.

Employees must provide a completed medical certification by a health care provider as to: (a) the date the condition commenced; (b) its probable duration; (c) appropriate medical facts regarding the condition; (d) in the case of a family member, a statement that the employee is needed to care for the family member and the expected duration of such need; and (e) in the case of the employee's own illness, a statement that the employee is unable to perform the functions of the employee's position. Medical certification forms are available from Achievement First. If an employee requests intermittent leave or a reduced work schedule, Achievement First also will require certification that such type of leave is medically necessary and verification as to the dates and duration of treatment and of the expected duration of the leave.

Employees must submit medical certifications within 15 days of requesting family and medical leave in connection with a serious health condition. Failure to provide adequate certification in a timely manner may result in delay of leave. If Achievement First has reason to doubt the validity of the medical certification, it may require that the employee obtain a second opinion from a health care provider selected by Achievement First at Achievement First's expense. If this opinion differs from the employee's certification, Achievement First will require, at its expense, a third opinion that is final and binding.

Leave taken by instructional employees at the end of one semester and the beginning of the next semester shall be considered consecutive leave, rather than intermittent leave. Summer vacation does not count as leave.

To reduce classroom disruption, if an instructional employee is or will be absent more than twenty (20) percent of the total number of working days in the period for which leave is taken, and the instructional employee is taking intermittent leave or leave on a reduced schedule in order to care for a sick family member or because of his or her own illness, then the School may require the employee to elect either: 1) to take a leave for specified periods of time or 2) transfer temporarily to an equivalent position that better accommodates recurring periods of leave.

The School may require any instructional employee who wishes to take leave near the end of the academic period to extend his or her leave through the end of the academic period as follows:

- If an employee takes leave for any reason more than five (5) weeks before the end of the term, the School may require the employee to continue his or her leave until the end of the term if the leave requested is at least three (3) weeks in duration and the employee would return to work during the last three (3) weeks of the term.
- If the employee takes leave for any reasons except his or her own illness and the leave begins less than five (5) weeks before the end of the term, the School may require the employee to continue taking leave until the end of the term if the leave requested is more than two (2) weeks in duration and the employee would return to work during the last two (2) weeks of the term.
- If the employee takes leave for any reason except his or her own illness and the leave begins less than three (3) weeks before the end of the term, the School may require that the employee continue taking leave, if the leave requested is more than five (5) working days in duration.

Employee Status during Leave

Employees will not accrue vacation and sick leave during the leave period.

During the leave, Achievement First may require employees to report periodically on their status and their intent to return to work. Employees on leave for their own serious health condition or the serious health condition of a close family member may be asked to submit medical recertifications from time to time during the leave.

Employees are not permitted to engage in other employment while they are absent from Achievement First under this policy, without prior approval of Achievement First. Violation of this policy may lead to disciplinary action, up to and including discharge.

Employee Status after Leave

When an employee returns from leave, Achievement First will return the employee to the same position, or to another position that has equivalent benefits, pay and other terms and conditions of employment. Achievement First may choose to exempt certain highly compensated employees from this requirement.

Achievement First will require employees on leave for their own serious health condition to submit, prior to their return, a medical certification from their health care provider of their ability to return to work.

Employees who do not return to work within the approved leave period or twelve (12) weeks, whichever comes first, may be terminated as of the scheduled return date.

Any employee who fraudulently obtains family and medical leave will be subject to immediate discipline, up to and including discharge.

Military Leave

Employees who are members of an Active Reserve Unit or the National Guard and need time off for military leave must notify the School immediately and provide the director of school operations with a copy of your orders. Achievement First will comply fully with the Uniformed Service Employment and Reemployment Rights Act of 1994, and other applicable laws regarding military leave.

Jury and Witness Duty

Upon receipt of a proposed jury summons, juror questionnaire or subpoena to testify, an employee should notify his/her direct supervisor immediately. If called as a juror while school is in session, an employee should attempt to ask the court to postpone jury duty to a week when Achievement First is not in session. Employees may not volunteer for jury duty, during times when they are working.

Employees presenting proof of court appearance will be paid the employee's full regular salary. Employees shall remit to Achievement First any jury duty or witness pay received while on paid jury duty or witness leave. Employees must submit copies of subpoenas or other court notices to the director of school operations for verification purposes.

EXPENSES AND EXPENSE REIMBURSEMENT

Use of School Credit Cards

School credit cards will be issued to select staff members, as per the approval of the Board Finance Committee. The Finance Committee will also establish the transaction limits.

Credit cards will only be used for business purposes and limited to circumstances where a purchase order is really not an option. Personal purchases of any type are not allowed. Cash advances are also forbidden.

Each cardholder will be required to sign an agreement indicating that he/she understands accepts the terms of use. Individuals who do not adhere to the policies and procedures surrounding credit card usage may have their credit card privileges revoked. Any cardholder who uses a School-issued credit card improperly will be held liable for any and all unapproved/unallowable purchases. Fraudulent use of a School-issued credit card may result in disciplinary action.

Cardholders will prepare regular (monthly) usage reports and, in accordance with Internal Revenue Service regulations, will provide detailed receipts (see Receipts section below for further instruction) attached to the corresponding credit card report. For meals and entertainment, each transaction detail should include the names of all persons involved in the purchase, and a brief description of the business purpose. *The cardholder may be held personally liable for an expense for which he/she is unable to furnish a detailed receipt or support documentation.*

Because the director of school operations is a cardholder, the regional director of operations will be responsible for opening the School's monthly credit card statements, and for reconciling the cardholder reports and attendant receipts to each statement. Once the statement has been reconciled, the regional operations director will initial it and return it to the director of school operations for processing and payment. The director of school operations will use the usage reports/receipt details to ensure that each allowable expense is assigned to the proper expense category in the accounting system.

Cardholders should make every effort to ensure that purchases do not include sales tax. Tax-exempt certificates are available from the school director of operations.

Travel and Employee Business Expense

The School will reimburse employees for approved out-of-town travel following the federally mandated per diem rates for lodging and meals and incidentals. The rates are specific to the city of destination. Reimbursement for mileage will be at current IRS allowed rates (<http://www.panache-yes.com/mileagerate.html>). All other expenses will be reimbursed at actual cost unless otherwise limited by contractual/grant agreement where applicable.

Reasonable travel and business expenses incurred by employees will be reimbursed upon submission of an Employee Expense Report with appropriate supporting documentation. The School is exempt from state and federal tax, and therefore does not reimburse employees for tax. Employees can obtain a copy of the Tax Exempt Certificate from the director of school employees.

For any business travel requiring an overnight stay, a Request for Authorization of Travel (or equivalent memo of understanding) must be submitted at least 72 hours prior to committing to travel arrangements to allow time for review and authorization by the principal (or authorized signer). Similarly, prior written authorization should be secured if a seminar or meeting requires a registration fee, even if the seminar is being held locally.

Employee Expense Reports, including those pertaining to travel expenses, should be completed and submitted once a month, *no later than 10 days after the close of the month when the expense activity has occurred.* All expense reports are reviewed and approved by the principal (or authorized

signer) and processed by the director of school operations. Expense reports submitted by the principal should be approved by Achievement First's COO (or authorized signer).

Ideally, employee expense reimbursements are processed within 72 hours of receipt by the director of school operations.

Receipts

Receipts substantiating reimbursable expenses will be obtained whenever practical, but are required for all amounts in excess of \$25, as required by the Internal Revenue Service.

The School may reimburse properly authorized employees for School-related travel. The School does not reimburse employees for automobile trips (for professional development or other reasons) of less than 50 roundtrip miles (venues within 25 miles of the school). For trips greater than 50 roundtrip miles, the School will reimburse drivers authorized to take such trips at the current IRS mileage reimbursement rate for every mile upon submission of appropriate documentation such as a mileage reimbursement form.

Employees who seek reimbursement for trips requiring train or air transportation must obtain the advance approval of the principal. If approved, the School will pay the costs of these trips. It is our expectation that trips are booked using Achievement First's travel agent (through the director of school operations) with enough advanced notice to get low-cost fares. School employees will fly/ride in coach, and, if available, they will stay at the lowest-cost national chain convenient to the applicable event. The School will make a determination whether renting a car or using taxis will be a more economical option, and, upon appropriate authorization, the School will reimburse employees for such authorized expenses upon submission of appropriate documentation.

It is the expectation that School employees will stay two to a room (in two separate beds) with other Achievement First employees of the same sex. For trips that involve an overnight stay, the School recognizes that some additional food expenses will be incurred because of travel, so the School will reimburse (upon submission of appropriate receipts) up to \$40/day for meals.

AF employees must keep all receipts for travel reimbursement. Employees will not be reimbursed without receipts.

Parking and Moving Violation Fines

The School will not pay parking or other moving violation tickets (i.e. speeding tickets, etc.) for any staff member. Staff members are expected to park legally, and staff members, especially when transporting children, are expected to abide by all driving and parking laws.

Other Reimbursements

Please contact the director of school operations in advance if you require reimbursement for other School-related expenses. Such reimbursement shall be granted at the sole discretion of the director of operations and principal and only upon submission of appropriate documentation.

HARASSMENT POLICY

It is the policy of the School to maintain a work environment in which all individuals are treated with respect and dignity. Each individual has the right to work in a professional atmosphere which prohibits discriminatory practices, including sexual harassment and harassment based on race, color, religion, national origin, sexual orientation, age, handicap, disability, or any other category protected by law. Harassment, whether verbal, physical or environmental, is unacceptable and will not be tolerated by the School. The purposes of this policy against harassment are to educate all of our employees about what may constitute harassment, to notify everyone who works here that the School will not condone or tolerate harassment, and to establish a procedure which encourages anyone who feels they have been subjected to harassment to report such conduct to representatives of the School, who will investigate and respond to any report. The School's other grievance procedures do not apply to situations involving the conduct described below or this policy.

Definition of Harassment

Harassment is verbal or physical conduct that denigrates or shows hostility or aversion towards an individual because of race, color, religion, sex, national origin, sexual orientation, age, handicap or disability, or that of persons with whom the individual associates. For example, racial harassment includes harassment based on an immutable characteristic associated with race (e.g., skin color or facial features). Religious harassment may include demands that an employee alter or renounce some religious belief in exchange for job benefits; and sexual harassment is defined more specifically below. The School's policy is to prohibit behavior based on a person's race, color, religion, sex, national origin, sexual orientation, age, handicap or disability that: (1) has the purpose or effect of creating an intimidating, hostile or offensive work environment; (2) has the purpose or effect of unreasonably interfering with an individual's work performance; or (3) otherwise adversely affects an individual's employment opportunities.

Regardless of whether any single instance of improper behavior described below rises to the level of harassment prohibited by law, it is the School's policy that such behavior is inappropriate and offensive, and it will not be tolerated. Examples of behavior that violate this policy and may constitute harassing conduct include, but are not limited to:

- epithets, slurs, quips, or negative stereotyping that relate to race, color, religion, sex, national origin, sexual orientation, age, handicap, disability, or any other category protected by law;
- threatening, intimidating or hostile acts that relate to race, color, religion, sex, national origin, sexual orientation, age, handicap or disability;
- written or graphic material (including graffiti) that denigrates or shows hostility or aversion toward an individual or group because of race, color, religion, sex, national origin, sexual orientation, age, handicap or disability and that is placed on walls, bulletin boards, or elsewhere on the School's premises, or circulated or displayed in the workplace; or
- "jokes," "pranks" or other forms of "humor" that is demeaning or hostile with regard to race, color, religion, sex, national origin, sexual orientation, age, handicap or disability.

Definition of Sexual Harassment

As defined by the courts and by the Equal Employment Opportunity Commission, sexual harassment includes unwelcome or unwanted sex based conduct: (1) when an employee's submission

to or rejection of this conduct affects decisions regarding hiring, evaluation, promotion or any other aspect of employment; or (2) when such conduct substantially interferes with an individual's employment or creates an intimidating, hostile or offensive work environment.

The School prohibits any inappropriate or offensive behavior including, but not limited to:

- coerced sexual acts;
- express or implied demands for sexual favors in exchange for favorable reviews, assignments, promotions, continued employment or promises of continued employment; touching or assaulting an individual's body, or staring, in a sexual manner;
- graphic, verbal commentary about an individual's body or sexuality;
- unwelcome flirtations, advances, or propositions;
- sexually suggestive, or obscene comments or gestures;
- the display in the workplace of graphic and sexually suggestive objects, pictures or graffiti;
- negative statements or disparaging remarks targeted at one sex (either men or women), even if the content of the verbal abuse is not sexual in nature; or
- any form of retaliation against an employee for complaining about the type of behavior described above or supporting the complaint of an alleged victim.

The type of behavior described above as examples of sexual harassment or harassment based on race, color, religion, sex, national origin, sexual orientation, age, handicap or disability is unacceptable not only in the workplace, but also in other work-related settings such as business trips or business-related social events.

Individuals Covered by the Harassment Policy

This policy covers all School employees whether or not they are on School premises, provided that such employees are conducting School-related business or are participating in a School-sponsored event or function. Any type of harassment, whether engaged in by fellow employees, supervisors, or by non-employees with whom the employee comes into contact in the course of employment (e.g., service providers or contractors), violates this policy and will not be tolerated. The School encourages the reporting of all incidents of harassment, regardless of who the offender may be.

Reporting and Investigating a Harassment Complaint

The School encourages individuals who believe they are being harassed to firmly and promptly notify the alleged offender that his or her behavior is offensive or unwelcome. Whether or not you choose to discuss the incident with the alleged offender, we ask that you report the incident to the principal, director of school operations or school manager, dean of students, or academic dean. We encourage prompt reporting of complaints so that rapid and appropriate action may be taken. Supervisors and managers are required to report all conduct they believe may violate this policy, whether they directly observe the conduct or it is reported to them, directly to the principal, director of school operations, dean of students, or academic dean.

Employees who have experienced conduct they believe is contrary to this policy may have a legal obligation to take advantage of this complaint procedure. An employee's failure to fulfill this obligation could affect his or her right to pursue legal action.

The School will not retaliate in any way against an individual who makes a report of perceived harassment; nor will we permit any supervisor or employee to do so. Retaliation is a serious violation of the School's harassment policy and anyone who feels they have been subjected

to any acts of retaliation should immediately report such conduct. Any person who retaliates against another individual for reporting any perceived acts of harassment will be subject to disciplinary action up to and including discharge.

The School also encourages individuals to report perceived acts of harassment by non-employees, such as clients, vendors, contract personnel, other service providers and any other non-employees. Those reports should also be made to any of the persons listed above.

All allegations of harassment will be promptly investigated. The School will endeavor to maintain confidentiality throughout the investigative process to the extent practical and appropriate under the circumstances. The School, however, has a legal obligation to act on all information it receives if it believes an individual may be engaging in wrongful conduct or violation of law.

Our immediate goal is to take prompt remedial action to stop the discriminatory, harassing or offensive conduct if a violation of this policy is found. Our second goal is to assure that the violation will not reoccur. Even where a violation is not found, it may be appropriate to counsel individuals regarding their behavior.

Disciplinary Action for Violating the Harassment Policy

If the School finds that this policy has been violated, the violator will be subject to appropriate disciplinary action. Although the specific corrective and disciplinary actions against the alleged violator will be within the School's discretion, it may include: verbal or written reprimand; referral to appropriate counseling; withholding of a promotion or bonus; reassignment; temporary suspension; and/or discharge.

The School recognizes that false accusations of harassment can cause serious harm to innocent persons. If an investigation results in a finding that the complainant knowingly, falsely accused another person of harassment, the complainant will be subject to disciplinary action, up to and including discharge.

Conclusion

The School has developed this policy to ensure that all its employees can work in an environment free from sexual harassment and from harassment based on race, color, religion, sex, national origin, sexual orientation, age, handicap or disability. We ask all employees to work with us to accomplish that goal.

All current and new employees will receive a copy of this policy and will be asked to sign a receipt acknowledging that they have read and understand the policy. Questions can be addressed to the director of school operations.

HEALTH AND SAFETY

School Safety

The School is committed to providing the best possible working conditions for all its students, visitors and employees. To accomplish this, the School shall comply with current occupational health, safety and environmental laws and shall develop the operations, procedures, technologies, and policies needed to provide such conditions. A more extensive School Safety Plan is on file in the office of the director of school operations.

Workplace Safety

Employees are required to immediately report any unsafe conditions at the School to the school manager or school director of operations. Employees also are encouraged to raise their ideas, concerns and suggestions with respect to School safety (anonymously, if they choose). The School will not retaliate against employees who make such reports in good faith.

CPR and Defibrillation

The School has access to an Automatic External Defibrillators ("AED") for emergency purposes. An AED is a portable, lightweight, automatic external defibrillator that is used to shock the heart of a person who is undergoing sudden cardiac arrest. The use of this piece of equipment requires training and is an essential part of administering emergency first aid immediately to a heart attack victim. The AED enables a trained individual to provide potentially lifesaving assistance in an emergency. Since sudden cardiac arrest can strike anyone at anytime, it is vital to know what to do and who to call to perform CPR and defibrillation.

The following individuals will be trained in CPR and in use of the AEDs: director of operations, school manager, and registrar.

Building Security

- External doors should never be propped open; especially during evenings, weekends, and holidays.
- Make sure that external doors are locked when you leave the School.
- Lock classroom doors when you are the last one leaving.
- Make sure that all valuables and computers are properly locked.
- The School is not responsible for loss of personal possessions, cash, or other valuables.
- Students and teachers should never "let in" strangers. Follow appropriate visitor's policies.
- All visitors must check in at the main office.
- All visitors must wear a visitor's tag.

Fire Drill / Evacuation Procedures

The School conducts fire and other emergency drills in accordance with applicable state and local laws. All employees are expected to participate in such drills, as building and safety personnel require.

Personal Belongings

The School is not responsible or liable for personal property that is lost, stolen, or damaged while on School premises. In the interest of safety and security, the School reserves the right to search all bags and containers brought onto the School premises, at any time.

Workplace Violence

The School is committed to providing an environment free from acts or threats of violence. In keeping with this commitment, the School has established a strict policy that prohibits any employee from threatening or committing any act of violence in the School, while on duty, while on School-related business, or while operating any vehicle or equipment that the School owns or leases. The School will not tolerate employees who make threats, engage in threatening behavior, or commit acts of violence against employees, students, or visitors.

Student Health & Safety

School Nurse

A school nurse is available at posted hours. These hours are typically posted on the school nurse's office door (or are available from the director of school operations). If a student is injured, the faculty member in charge must bring him or her to the school nurse. In a medical emergency in school, the School Nurse should be notified immediately.

Only the school nurse may determine if a child must go home for medical reasons. In the event that a school nurse is not present, the school must receive permission from a child's parent or legal guardian to allow the child to go home for medical reasons.

Medication Administration

Except as expressly permitted by the School, School employees, including faculty, are not to administer medication of any kind (including Tylenol and cough medicine) to students. Only registered nurses and doctors who have proper authorization are permitted to do so, except in the event of a true emergency. Students may not have prescription or non-prescription medication in their possession without the express written consent of the school nurse.

In the absence of a school nurse, only a principal, dean, teacher, coach, physical therapist, or occupational therapist, who is authorized and has received training in safely administering medications from a school nurse or licensed physician may administer oral, topical, inhalant, or injectable medications. No medication (prescription or non-prescription), however, should be administered to any student without the written order of a licensed physician, licensed dentist, advanced practice registered nurse or physician assistant, and the written authorization of a parent or guardian.

The administration of medications as prescribed shall be recorded on the Individual Student Medication Form. As each form is completed, the school nurse will file it in the student's cumulative health record.

Suspected Child Abuse or Maltreatment

In both New York and Connecticut, many members of the School staff are mandated reporters under State law. Any School employee who suspects that a student is the victim of child abuse maltreatment, or neglect must immediately bring the matter to the attention of the principal.

Although the many laws define an abused child narrowly—as one whose parent or person legally responsible inflicts or allows to be inflicted serious physical or mental injury by other than accidental means, or commits or allows to be committed an act of sexual abuse—the School requires employees to report suspicion of serious physical or mental injury, other than by accidental means, or sexual abuse, to the principal regardless of the suspected perpetrator. The law defines a maltreated child as any child between birth and eighteen years whose parent or person legally responsible fails to provide him or her with food, clothing, shelter, education, medical or surgical care, who abandons the child, who uses excessive corporal punishment, or who uses drugs or alcohol to the point where she/he loses control of her/his actions.

Blood-borne Pathogens Policy

Purpose of the Policy

Consistent with federal OSHA requirements and to protect the well-being of employees, the School has adopted a plan for mitigating the harmful effects of exposure to blood-borne pathogens known as the Occupational Exposure to Blood-borne Pathogens Plan.

The purpose of this plan is to limit occupational exposure to blood and other potentially infectious bodily fluids where exposure to these materials could result in infection, illness, or death of employees. The policy is designed primarily to limit exposure to hepatitis B (HBV) and human immunodeficiency virus (HIV).

The policy covers all employees at the School, but particularly those who could reasonably anticipate coming into contact with blood or other potentially infectious materials as a result of performing their job duties.

Employees may elect to receive the Hepatitis B vaccine at no cost. Information on the Hepatitis B can be obtained from the school director of operations.

Control Methods

Hazards/Exposure Incidents

Hazards are defined as blood, or any fluid, or item that has been contaminated by blood or bodily fluid.

Procedure Following an Exposure Incident

When a hazard occurs, the following steps will be taken by all employees;

- Proper hand washing must be done prior to putting on latex gloves, and after the removal of the gloves;
- Put on provided latex gloves prior to handling the hazardous material;
- Notify the school nurse of the incident, and arrange for medical and post-exposure evaluation and follow-up. The school nurse will assist the employee in completing an Employee's Report of Injury. A copy will be maintained in the employee's personal records. A copy will be furnished to the physician examining the employee;
- Notify the school nurse or custodial staff of the incident for disposition of the hazardous waste and disinfection of the site;
- In the event of an accidental exposure (torn gloves, no gloves, etc.), proper hand washing procedures must be followed;
- Remove all jewelry;
- Wet hands with running water;
- Apply liquid soap, and lather well;
- Wash hands well under running water, so that water drains from wrist to fingertips;
- Dry hands well with paper towels and discard;
- Turn off water faucets, wipe surfaces surrounding sink with clean paper towel and discard.

- In the event that 5 or more people have been involved in an occupational or accidental exposure, the Nurse will notify the school director of Operations and the Bureau of Health.

Removal and Clean-Up Procedures

For the removal and disposition of contaminated waste products, the following procedures will be taken:

Clean-up precautions

- Wear latex gloves;
- Mop up spill with paper towels or other absorbent materials;
- Wash the contaminated area well with cleaning solutions for bloodborne (i.e. one part household bleach (sodium hypochlorite) in ten parts water);
- Dispose of gloves, soiled articles and supplies, or other waste in sealed, double plastic bag.

Waste Disposal

- Put on latex gloves;
- Use the provided cleaning solutions to secure spill hazard;
- Place all contaminated supplies, including gloves and other barriers, (except for needles and sharp objects) into a doubled plastic bag, and then properly seal the bag;
- Bodily waste, such as urine, vomit, feces, should be disposed of in the toilet, preferably by the building custodial staff that is trained in such clean-up.

Contaminated Laundry

Avoid handling contaminated laundry except when absolutely necessary. Articles of laundry identified as contaminated should be placed in a plastic bag and given to the student to take home to be laundered or disposed of by the parents or guardians.

WORKPLACE NORMS & EMPLOYEE CONDUCT

The School expects its employees to be role models for students and generally to comport themselves professionally, especially with respect to communications with students, families, coworkers, and within the community. Certain rules of conduct are applied impartially at all levels of the School to ensure professionalism.

Attendance and Punctuality

The regular hours for the School are 7:15 a.m. to 4:00 p.m. The School may also operate an after-school program that regularly runs until 5:00 p.m., and students will often be in the building after 5:00 p.m. as well. To maintain a productive environment, the School expects employees to be reliable and punctual in reporting for work. Absenteeism and tardiness place a burden on other employees and on the School.

Dress Code

Unless otherwise directed by the principal or school manager, all employees are expected to dress appropriately and professionally. This sets a tone of respect and professionalism for students, parents, and visitors. Men should wear a shirt and tie (jacket not required), slacks or dress pants, and appropriate shoes (no sneakers). Women should wear an equivalent business casual outfit. No "loud" or revealing clothing. Female employees: No shorts, jeans, or flip flops please. Please tuck in shirts on all outfits that are meant to be tucked in. On Fridays, School staff may wear the stylish Achievement First student uniform instead of the normal professional dress.

If a staff member chooses to wear the student uniform, he/she should wear it according to the same rules as the students (e.g. shirt tucked in, belt, and khaki pants). Please note that Friday dress is not "business casual" wear in general; it is specifically limited to wearing either the regular staff dress code or the student uniform.

Smoking and Drug and Alcohol Use

Pursuant to applicable law and the School's intent to provide a safe and healthful work environment, smoking is prohibited on School property or in the presence of students at any School-sponsored event away from the School (e.g., field trips, school sporting events). If you have a complaint about violation of this policy, please report it to the school manager.

The presence or use of illegal drugs or unauthorized alcohol on School premises will not be tolerated. Illegal drugs, as referred to in this policy, include drugs that are not legally obtainable, as well as drugs that are legally obtainable, but are used for illegal or unauthorized purposes.

The sale, purchase, transfer, distribution, use or possession of illegal drugs, as defined above, by anyone on School premises is prohibited. Moreover, employees are prohibited from reporting to work under the influence of alcohol or illegal drugs. The use or presence of alcoholic beverages on School premises is also prohibited.

Teachers Leaving the School Building

The school recognizes that, on occasion, teachers and administrators will need to leave the building when they do not have specific classes or supervisory duties. There is no system for signing in and out of the building and teachers are generally free to come and go as needed. If you will be out of the building for more than an hour, please email the director of operations or school manager in case someone is looking for you in an emergency. All teachers should bring their cell phones when leaving the building during school hours.

Outside Employment

As an employee, your primary responsibility is to the School. No employee may accept outside employment if such employment interferes with his or her employment at the School. Employees must notify the School of any outside employment. Faculty also must comply with the School's policy regarding tutoring students outside of class or otherwise giving them "extra help."

Solicitation / Distribution

In an effort to assure a productive and harmonious work environment, persons not employed by the School may not solicit or distribute literature in the workplace at any time for any purpose.

The School recognizes that employees have interests in events and organizations outside the School. Employees, however, may not solicit or distribute literature concerning these activities during School hours on School premises.

Employee Misconduct

Unsatisfactory employee conduct includes, but is not limited to, the following:

- Poor work performance
- Absenteeism and lateness
- Prolonged coffee and lunch breaks
- Being late to classes and other work assignments
- Leaving work early without permission
- Unprofessional conduct

The following infractions are considered to be acts of misconduct requiring immediate disciplinary action, up to and including discharge:

- Falsification of your employment records or other School records, including time cards.
- Unauthorized absence from your work area during work hours.
- Sleeping during scheduled work hours.
- Insubordination. Failure or refusal to follow the instructions of a supervisor, including refusal to accept a job assignment or direction, or overtime.
- Use or unauthorized possession of intoxicating beverages or unlawful substances on School premises, or reporting to work under their influence.
- Possession of a weapon on School premises.
- Gambling or possession of gambling devices on School premises.
- Creating or contributing to unsafe conditions by act or omission.
- Smoking
- Lying to a colleague or supervisor about a work-related issue
- Physical or verbal abuse of co-workers, visitors or clients.
- Unauthorized use or removal of School property
- Unauthorized possession, use or copying of School records, or disclosure of confidential information contained in such records to unauthorized persons.
- Dishonesty or negligent or deliberate destruction or misuse of property belonging to the School or to any employee, student or visitor.

- Excessive and/or unexcused absence or tardiness or failure to follow the School's Call-In Procedure.
- Soliciting tips or gratuities.
- Disloyalty.
- Use of obscene language.
- Inducing another employee to commit any breach of the foregoing rules or regulations.

Employees may be disciplined for other "common sense" violations of School policies and procedures. Additional guidelines are provided in the "Statement of Professional Values" and in training and reference materials supplied by the School.

INTELLECTUAL PROPERTY

Curriculum and Intellectual Property Policy

During the course of each teacher or staff member's employment with Achievement First, Inc. or an AF partner or member school, the teacher or staff member shall have access to and the right to use, reproduce, modify, distribute and disclose materials owned by Achievement First and made generally available to its employees (the "Collection of Materials"), solely for classroom or office use within Achievement First and otherwise for the direct and internal benefit of Achievement First. Following any termination of employment with Achievement First, each former teacher or staff member shall have the right to reproduce a reasonable number of copies of materials included in the Collection of Materials only for educational use in a single classroom that the former AF teacher instructs.

As an employee of Achievement First and/or an Achievement First member or partner school, all employees are expected to develop curriculum, assessment, educational and other similar materials for the direct and indirect benefit of Achievement First, including use by teachers and the other employees of Achievement First and AF schools in their classrooms and offices. All materials and products created, developed and/or prepared by teachers or other staff during the course of his/her employment with Achievement First or an AF school, including, but not limited to, any forms, software, presentations, rubrics, and curriculum and assessment materials (collectively, the "Materials") are the property of Achievement First and all right, title and interest therein shall vest in Achievement First and shall be deemed to be a "work made for hire" under the United States copyright law and made in the course of your employment with Achievement First or an Achievement First member or partner school.

To the extent that title to any Materials may not, by operation of law, vest in Achievement First or that any Materials may not be considered to be work made for hire, all right, title and interest therein are hereby irrevocably assigned by teachers and staff to Achievement First. In accordance with the foregoing, the Materials shall belong exclusively to Achievement First with Achievement First having the right to obtain and to hold in its own name, copyrights, trademarks, patents, registrations or such other protection relating to the Materials as may be appropriate to the subject matter, and any extensions and renewals thereof, and the right to transfer the Materials or grant licenses of the Collection of Materials (and to make modifications thereto) for use, distribution and disclosure solely in his/her own classroom at any educational institution at which he/she is subsequently employed. All reproductions and copies of the Collection of Materials permitted to be made by the former teacher or staff member shall contain the copyright notice and any other similar markings contained in the original; provided, however, that any reproductions or copies of the Collection of Materials that contain substantial or substantive modifications made by the former teacher or staff member shall contain the following additional marking within close proximity of the original copyright notice: "Revisions made with the permission of, but not approved by, Achievement First, Inc." Reproduction, distribution or disclosure of the Collection of Materials, in whole or in part, in any form or medium, outside the limited scope defined herein without the express prior written consent of Achievement First or its assignee is prohibited.

All teachers and staff members will be given copies of this policy before they are asked to create materials in conjunction with their employment at Achievement First.

Confidentiality

School employees are required to maintain a high degree of confidentiality regarding the privacy of students, families, applicants and other School employees. Employees, during the course of their employment with the School often have access to and possession of Confidential

Information. Confidential Information includes, all information disclosed to you or known by you as a consequence of or through your employment at the School (whether or not obtained during your employment at the School) not generally known to the public. It includes, but is not limited to, non-public information concerning the School's operations, finances, investments, facilities, fundraising, students, applicants, families, alumni, employees, contractors, officers or trustees, whether such information is in written, graphic, recorded, electronic, photographic or any machine-readable form, or is orally conveyed to you.

Employees may not discuss or disclose Confidential Information to any outsiders, either during employment or after termination of employment, without the express authorization of the School. The School prohibits employees from using Confidential Information to further their own interests or the interests of family or friends. No employee is permitted to remove from the School originals or copies of any School or student records, reports, files or other documents without prior approval except for grading and teaching purposes.

SCHOOL PROPERTY

Use of School Property

When using School property, employees are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards, and guidelines. Please notify your supervisor if any equipment or machines appear to be damaged, defective, or in need of repair. Prompt reporting of damages, defects, and the need for repairs could prevent deterioration of equipment and possible injury. Please ask your supervisor if you have any questions about your responsibility for maintenance and care of equipment used on the job.

Employees are responsible for all School property, materials, or written information issued to them or in their possession. All School property must be returned on or before an employee's last day of work. All employees who fail to return School property upon termination will be billed by the School in an amount equal to the value of the missing property and, if applicable, cost of retrieval.

Damage to School property which results from an employee's misuse or neglect will be charged to the employee.

Unauthorized use of any School equipment, including computers, photocopy and fax machines, etc., is strictly prohibited. Employees should not use and should not permit non-School individuals to use School property for personal or non-school use.

School Stationery

The School's name, letterhead, supplies, copy services, and postage meter are for the School's business and must not be used for personal needs. The reputation and influence of the School can be adversely affected by the way in which the letterhead is used.

School letterhead may not be used for correspondence of a purely personal nature.

Use of Photocopying Equipment

School photocopying facilities are for authorized School purposes only and use of such photocopying equipment shall not be abused, used for unauthorized purposes, used by unauthorized persons, or contravene applicable copyright or other laws.

Telephone

School telephones are for School use only. Employees may be required to reimburse the School for any special charges and for their personal telephone calls. When making a long distance personal call, please charge the call to your personal telephone credit card or inform the director of operations. Employees are expected to limit all personal calls so as not to interfere with work.

Cell Phone Usage

The School recognizes that a cellular phone may aid an employee's job performance and aid the efficiencies of a department by providing immediate accessibility. Achievement First and the School's administrative team will determine when and what type of cellular phone an employee needs in order to fulfill his/her position responsibilities.

Employees who are granted cell phones will use them primarily for business calls; personal calls should be limited. In the event that an employee fails to limit his or her personal use of the cell phone and exceeds his/her allowance of the monthly calling and/or data plan, related overage charges may, at the discretion of the School, be deducted from the employee's paycheck.

Any equipment charges exceeding what the School has agreed to cover must be paid in full by the employee before she/he will be issued the cell phone.

If, while in the possession of a School employee, a cell phone is damaged, the employee to whom the cell phone was issued will be responsible for all related repair or replacement costs.

The School's IT associate is available to answer any additional questions an employee may have about the School's cell phone plans and policies.

Staff Computer Replacement Policy

Each teacher and administrator is issued a school laptop upon employment. Laptops will be replaced by AF after the end of three years. Laptops that have software problems or problems due to regular use will be fixed or replaced at the expense of the school. Users will be given temporary laptops or desktops while their computer is being fixed.

Users should recognize that laptops need to be treated with care. Laptops treated with care can last well past the three year period AF has before they are replaced.

If a staff member loses a laptop, the school reserves the right to 1) replace the laptop with a desktop or 2) split the cost of a replacement laptop with the staff member. If a staff member damages a laptop, he/she is responsible for the expense of laptop repair. If the laptop is not repairable, AF will 1) replace the laptop with a desktop of equivalent memory and processing speed or 2) split the cost of a replacement laptop with the staff member.

Information Technologies and Acceptable Use of Electronic Communications

The School has provided electronic information and communications systems to facilitate the School's business needs and interests. These systems include individual computers, other hardware, computer software, the network, voice mail, electronic mail ("e-mail") and access to Internet (collectively, the "Systems"). Personal or non-School-related use of the Systems should be limited.

By using the School's Systems and as a term and condition of employment, all School personnel acknowledge and consent to the School's right to access, search, audit, intercept or review individual computer or network files, computer hardware and software, e-mail messages, voice mail messages, and Internet activity at any time with or without specific notice.

Prohibited Use

- Only authorized School employees may use the Systems. Authorized employees may use only those systems that they are authorized to use.
- Do not share the contact information for School employees, students, and families without appropriate authorization.
- The School strictly prohibits the use of the Systems in ways that may be abusive, harassing, disruptive or offensive to others or harmful to morale. Employees may not display or transmit sexually explicit images, messages or cartoons; or transmit or use the Systems in any way that violates School policy. This includes any communications containing ethnic slurs, racial epithets or anything that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religious or political beliefs, or on any other characteristic protected by law. The School's policy against harassment and discrimination applies fully to the use of Systems. Moreover, the Systems should not be used to produce or distribute "chain mail" or to operate a business or make solicitations for personal gain. Further, no communications should be made that attempt to hide the identity of the sender, or to represent the sender as someone else from the School or another entity.

- Users must comply with all applicable copyright laws. Unauthorized copying or downloading of materials is prohibited.

Violation of this policy will result in disciplinary action up to and including termination of employment.

No Privacy Rights

The Systems and all information contained in them (including computer files, e-mail messages, Internet and Intranet access logs, etc.) are the School's property. It should be understood that this information is not confidential and that authorized School personnel have unrestricted access to all electronic data stored on the Systems. At any time, with or without notice, this information may be monitored, searched, reviewed, disclosed or intercepted by the Firm for any legitimate purpose, including the following: to monitor performance, to assure compliance with School's policies, to prevent misuse of the Systems, to troubleshoot hardware and software problems, to investigate disclosure of confidential business or proprietary information or conduct that may be illegal or adversely affect the School or its employees, and to comply with legal and regulatory requests for information. The School may also gain access to communications that have been deleted from e-mail, the Internet or the Intranet.

Music and Video Downloading

The School prohibits music or video downloading using any of its Systems while at the School site.

Shared Server

- Users may use the Shared Server using ONLY the password that the School authorized them to use.
- Users may not give their password to other teachers, students, or unauthorized employees
- Users should not alter material on shared server without permission.
- Only post material that is final draft quality

Internet Radio or Digital Clips

The School prohibits unauthorized use of internet radio or digital clips on its Systems.

Security

- Users of the Systems must keep a password-protected screensaver on their machine set to come up after five (5) minutes of non-use.
- Users of the Systems must keep the school manager apprised of their screensaver password and of any other logins or passwords used on the Systems.
- Users may not give their logins or passwords to any other teacher or student.
- Users must take laptops home or lock them in a closet, before leaving School each day.

Software

- Users may install software only pursuant to the licensing agreements with the company from whom the software is purchased.
- Users may not modify, copy, or transfer any software provided by the School, its employees, or students without appropriate authorization from the originator.
- Users may not copy copyrighted software owned by the School or its affiliates.

- Users may not modify, erase, rename, or make unusable anyone else's software without appropriate authorization.

Student Information System

- Authorized individuals may use the Student Information System using ONLY the password that the School authorized them to use.
- Users may not give the Student Information System password to students or unauthorized employees.

Network Folders

- Users should not alter material in shared folders without permission.
- Users should save their files into their folder; users should not try to retrieve files from the folders of other teachers.
- Users should only look in or alter files in student folders if it relates to a class or an educational reason.
- Users must stay within the file size limits defined by the facilitator of the network.

CONCERNS & COMPLAINTS

The Achievement First “Statement of Professional Values” captures the spirit in which issues or disagreements in the workplace should be addressed:

Achievement First staff members demonstrate respect toward one another as fellow professionals, team members, and allies. We recognize and appreciate that we bring to the team our different strengths, needs, cultures, and communication styles. We value positive, respectful, and productive communication; there are no raised voices or negative energy. We approach differences and problems directly and privately. Issues are addressed with truthfulness and gentleness. If someone has a problem, he or she goes directly to the person involved and begins the conversation with questions, not answers.

We “agree to disagree” in a professional manner and know that while opinions may differ, we trust each other and attribute good motives. We understand that in a professional community, we can only grow when we give and receive “gift of feedback” often.

In the event that an employee has an issue or concern, he or she should first start by talking directly with the person involved. If the issue or concern is not addressed or remedied to the satisfaction of the employee after a reasonable time, the employee should speak with the director of operations or principal about the concern. If the issue or concern is not addressed or remedied to the satisfaction of the employee after a reasonable time (following the discussion with the director of school operations or principal), the employee should write a letter to the director of school operations or principal, stating clearly the concerns, the attempts the employee has made to remedy the problem, the communication the employee has made about the problem, and suggested potential remedies. If the issue or concern is still not addressed or remedied to the satisfaction of the employee after a reasonable time (following the letter to the director of school operations or principal), the employee may request a meeting with a representative from the board of directors. This representative will be a member of the board of trustees; the board has sole authority to choose the representative. If the issue or concern is still not addressed or remedied to the satisfaction of the employee (after the meeting with the board representative), the employee may write a letter to the board of directors, stating clearly the concerns, the attempts the employee has made to remedy the problem, the communication the employee has made about the problem, and suggested potential remedies. If the issue or concern is still not addressed or remedied to the satisfaction of the employee (after writing a letter to the board), the employee may ask to have the board or a special sub-committee of the board consider the issue. A decision by the full board or the board sub-committee is the final step of the process, and the board of trustees has ultimate authority on all School issues.

At any step in this process, the principal has the sole authority to decide whether the principal, director of school operations, or another staff member should deal with the issue. If the principal decides the director of operations or another staff member has the authority to deal with the issue, the employee should work with the designated individual through this process.

RESPONDING TO OUTSIDE INQUIRIES FOR INFORMATION

All requests for information from outside agencies, individuals, and the media should be directed to Achievement First's local Director of External Relations. In New York, please direct inquiries to Lesley Esters Redwine (T: 917 309 5626 and E: lesleyredwine@achievementfirst.org) and in Connecticut please direct inquiries to Pat Sweet (T: 203 773 3223 ext. 26 and E: patsweet@achievementfirst.org).

Name of Proposed School: Achievement First Brownsville Charter School

Anticipated Opening Date: August 27, 2008

Lead Applicants: Kelly Wachowicz

Educational Service Provider: Achievement First

School Partner(s): None

Location, if known: New York City in the Brownsville area of Brooklyn (CSD 23, Region 5)

Student Pop./Grades: Opening with 84 students in 5th grade to develop the middle school; beginning the elementary component in the third year with the addition of Kindergarten and first grades. Growing to 645 students in K - 4th and 5th - 8th grades.

Proposed Board of Trustees:

1. Kelly Wachowicz (Chair) – Vice President of New Business Initiatives at IStar Financial, Inc. Previously served as Vice President at both the NYC Economic Development Corporation and Madstone Films.
2. Max Polaner – Chief Financial Officer for Achievement First.
3. Sean Andrews – Vice President of Operations at the Prospect Park YMCA. Formerly Executive Director of the NYC Audubon Society; Deputy Executive Director for Programs at the Parks Council; and Director of the Community Leadership Program.
4. Ernest Hart – Assistant Vice President for Employee and Labor Relations at Columbia University. Formerly Chief of Staff to the NYC Deputy Mayor for Policy/Special Counsel; Commissioner of Human Resources/Administration for the City of Yonkers; and has served as Adjunct Professor of Law at New York Law School.
5. Nicole Campbell – Senior Program Officer for the Deutsche Bank Americas Foundation. Prior experience includes developing strategies for community engagement with the NYC Department of Education and working with the government of the Dominican Republic to evaluate the nation’s adult education programs.
6. Chrystal Stokes – Director Assistant to the Senior Vice President of Business Development and Mergers & Acquisitions at the American Express Company. Formerly a manager of Planning and Forecasting at American Express; an associate in the private equity group at J.P. Morgan Partners; the Assistant Treasurer of Granite Broadcasting Corporation; and a financial analyst in the Mergers and Acquisitions Department of Goldman, Sachs & Co.
7. One seat reserved for the parent of a student enrolled in the school.

Program Overview: The Achievement First Brownsville Charter School (AF Brownsville) would open in August of 2008. The founders ultimately envision a full kindergarten through twelfth grade academic program, yet propose to open the school with 84 students in fifth grade. AF Brownsville would then add grade 6 in its second year; adding elementary grades kindergarten and first, as well as grade 7 in its third year. The school would continue to grow elementary and secondary grades thereafter for a maximum proposed enrollment of 645 students in grades K-3 and 5-8 in the final year of the proposed charter.

The school plans on developing three distinct “academies”; elementary (K-4), middle (5-8), and ultimately, high school (9-12). AF Brownsville will accept students new to the school if space is available through 6th grade but will not do so beginning in 7th grade because “it will become more difficult to introduce students to the discipline and rigor of the program as the curriculum advances.”

The mission of the AF Brownsville Charter School will be to provide students with the academic and character skills they need to gain admission to top colleges, to succeed in a competitive world, and to serve as the next generation of leaders in their communities. The school plans on maintaining two teachers in every K-2 classroom, and all of the administrators—principal, dean of students, and academic dean—will teach at least one class.

To achieve its mission, AF Brownsville intends to focus on the following:

1. More time on task – school day running from 7:30 a.m. to 4:00 p.m. with tutoring and enrichments opportunities available after school and on Saturdays. The school proposes an annual calendar that contains 201 instructional days, including a required Summer Academy. The instructional schedule will include 3 hours of daily reading instruction in the elementary grades and three hours daily for reading and writing instruction in the middle school grades;
2. Character education – focus on the REACH (respect, enthusiasm, achievement, citizenship, and hard work) values;
3. College focus;
4. Rigorous, standards-based curriculum – WHAT is taught at every grade level (the New York state standards and beyond) is defined clearly and systematically so that all essential content is mastered over time;
5. Powerful use of ongoing assessments – internal interim assessments every six weeks with the results being used to inform instruction and target students in need of remediation;
6. Excellent teaching – 13 annual professional development days and weekly 2-hour sessions as well as an on-site Director of Operations handling non-instructional issues to free up the principal to spend almost all of his or her time focused on instruction. Student performance will be the lead factor in school, principal, and teacher evaluation; and
7. Parents as partners – including a parent representative on the school’s board of trustees.

The applicants intend on partnering with Achievement First, Inc., a non-profit educational management organization that maintains a network of college-preparatory charter schools. Achievement First Brownsville Charter School will use the Achievement First model, first tested and replicated based upon the success of Amistad Academy in New Haven, Connecticut.

Achievement First was created to bring to scale the impressive student achievement results of the nationally-acclaimed Amistad Academy, founded in 1999. Achievement First manages two schools in New Haven and four charter schools in Brooklyn. The specific services that will be provided by Achievement First include: start-up functions, principal training and evaluation, staff recruitment, curriculum development, budget services, fundraising, information technology, school evaluation, and marketing/advocacy. The school would compensate Achievement at 10% of its basic per pupil grant for the first five years of operation and at 8% for year six and subsequent years for these services.

The applicant and founding team have requested space through the New York City Department of Education (NYCDOE). The NYCDOE will provide a letter to the Charter Schools Institute indicating its commitment to identifying space for the Achievement First Brownsville Charter School. In the event that space is not available through the NYCDOE, the founding team will pursue all avenues to locate and identify a facility, including the many relationships they have established with New York’s philanthropic community, as well as through working with public officials and community agencies. In the long term, the school intends to occupy its own permanent space, and has developed a financial plan which reflects this intention.



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

Shelia Evans-Tranum, Associate Commissioner
 Office of School Improvement and Community Services (NYC)
 55 Hanson Place, Room 400
 Brooklyn, New York 11217
 Tel. (718) 722-2796 / Fax: (718) 722-4559

VIA E-MAIL AND FIRST-CLASS MAIL

November 23, 2007

Ms. Jennifer Sneed
 Acting Executive Director
 Charter Schools Institute
 41 State Street, Suite 700
 Albany, New York 12207

Dear Ms. Sneed:

The Department's Charter School Review Panel has reviewed the proposed charter for the Achievement First Brownsville Charter School ("the School"). As a result, several areas require clarification. I would appreciate it if you would respond to the items below by the close of business Friday, December 7, 2007.

1. In Attachment 5, "Student Enrollment Information," it is indicated that students who leave will be replaced "with a child from the waiting list, up to grade 6. It will become more difficult to introduce students to the discipline and rigor of our program as the curriculum advances: therefore, students lost to attrition will not be replaced after the 6th grade." Please provide an expanded rationale on the challenges and inability of the school and its leadership team to "introduce students to the discipline and rigor" of the proposed instructional program.
2. Please clarify the plans of the board of trustees to sustain projected grade level enrollments if student attrition rates exceed those projected in the application. (Reference: Attachment 5)
3. Please clarify the means by which the board of trustees and instructional team will meet expectations for student behavior and school-wide discipline as projected class sizes grow from 14 in Year 1 to more than 29 in Year 5. (Reference: Attachment 5)
4. In Attachment 6, "Growth Plan," it is stated that "all of the administrators – Principal, Dean of Students, and Academic Dean – will teach at least one class." Please clarify is this means one period per day, every day, or an entire day? On the elementary level, how will "one class" be defined? Will the administrators be appropriately certified to teach these "classes?"
5. In Attachment 10, page 10-1, ii, "Principal Training and Evaluation," it is proposed that the Educational Management Company, Achievement First, will "provide an intensive one-year leadership training program for School Principals." This is also referenced in

Attachment 43-1. Since the proposed opening date is August 2008, please clarify when principals will participate in this one-year program?

- 6. On the same page, iii, "Staff Recruitment," it states "The School Principal will have the authority to make final hiring and termination decisions and to set teacher salaries based on performance." Since Article IV of the Bylaws, Board of Trustees, Section 1. Powers, indicates that the "affairs of the Corporation (defined as the School) are managed, and its powers are exercised, under the Board's ultimate direction and control," what role would the Board of Trustees play in this process? A statement on page 10-2 reiterates the authority of the Principal, but adds "Achievement First and the Board of Trustees will support the Principal in these efforts, ensuring that the school is successful." What would be the nature of this "support" and how would it ensure success? This is further referenced on page 12-5.
- 7. On the same page, iv, Curriculum, reference is made to "an interim assessment system." Any assessment system that is put in place must remain in place or be changed through a charter revision process. In the same paragraph, please clarify the statement that the "intranet (will contain) curricular and other school resources."
- 8. On page 11-1, under Mission Statement, first bullet, it states "an average of 1-2 hours of homework per night." On page 12-3, a differing statement is made: "Achievement first Brownsville Charter School students will have homework every night, ranging from an average of 30 minutes for the lower elementary grades to 2-3 hours each night for the middle and high school students. Every student will be required to do at least 20 minutes of independent reading every night, with the parent signing a required reading log." Is either of these proposals appropriate for very young children, such as K-2?
- 9. 8. On page 12-4, (9), Rigorous, high-quality, focused training for principals and leaders, 3rd bullet states "All teachers will have the ability to participate in an exciting new teacher training program (providing full NY State Certification and a Master's Degree)." Further, on page 12-5, reference is made to Achievement First being "able to provide high-quality training to all new teachers, grant short-term certifications with a Trans B certificate and eventually ensure that all of our teachers have full NY State certification and at least a Master's Degree." Do these statements take into consideration the statutory requirements regarding certification of teachers in charter schools?
- 10. On page 12-6, Curriculum/Educational Program the statement is made that "curriculum team members will work with AF Brownsville teachers to tweak the AF curriculum materials as necessary to meet the specific needs of their students." Also, on page 13b-1, School Weekly Schedule, it is stated that "the exact minutes and classes may change to better meet the needs of our students. The School should be mindful of the requirement for a charter revision if the curriculum or classes change.
- 11. On pages 13b-2 and 13b-3, Elementary and Middle School Schedules, need to include all 11 subject areas (including subjects embedded in other subjects and all 4 components of the Arts (dance, theater, Visual arts, music) for each grade level.

12. On page 14-8, Mathematics, this curriculum should be based on the 2005 NYS Learning Standards for Mathematics. However, including the excerpts of the relevant grade levels is sufficient, along with pages 1-7 of the March 2005 NYS Core Curriculum for MST Standard 3. For the Science curriculum, review the NYS Core Curriculum and include all content/topics to be taught in Science at each grade level.
13. On page 14-9, Technology, the study of Technology is not limited to the use of computers in the classroom. The curriculum in Technology should include the Learning Standards, Key Ideas, and Performance Indicators from the M/S/T Standards, even if the study of Technology (impact, history, etc.) is included in other subjects such as Science. Technology must be taught in the middle school. Please clarify when this will be taught.
14. On page 15-1, in Achievement first Brownsville Charter School Classroom Configuration, please clarify why the "number of part-time paraprofessionals will be largely based on the special education needs of our students." Also in reference to this section, there appears to be a large number of administrators. Is there a plan to phase them in as grades are added? Please amend narrative sections of the application accordingly.
15. In Attachment 17a-1, mention is made of the School being in "full compliance with administering New York State examinations in reading, math, science and social studies." Be reminded that the ELA, Technology and Foreign Language assessments must also be given.
16. In the chart on the page referenced above, please explain the following:
 - a. why are 4th grade assessments included when there will be no 4th grade during
 - b. the life of the proposed charter?
 - c. who are the "qualifying students" who take the NYS Regents Exams?
 - d. why is the NYSESLAT only given in grades 5-8?
 - e. what is NYSESLAT II?
17. In Attachment 21-b-1, regarding Child Find requirements, the School should become familiar with the new citation (34 CFR 300.111) resulting from the reauthorized IDEA of 12/2004.
18. Regarding IDEA reporting requirements, the School should also become familiar with the new citation (34 CFR 300.642) resulting from the reauthorized IDEA of 12/2004.
19. Regarding compliance with FERPA and IDEA, the School should also become familiar with the new citation (34 CFR 300.610-627 and 34 CFR Part 99) resulting from the reauthorized IDEA of 12/2004.
20. The School should describe the process that will allow teachers to attend mandated CSE meetings and also describe the level of administrative duties the special education coordinator will assume and if the position will carry administrative certification.

21. The School should describe its administrators' roles in the special education program process, both at the school and with the NYC DOE.
22. The School must describe its good faith efforts to attract and retain a comparable or greater enrollment of students with disabilities as compared to the enrollment figures for students in the proposed district of location. All such efforts must be clearly and consistently documented.
23. The School should submit an expanded description of its hiring process that includes an assurance that all AFBCS special education teachers will be highly qualified.
24. The School should become familiar with the new citation (§2851(2)(h); 34 CFR 300.530 - 532 (a) & (b) 533 – 534, 536 resulting from the reauthorized IDEA of 12.2004.
25. In Attachment 22, English Language Learners, the proposed charter school must demonstrate good faith efforts to attract and retain a comparable or greater enrollment of students with limited English proficiency as compared to the enrollment figures for students in the proposed district of location. All such efforts must be clearly and consistently documented. This section of the application was omitted. Please revise.
26. Charter schools must provide a description of the process for identifying LEP/ELL students and a method for determining which of these students may need assistance. Please eliminate the second paragraph under "Identification of Students" as it is not necessary to the identification of LEP/ELL students if the process outlined in this section is followed properly. Teachers certainly should receive professional development on instructional techniques but not in techniques for detecting whether a student should be tested for LEP/ELL services.
27. The charter school should include a section that describes its plan to ensure that needed staff, curricular materials, and facilities to serve LEP/ELL students are in place and used properly. AF Brownsville indicates that the school will "hire at least one full-time teacher who speaks the foreign language that is most common among its students, which in all likelihood will be Spanish." Will this teacher be a certified ESL or Bilingual Education teacher or a Foreign Language teacher?
28. Charter schools are encouraged to review Amendments to the Regulations of the Commissioner of Education (CR 80-2.9, certificates valid for bilingual education and CR 80-2.10, certificate for teaching English to speakers of other languages) for guidance when hiring teachers to work with LEP/ELL students. Where there are significant numbers of LEP/ELL students, charter schools are encouraged to hire a certified bilingual and/or ESL coordinator who are knowledgeable of the language, culture, and heritage of the target population.
29. Charter schools must identify appropriate evaluative standards for measuring the progress of LEP/ELL students, including program exit criteria.

30. Please eliminate the last sentence of the paragraph entitled, "No student will be exited from the ELL program until they can read, write, and comprehend English well enough to participate meaningfully in the school's programs without additional supports. It is score on the NYSESLAT that determines the proficiency level the student has achieved each year, and whether the student's level of English proficiency is high enough to exit the ESL programs or services. This determination is not a subjective determination.
31. For purposes of ensuring the adequacy of programs for LEP/ELL students, charter schools must assess the progress of all LEP/ELL students on an ongoing basis. All LEP/ELL students must annually take the New York State English as a Second Language Achievement Test (NYSESLAT) to evaluate their English proficiency. The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether the student's level of English proficiency is high enough to exit the ESL programs or services
32. In addition, all public schools, including charter schools are advised that the NYSESLAT can no longer be used for Title I accountability purposes, except for students newly arrived in the United States. Charter schools must also administer the ELA assessment to LEP/ELL students who, as of January 3, 2007, have been enrolled in school in the United States (excluding Puerto Rico) for one year or more. (See <http://www.emsc.nysed.gov/osa/nyseslat/nclbmemo8-4-06.htm> for guidance).]
33. In Attachment 23, reference is made to students "traditionally seen as being 'at risk' but no definition is provided for "at risk." Please clarify.
34. Attachment 26-1 claims that "our waitlists for the existing Achievement First Charter Schools provide us with more than enough support in our attempt to show the need for another AF school." An attached chart indicates that the four other New York City AF schools do indeed have wait lists at various grades; however, if AF Brownsville plans to open with 5th grade and 84 students, they would have to draw from these other schools or elsewhere in order to reach their targeted enrollment. The parent "Petition(s) of Interest and/or Support" do not provide sufficient potential students to fulfill that target.
35. Attachment 28-1 indicates that the board "meets at least six (6) times per year." Attachment 31-2 also references "bi-monthly board meeting (s)." "The Technical Assistance Advisory for Charter School Applications states "The board of trustees must meet, at a minimum, ten (10) times per year, between July 1 and June 30."
36. Attachment 31-1 states that "The Board may not hire a principal who has not been nominated by Achievement First. Once the Principal is appointed by the Board, he or she then reports to the superintendent of Achievement First who is responsible for the Principal's day-to-day supervision and coaching." Further description indicates overlapping responsibility on the part of the Board and Achievement First with regard to the evaluation and renewal of a principal's contract. Can these relationships and responsibilities be clarified?

37. Attachment 32-1 refers to the Bylaws as "Proposed" and as in "draft form." At this point in the application process, the Bylaws should be finalized.
38. Attachment 33-1 addresses several policies of the Board of Trustees, Code of Conduct and Ethics, Conflict of Interest, and Complaint Procedures for Accounting and Auditing Matters. The statement is made that "The Board of Trustees may vote to amend these policies as long as it is still consistent with New York State law." New York State law requires that the Board of Trustees request a revision to its charter if such changes are desired. Further, the Complaint Procedures are for any type of complaints, not just those related to accounting and auditing matters.
39. The description of eligible voting members on Attachment 33-2 is confusing as it seems to limit membership fairly stringently, yet does not allow for a parent member as indicated on 29-1 unless they happen to meet the other criteria.
40. Also on 33-2, a statement is made that "Trustees shall not use their position with the school to acquire any gift or more that is not available to a similarly situated person, unless that gift is for the use of the school." Please clarify if a specific dollar amount was intended to be included here.
41. Attachment 34-1, in the first paragraph, a phrase appears to have been left off at the end of the sentence.
42. In Attachment 34-2, in the section entitled "In the School's First Year," the first bullet gives preference to "students living in the New York City School District." This should be Community School District 23. A similar correction needs to be made to the second bullet under the section entitled "In Subsequent Years."
43. Attachment 35 addresses Discipline Policies. In the sixth paragraph, the statement is made that "Suspended students will also be responsible for making up all missed work within an agreed upon timetable." The School must present a plan for providing alternate instruction for suspended students, including providing instruction (by a certified teacher) such that the student has an opportunity to progress substantially as his/her peers do. It is the School's responsibility, not the student's nor the parent's, to see that this occurs. Documentation of the instruction, time, place, etc. is required. This also appears in the last paragraph of the section entitled Procedures and Due Process for Disciplinary Action. The last sentence in that paragraph, "Likewise, if a student physically assaults a staff member, the Principal will likely recommend the student for expulsion." Please clarify under what circumstances the Principal would "likely" make this recommendation.
44. On page 35-2, under Disciplinary Offenses, reference is made to violation of the Code of Conduct while a student is "walking to or from school or a school-sponsored event; walking to or from, waiting for school-provided transportation, or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity. School-related disciplinary offenses may also include serious misconduct outside the school where evidence exists that the student's continued presence would

have a substantial detrimental effect on the school." Please clarify what type of "serious misconduct" this would be and what the "substantial detrimental effect" of it might be to justify such categorization.

- 45. In the section entitled "Procedures for Disciplinary Action: Consequences other than Suspension or Expulsion," the fifth bullet states that "If necessary, the student is removed from class." Please clarify by whom the student might be removed and to where, as well as what would be expected of the student. This also appears in the first bullet under the section entitled "Procedures and Due Process for Disciplinary Action." The student should be afforded due process rights notwithstanding the length of his/her suspension.
- 46. Attachment 35-3 does address Alternate Instruction although throughout this section "Alternative" is substituted for "Alternate." Also see #41 above for further details. This should be corrected. How long might the time be between the time of suspension/expulsion and the determination by the Board of Trustees? What would this determination determine? Page 35-2 indicates in the second paragraph that "Disciplinary offenses result in consequences subject to the discretion of the Principal or his/her designee....." What is the role of the Board here?
- 47. To Record-Keeping on 35-3 please add records of alternate instruction, when and where it took place, the name of the certified teacher, and the work accomplished.
- 48. In Attachment 41-1, Dissolution, Days 1-5, it states "AF Brownsville shall deliver the current list of students attending the school to the regional superintendent and to school district central offices. It continues with details about transferring student records to the NYC DoE, with steps to assist in relocating students. §2851 2 (t) Procedures to be followed in the case of the closure or dissolution of the charter school, requires provisions for the transfer of students and student records to the school district in which the charter school is located (the Community School District) and for the disposition of the school's assets to the school district in which the charter school is located (Community School District) or another charter school located within the (Community) school district. None of the other steps listed are necessary.
- 49. Attachment 45 indicates that AF will pay salaries for personnel prior to July 1 of the year the charter school will begin to operate. Will these individuals then be hired by the Board of Trustees once it begins operating?
- 50. How was the budgeted amount of \$5000 per employee for health benefits arrived at?
- 51. How is the expectation to own its own building figured into the school's five-year budget?
- 52. Please provide written notice of any anticipated Less-Than Arm's Length (LTAL) relationships with a related party.
- 53. Please include a description of the internal controls being considered to safeguard the school's resources.

- 54. Please provide additional information about training for board members in the areas of management and oversight of fiscal matters. How often would such training occur? How long will a new board member have to wait before he/she would receive such training?
- 55. Please provide additional information regarding the anticipated professional development plan for staff.
- 56. Attachment 55 states that "AF Brownsville aims to provide free meals to all students, regardless of their ability to pay." The last sentence of the Attachment then describes how charges will be assessed to different groups of students, again based on their ability to pay. Please clarify how these two statements "go together."
- 57. Please clarify where in the budget, if at all, is any set aside for potential dissolution costs.
- 58. What are the purchasing policies and procedures of the school?
- 59. Attachment 56, Health Services, states "Each new student must have a certificate of immunization at the time of registration or not later than the 14th day of school.....The nurse reviews this documentation to ensure that all mandated immunizations are administered before children are permitted to enter or attend the school." Please clarify.
- 60. In Exhibit A-1, reference is made to Achievement First Bushwick Charter School. Please correct.
- 61. In Exhibit A-2, "Effective Date" is indicated to be June 27, 2006. Please correct. Following, "Facility" refers to a building of sufficient size to house the Minimum Enrollment Level. Presumably this should be Maximum.
- 62. Exhibit A-5, (e) Conduct of the School and the Board of Trustees, uses past tense to describe what will be done in the future, i.e., the School has complied, has maintained, etc. Please correct.
- 63. Exhibit A-6, refers to the Board of Regents. Please amend.
- 64. Exhibit A-8 refers to the Principal's Discretionary Fund. Please remove, as no such funds are allowable.
- 65. Exhibit A-11 includes an address for the AF Bushwick Charter School. Please correct.
- 66. Exhibit A-14 refers to dates beginning on July 1, 2006. Please correct.
- 67. Exhibit A-29 references an address for the school for the chair of the AF Bushwick Charter School. Please correct.

- 68. Exhibit A-33 refers to an agreement with AF Endeavor Charter School. Please correct.
- 69. Exhibit D-9, Bylaws, Action by the Board, defines a quorum as a "majority of the entire Board of Trustees," while on D-10, it states the "the vote of a majority of the Board present at the time of the vote" will be a quorum. Please clarify.
- 70. Exhibit G-1, Personnel Handbook is labeled Draft. Please correct.
- 71. Exhibit G-2 refers to Achievement First schools but omits any reference to AF Brownsville.
- 72. In Exhibit G-17, a reference is made to November 15, 2006. Please correct.
- 73. Exhibit G-20 states that employees "may not volunteer for jury duty." Please add "during times when they are working."
- 74. Exhibit G-34 refers to confidential information "generally know to the public." Should it read "not generally known to the public?"
- 75. Exhibit G-35 refers to unauthorized use of photocopying equipment, used by "authorized persons." Should this read "unauthorized persons?"
- 76. Exhibit G-39 refers numerous times to the "board of directors." Please amend to refer to the "board of trustees."

NYSED is continuing its review of this submission. Therefore, please be advised that additional comments may be sent under separate cover. In lieu of submitting complete copies of the application, the response should reference where revisions may be found. In addition, the applicant should submit those pages which have been revised. Note: Two (2) hard copies of the final version of the application will be requested at the conclusion of the application review process and at least 3 weeks prior to the meeting of the Board of Regents at which this application will be presented.

Please provide six (6) hard copies of the questions and the applicant's answers to the following address:

Office of School Improvement and Community Services (Albany)
 New York State Education Department
 Attn: Carol Wallace
 89 Washington Avenue, 375 EBA
 Albany, New York 12234

Also provide four (4) hard copies of the questions and the applicant's answers to:

Office of Accountability, Policy, and Administration
 New York State Education Department

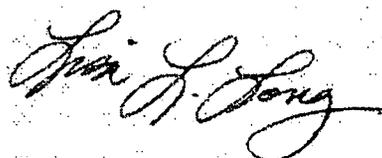
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Attn: Jamal L. Young, Regional Associate
55 Hanson Place, Room 400
Brooklyn, New York 11217

With the exception of the executive summary, all responses are due by close of business on Friday, December 7, 2007. Please submit the executive summary by close of business Monday, December 10, 2007.

The Charter Schools Review Panel will meet to consider the responses and develop a recommendation for the Board of Regents regarding the proposed charter. If you have any questions, or require technical assistance, you may contact staff in the Office of School Improvement and Community Services (NYC) at 718-722-4553.

Sincerely,



Lisa Long, Ed.D.
Supervisor

Enclosure

cc: Joel Klein
Shelia Evans-Tranumn
Ira Schwartz
Jamal Young
Review Panel

Establishment

Save herein all Attachments/Exhibits responding to Request Numbers 1 - 10

Attachment 2

Applicant

The Applicant for the proposed charter is as follows:

Kelly Wachowicz
28 Old Fulton Street.#4K
Brooklyn, NY 11201
Telephone: 917.576.1612
Email: kwachowicz@mba1998.hbs.edu

Ms. Wachowicz's resume is attached for your review.

Kelly Wachowicz is Vice President of New Business Initiatives at IStar Financial, Inc, where she develops strategies for launching businesses with capacity for billion dollar scale. She previously served as Senior Vice President at both the NYC Economic Development Corporation and Madstone Films, and spent eight years at Goldman Sachs as an Analyst and Associate. Ms. Wachowicz graduated magna cum laude from UCLA with a BA in history (1991) and received an MBA from Harvard University (1998), where she was selected as a Social Enterprise Fellow.

Attachment 3

Anticipated Opening Date

Achievement First Brownsville Charter School anticipates opening for students on Wednesday, August 27, 2008. Teachers will report for work on Monday, August 4, 2008, one month prior to the start of school for teacher pre-service training.

Attachment 5

Student Enrollment Information

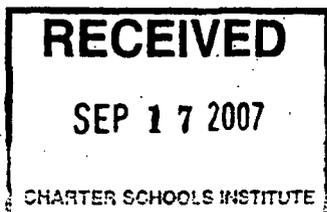
Achievement First Brownsville Charter School will open in the fall of 2008 serving students in grade 5. The plan at capacity is to serve 954 students in grades K through 12. As the school grows, it will be sub-divided into three distinct academies: elementary (K-4), middle (5-8), and high school (9-12). Enrollment in the first year will consist of 84 5th grade students. In its initial term the applicant is requesting to open with grade 5, and is also proposing growth in grades K-3 and 5-8 in the initial term of the charter.

Starting in the third year of the school, we plan to begin the elementary school academy with 84 students in the kindergarten and 84 students in the first grade. The total enrollment for each grade is captured in the chart below.

After the third grade, we expect to have some natural attrition as students move away from the North Crown Heights community in Brooklyn. Because we are fully committed to serving all students, this planned attrition is NOT the result of asking students to leave. In the event that a student does leave Achievement First North Crown Heights Charter School, we will replace the student with a child from the waiting list, up to grade six. It will become more difficult to introduce students to the discipline and rigor of our program as the curriculum advances: therefore, students lost to attrition will not be replaced after the 6th grade.

Grades	Ages	Number of Students				
		Year 1	Year 2	Year 3	Year 4	Year 5
K	5	0	0	84	84	84
1	6	0	0	84	84	84
2	7	0	0	0	81	81
3	8	0	0	0	0	78
4	9	0	0	0	0	0
5	10	84	84	84	84	84
6	11	0	81	81	81	81
7	12	0	0	78	78	78
8	13	0	0	0	75	75
9	14	0	0	0	0	0
10	15	0	0	0	0	0
11	16	0	0	0	0	0
12	17	0	0	0	0	0
Total students		84	165	411	567	645
Number of classes per grade		3	3	3	3	3
Average number of students per class		14	18.3	27.4	27	29.5

We have proposed this enrollment plan in order to maintain small school divisions (K-4 will have approximately 402 students, and the 5th-8th division will have approximately 318 students), while still having enough students per grade to enable us to employ full-time specialists in physical education, music, and other subjects. The applicant is fully aware that the provisional charter will cover enrollment only through the 2008 - 2013 academic year.



Attachment 7

Student Attendance (School District)

Attachment 7 does not apply to this charter application.

Attachment 8 (a)
Substantially Similar Applications

The founders of Achievement First Brownsville Charter School have not submitted this application to another charter entity.

Attachment 8(b)

Previous Submissions.

The applicant has not previously submitted an application to another charter entity. Our partner, Achievement First, a nonprofit charter management organization, is authorized to conduct business in New York and in Connecticut and currently manages six (6) charter schools. Below please find a list of charter schools affiliated with this applicant.

Amistad Academy

Chartered by Connecticut State Education Department, April 1999

Charter Renewed (early renewal) in 2003

Tisha Markette, Elementary Academy Principal

Matt Taylor, Middle Academy Principal

Jeff Sudmeyer, High School Academy Principal

407 James Street

New Haven, CT 06513

Elm City College Preparatory School

Chartered by Connecticut State Education Department, April 2004

Stephen Buckner, Elementary Academy Principal

Marc Michaelson, Middle Academy Principal

240 Greene Street

New Haven, CT 06511

Achievement First Crown Heights Charter School

Authorized by New York City Department of Education, March 2005

Mike Kerr, Elementary Academy Principal

Orpheus Williams, Middle Academy Principal

790 East New York Avenue

Brooklyn, NY 11203

Achievement First East New York Charter School

Authorized by New York City Department of Education, March 2005

Denniston Reid, Elementary Academy Principal

557 Pennsylvania Avenue

Brooklyn, NY 11207

Achievement First Endeavor Charter School

Authorized by New York City Department of Education, January 2006

Eric Redwine, Middle School Principal

850 Kent Avenue

Brooklyn, NY 11205

Achievement First Bushwick Charter School

Authorized by State University of New York, June 2006

Lizette Suxo, Elementary Academy Principal

Amy D'Angelo, Middle Academy Principal

84 Schaefer Street

New York, NY 11207

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Attachment 9
Partner Organization

Attachment 9 does not apply to this application.

Attachment 10

Educational Management Organization

Achievement First Brownsville Charter School will be part of the Achievement First (AF) network of college preparatory public charter schools. Founded in 2003, Achievement First is a 501(c)3 non-profit organization that functions as a charter management organization. Achievement First was created to bring to scale the impressive student achievement results of the nationally-acclaimed Amistad Academy, founded in 1999 in New Haven, Connecticut. Currently, Achievement First manages two schools in New Haven, CT, Amistad Academy and Elm City College Preparatory Academy. Achievement First is also authorized to conduct business in New York State and manages four charter schools in Brooklyn, NY—Achievement First Crown Heights Charter School, Achievement First East New York Charter School, Achievement First Endeavor Charter School, and Achievement First Bushwick Charter School. As a partner in the success of all of its schools, Achievement First provides considerable support to ensure that each school opens smoothly and operates a consistently high-quality program. The specific services that will be provided by Achievement First are captured in the attached Term Sheet and are outlined below:

- (i) **Start-up:** AF will manage the School's start-up process, including recruiting and training of staff and facilitating the School's purchase of materials, equipment and supplies.
- (ii) **Principal Training & Evaluation:** AF will provide an intensive one-year leadership training program for School Principals. AF will conduct a School Principal evaluation once per year, using a comprehensive performance assessment model. AF will provide ongoing coaching and training for the School Principal.
- (iii) **Staff Recruitment:** AF will aggressively recruit the finest staff to work in AF schools and will conduct the initial screening of all applicants. The School Principal will have the authority to make final hiring and termination decisions and to set teacher salaries based on performance.
- (iv) **Curriculum:** AF will provide and continuously refine a top-notch curriculum, an interim assessment system, a daily schedule, and an intranet containing curricular and other school resources. The AF curriculum development team, working with master teachers within the AF network, will capture best practices and continuously update the materials available through the intranet.
- (v) **Staff Development:** AF will provide an initial 2-week training for all new AF teachers in early August. This initial AF-wide training is then followed by more focused training by the School Principal at the school-site before the school year begins. Throughout the year, AF will ensure high-quality professional development by providing some training directly (for example, at two AF-wide professional development days each year), by facilitating training provided by truly top-notch outside providers (for example, Haskins Labs will provide support in effective phonics instruction), and by supporting the school-site staff as they design and implement more targeted professional development activities.
- (vi) **Budget:** AF, in consultation with the School Principal and the Board of Trustees, will create a projected school budget based on our experience at other schools. The School Principal and Board of Trustees will then work with AF to ensure that school-specific needs are met; and the Board of Trustees will have final budget approval authority. AF will work with the School Director of Operations to provide a bimonthly budget report to the Board of Trustees.
- (vii) **Fundraising:** AF will conduct all necessary private fundraising for the school.

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- (viii) *IT:* AF will provide computer support and IT support, including an electronic shared folder system for curricular materials, desktop and laptop support, training in the use of a student information system, and installation and maintenance of the internet, shared server, and phone system. AF will recommend and ensure the effective implementation of a data back-up protocol, and will create and maintain a link from AF's website to a page specific to the School.
 - (ix) *School Evaluation:* AF will conduct an intensive school evaluation within the first three years of the School's operation. The evaluation will be designed as a comprehensive school inspection by a team of both AF and outside evaluators.
 - (x) *Marketing/Advocacy:* AF will market and advocate for the School, including extensive student recruitment marketing.

The Principal of Achievement First Brownsville Charter School will have the authority to make all personnel decisions at the school site as the instructional leader of the school. Achievement First and the Board of Trustees will support the Principal in these efforts, ensuring that the school is successful.

Proposed Management Fee Agreement

As a part of the charter management agreement, Achievement First Brownsville Charter School will pay Achievement First a management fee of 10% of its basic per pupil grant for the first five years of operation, and 8% of its basic per pupil grant in years in its sixth and subsequent years of operation. This fee compensates Achievement First for the costs of the services it provides to the school, which include: recruiting of teachers and leaderships staff, including the Principal; initial teacher training, and ongoing training, coaching and evaluation of the Principal; development and maintenance of the school's core curriculum; financial management services, including preparation of the annual budget, training of operations staff in financial procedures, oversight of monthly and annual financial reporting, and implementation and support of financial systems; securing facilities, including negotiating leases and managing construction, as needed; assisting in implementation and providing ongoing support to the information technology infrastructure; and execution of all fundraising needed by the school. It should be noted that the management fee is intentionally structured so that the amount paid by the school is significantly less than the cost of the services provided by AF in the initial years of the charter, prior to the school reaching full enrollment. Because the financial strains of charters are most acute in the initial years of operation, AF has chosen to absorb a portion of these costs internally to enable the school to grow successfully. Achievement First recognizes that by undercharging the school for its services, it needs to fundraise to supplement Achievement First's own central office expenses. Achievement First has had an impressive track record of meeting all of the philanthropic needs at the school level and at the central office. The term of the management contract is for the duration of the charter. The contract will automatically renew at the end of the term, assuming the charter is renewed, unless either side indicates in writing their desire to renegotiate or not renew. The contract can only be terminated by written agreement of both parties, Achievement First Brownsville Charter School and Achievement First. All school assets are fully owned and governed by the Board of Trustees of Achievement First Brownsville Charter School.

Selection of Achievement First as Charter Management Organization

Almost four years ago, Achievement First began conversations with Chancellor Klein about replicating the successful Amistad Academy model in New York City. Chancellor Klein was and still is very committed to using high-performing charter schools to inspire and inform his broader school reform efforts in New York City. He explained his desire to open a number of great public charter schools in high-poverty communities across the city and to have these schools serve the same public school population -- but to achieve dramatically better results. Chancellor Klein wants these charter schools to prove with clear, uncontestable results that randomly selected students from poor backgrounds can achieve at the same high levels as their more affluent peers if given the right instruction, environment, and support. Klein understands that his strategy will only work if the charter schools are incredibly

successful in a fairly short period of time. Results that are only slightly better will not shift the public school reform conversation far enough away from the typical excuses about the role of poverty, racism, and family structure. Klein wants the best charter schools in the country to replicate their gap-closing, life-changing programs in New York City, and he has asked Achievement First to be one of the lead partners in this effort. Achievement First has committed to opening – slowly over time, with a strong attention to quality– six public charter schools, all located in and serving students from central Brooklyn.

AF Brownsville thus does not follow the typical course of a charter school application, in which a Board of Trustees develops a vision for their school and does comparison shopping for a management company to help them carry it out. Instead, Achievement First has been welcomed by the Chancellor to open a number of charter schools in central Brooklyn where a wide educational gap persists. As a part of this effort, Achievement First has taken the lead on pulling together a founding Board of Trustees and preparing the charter application. However, the trustees both understand and are deeply committed to fulfilling their oversight and accountability responsibilities. This talented group of trustees was brought to the table because of Achievement First's impressive track record, but they understand that it is their responsibility to ensure that AF lives up to its commitments and that the students in this school achieve spectacular results. The trustees were identified and selected because they understand that their loyalty is not to Achievement First, but to the students who will be enrolled in this school.

The founding Board of Trustees for Achievement First Brownsville Charter School came together through a series of formal and informal conversations including visits to the existing AF academies. All the trustees are deeply committed to addressing the need for quality schools in central Brooklyn and share a common vision that all students – regardless of economic or racial background – should be expected to attend college and should be given the rigorous preparation they need to make it once they get there. With this shared belief, the Board of Trustees, a diverse group of New York City's educational, civic and business leaders, will work together to insist and ensure that Achievement First Brownsville Charter School is a success.

The trustees believe strongly that good governance is critically important when operating a charter school. Every board member knows and understands the level of accountability involved in their board service. Similarly, each member was interviewed about prior board service and their rationale for participation. Going forward, each board member will receive orientation materials that will help him or her to better understand the task of governing a charter school and the responsibilities of trustees. As a grantee of the Robin Hood Foundation, all Achievement First Brownsville Charter School Board of Trustees will receive specific training and materials about charter school board service.

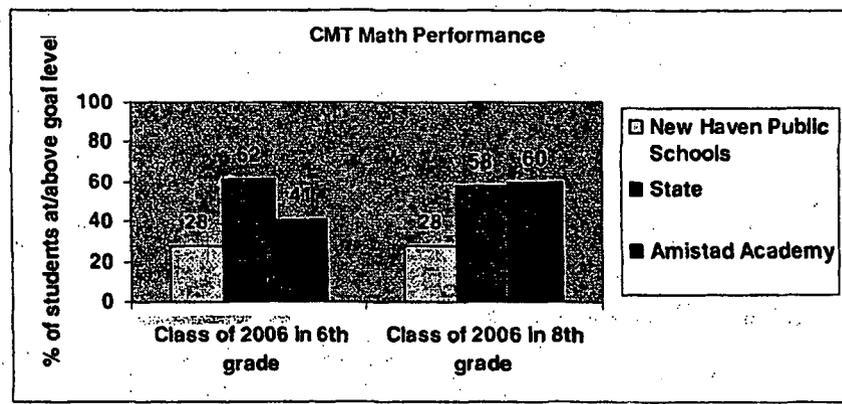
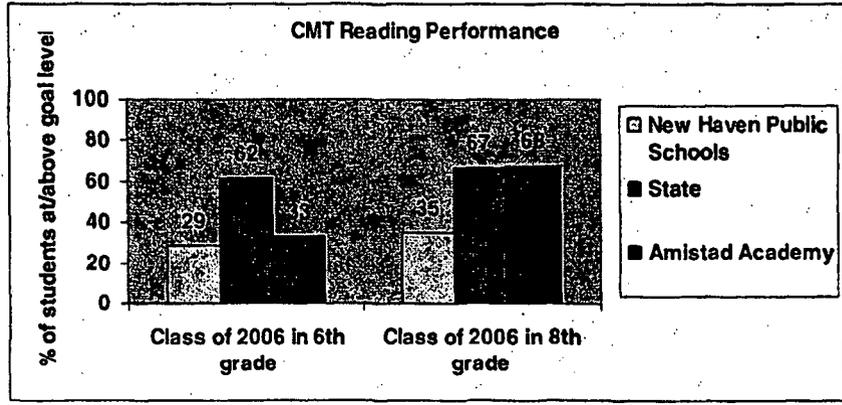
The Term Sheet included with this application outlines the basic structure of the relationship between Achievement First and the Achievement First Brownsville Charter School Board of Trustees. The next step is to translate this term sheet into a formal contract between the parties. We believe this is an important process during which the non-AF members of the Board of Trustees, represented by independent counsel, will be actively involved in negotiating the terms of the final contract. This process, while time-consuming, ensures that the interests of the school are adequately protected and leads to the best outcome.

Educational Management Organization - Achievement First's Record of Success

Achievement First is a non-profit charter school management organization started by the leaders of Amistad Academy. In 2005, Amistad Academy was the subject of a nationally televised PBS documentary, "Closing the Achievement Gap," which identified Amistad as one of the country's top urban schools of excellence, dramatically improving academic outcomes for students from low-income backgrounds. Amistad students – 98% of whom are black and Hispanic and 80% of whom are free/reduced lunch eligible – are selected by lottery from the city of New Haven and arrive in the fifth grade, on average, testing two years below grade level. After three years at Amistad, these same students as 8th graders consistently post test scores that double and sometimes triple the New Haven district's scores, beat state-wide averages, and even

outperform many of Connecticut's wealthiest suburbs. In 2006, Amistad Academy was named Connecticut's only Title I Distinguished School after posting the greatest performance gains of any middle school in the state.

The graphs below show the growth of a single cohort of students (Amistad's most recent 8th grade class) from 6th to 8th grade in reading and math performance. Both of the graphs tell a similar story: These students entered Amistad in the fall of 5th grade on par with their New Haven peers – and well below the state. After one year at Amistad, they took the Connecticut Mastery Test in the fall of 6th grade. While the Amistad students had begun to break away from their New Haven peers, they still lagged well behind the state average with 33% proficiency in reading and 41% in math. Two years later, these same students had made dramatic gains and now exceed state averages in both reading and math.



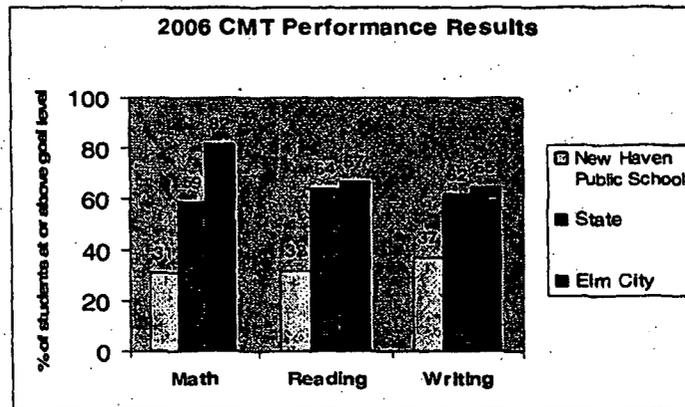
Elm City College Prep: The First AF Replication

Based on the success at Amistad Academy, Achievement First was granted a second Connecticut charter in 2004 to open Elm City College Prep. ECCP opened in September 2004 with kindergarten, first, and fifth grades and has grown one grade every year to serve grades K-8 in 2007-2008.

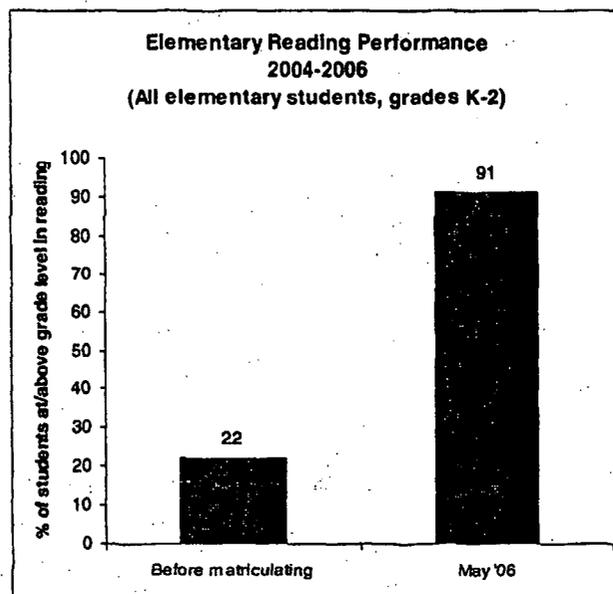
It is particularly noteworthy that the results at ECCP already exceed those of the award-winning Amistad Academy. For example, in comparing 5th grade reading scores at Amistad and ECCP, the Elm City students actually made greater gains in their first year. During the 2004-2005 school year, Amistad increased the percentage of fifth graders reading at grade level from 14% to 45%. During that same year, ECCP increased its percentage of grade-level readers from 18% to 55%.

The graph below shows the CMT performance results for 6th grade students at Elm City College Prep in 2006 (the sixth grade was the oldest cohort at ECCP since the school only opened in 2004). After just two years at Elm City

College Prep, these students outperformed state averages in every subject. On the math section, Elm City scholars even outscored their counterparts from some of Connecticut's wealthiest districts, including Greenwich and Madison.

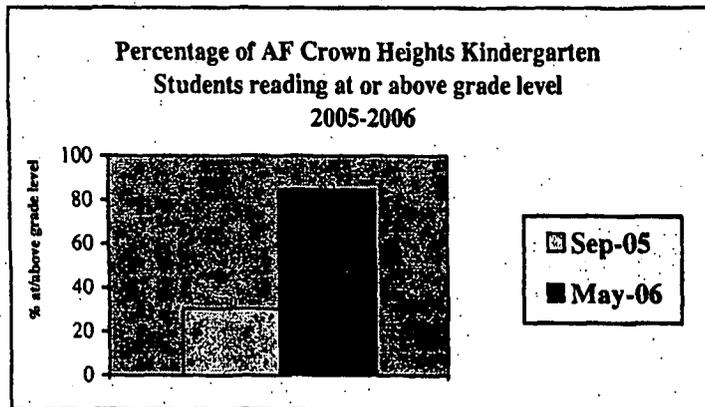


At the elementary academy, Elm City College Prep scholars also posted impressive results, as well. Of the 154 students, grades K through 2, enrolled in the school for the 2005-2006 school year, only 22% had entered the school over the past two years reading at or above proficiency. By the end of the 2005-2006 school year, 91% of students were meeting exceeding this bar for their respective grade level – a 69 percentage point gain.

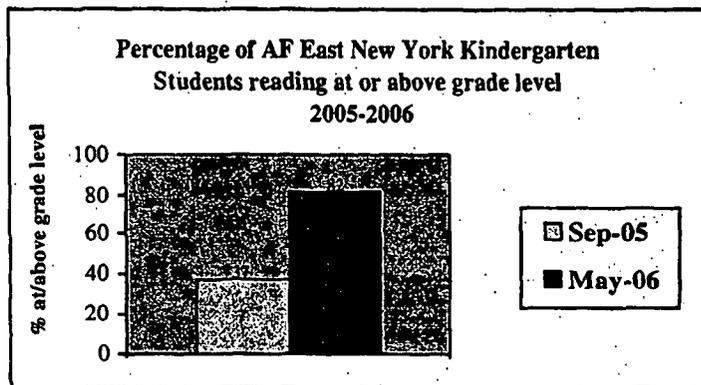


Achievement First Crown Heights and Achievement First East New York

In 2005, Achievement First was invited to expand its network to New York City. Our first Brooklyn-based schools, Achievement First Crown Heights (middle and elementary school) and Achievement First East New York (elementary) posted impressive results in their first year of operation, 2005-2006. After only one year, 85% of the kindergarten class at AF Crown Heights was rated Proficient or Advanced in reading, up from 30% at the beginning of the year according to the Developmental Reading Assessment test.

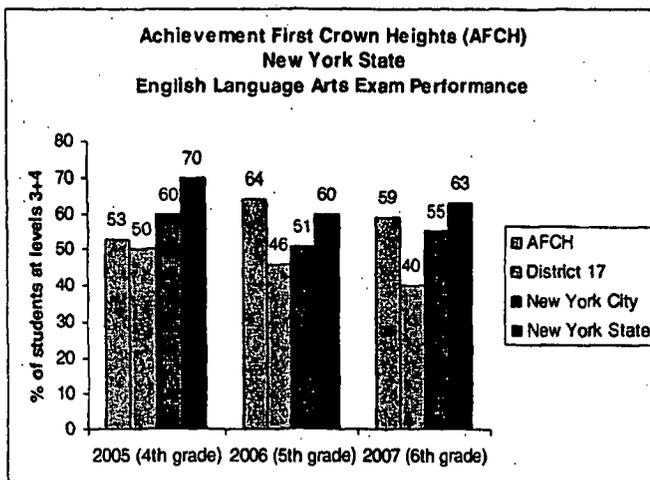


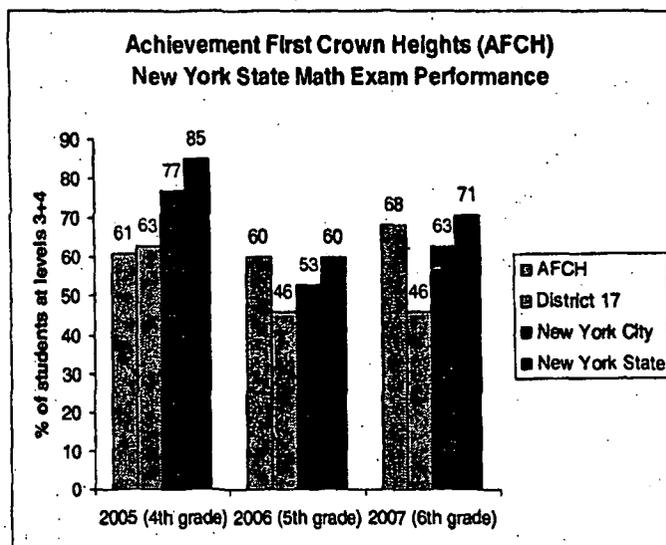
Similarly, at Achievement First East New York, after only one year, 82% of the kindergarten class at AF East New York was rated Proficient or Advanced in reading, up from 37% at the beginning of the year.



The incoming first grade students at AF Crown Heights and AF East New York made similarly impressive gains and their results can be found in Exhibit B. Elementary school data for this school year (2006-2007) is still being gathered at both of these schools (as well as at Achievement First Bushwick Charter School which is just completing its first year). Based on mid-year results, it appears that all three elementary schools have helped their students achieve similarly impressive gains. AF has agreed to forward the 2006-2007 school year data to SUNY CSI as soon as it is available.

We have recently received results from the 2007 NYS State Tests, and the results from our founding cohort of 5th grade students – who are now completing 6th grade – are depicted in the graphs below:





The preceding analyses show performance results for Achievement First Crown Heights Charter School on the New York State English Language Arts and Math Exams, as compared with those of same grade level cohorts district-, city- and statewide. The graphs show the scores of the school's founding middle school class before they entered our school (4th grade), in January of their first year at the school (5th grade) and again in January of their second year at the school (6th grade). As illustrated above, AF Crown Heights students entered the school performing at approximately the same level as their peers in their host district, District 17. Since two years ago, while District 17, New York City and the state have seen declines or stayed stagnant in average proficiency levels among students at their schools, the students at AF Crown Heights have made gains.

Data from AF Crown Heights is presented in full in Exhibit B. As illustrated by the data shared in Exhibit B, not all of the 2007 results at AF Crown Heights and AF Endeavor met the AF standard of excellence. While each school still outperformed its local district, AF expects breakthrough gains across all subjects. Achievement First's leadership has begun an in-depth analysis of what happened this year at these two schools and what we need to do differently going forward to ensure that all AF schools are meeting the high standards set and met by the rest of the AF network. As a part of this process, we have had a number of internal conversations and have begun conversations with charter schools like Williamsburg Collegiate that posted truly spectacular gains. In some cases, we realized that our schools had drifted from proven practices at other AF schools (such as the powerful use of interim assessment data); and in some cases, we realized that additional program enhancements are required (such as structured, systematic, individualized tutoring for students who are struggling). We have begun to look closely and systematically at the lessons learned and changes needs in light of this year's assessment results. We are committed to ensuring that these 2007 results will serve to make the AF program stronger, by forcing our instructional teams to reinvigorate a relentless focus on ensuring nothing less than spectacular outcomes for all students.

Executive Summary

Save herein all Attachments/Exhibits responding to Request Numbers 11 - 12.

Attachment 11

Mission Statement

Achievement First Brownsville Charter School is a public charter school focused on strengthening the academic and character skills needed for all students to excel in top tier colleges, to achieve success in a competitive world, and to serve as the next generation of leaders in our communities.

To achieve these ambitious goals, AF Brownsville will have extraordinarily high behavior and academic standards. The pillars of the AF Brownsville program, modeled on all of the other Achievement First schools include:

- **More Time on Task** – The AF Brownsville school day will run from 7:30 am – 4:00 p.m. with tutoring and enrichment activities available after school and on Saturdays, as well as an average of 1-2 hours of homework per night.
- **Character Education** – At AF Brownsville, all students and faculty will live by our REACH values – Respect, Enthusiasm, Achievement, Citizenship, and Hard Work.
- **College Focus** – All AF Brownsville students will be continuously exposed to college. AF Brownsville graduates will have the academic tools and strong character necessary to enter and succeed in college. In AF Brownsville achievement-oriented culture, it will be cool do to well in school.
- **Rigorous, Standards-Based Curriculum** – AF Brownsville students will be required to demonstrate mastery of core skills and knowledge drawn directly from New York State Learning Standards. All students will be given the high expectations and strong support systems they need to learn – we accept no excuses.
- **Powerful Use of Ongoing Assessments** – Continuous evaluation of student academic performance will include special internal interim assessments every six weeks. The results of these assessments will be used to inform instruction and target students for additional support.
- **Excellent Teaching** – AF Brownsville will recruit a talented faculty from across the country to ensure that our students are taught by knowledgeable, caring, and dedicated professionals. AF Brownsville teachers will continue building their skills during our 13 professional development days and weekly 2-hour Friday professional development sessions. Our teachers will benefit from two AF-wide professional development seminars each year.
- **Parents as Partners** – AF Brownsville will form a three-way partnership – students, teachers, parents – that will work as a team to achieve academic breakthroughs and ensure that no student falls through the cracks.

In its first eight years of operation, Amistad Academy has proven that the achievement gap can be completely closed. The founders of AF Brownsville are well aware of the hard work and dedication that achieving this level of success will require. AF Brownsville will not be a school for the faint of heart. We will encourage our teachers, students, and parents to dream big and REACH high. It will be our job at AF Brownsville to foster in our students the strength of character and the academic skills they'll need to attain those dreams.

Attachment 12

Executive Summary

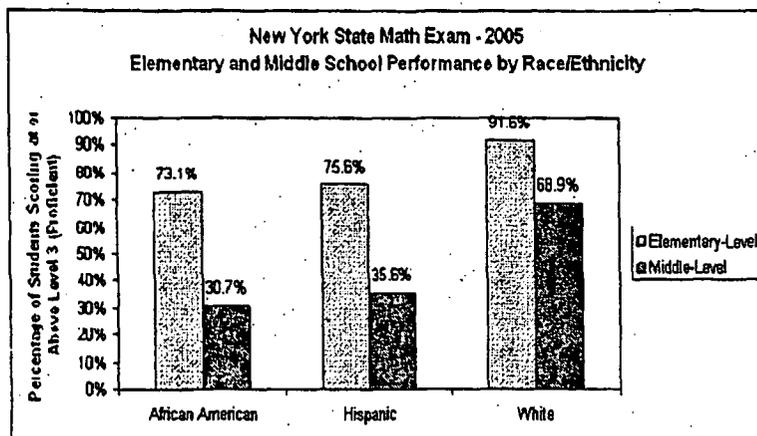
Background

All of Achievement First Brownsville Charter School's founders share several core beliefs about education. First and foremost, we know that ALL children – regardless of race, ethnicity, or socioeconomic background – can achieve academic excellence. We do not accept excuses – from our students, our parents, our teachers or ourselves. We do not listen to those who insist on selling our students short with the soft bigotry of low expectations. We share a belief that ALL of our students can climb the mountain to college. More importantly, we share a strong commitment to doing whatever it takes to make that dream of college become a reality. These beliefs demand going far beyond the typical school – working harder and smarter and doing whatever we need to in order achieve our high expectations.

Need and Rationale: The Achievement Gap

The "achievement gap," the persistent and significant disparity between the academic achievement of low-income and minority children and their white, middle-class peers, is the civil rights issue of our time. According to recent National Assessment of Educational Progress (NAEP) results, the average African-American or Latino 12th grader now tests slightly below the average white 8th grader. In math and science, the results are particularly bleak with less than 0.2% of African-American students scoring in the advanced category.

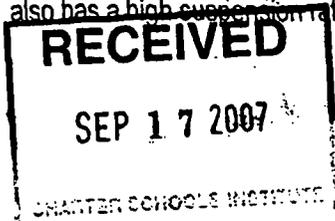
The achievement gap persists throughout the United States and New York is no exception. On both the New York State Mathematics and English Language Arts assessments, African Americans and Latinos scored significantly lower than their White counterparts at both the elementary and middle school level. The greatest disparity among ethnic groups occurred on the middle-level mathematics assessment in which almost three quarters of white students scored at or above Level 3 but less than one third of tested African American students did so. The graph below depicts the gap in math achievement by ethnicity for both elementary and middle school level students. It is clear that African American and Latino students have achieved lower levels of overall proficiency in math compared to their White counterparts in elementary and middle school settings.



Urban students in Brooklyn-and across America-desperately need schools that can deliver on the often-denied promise of equal educational opportunity for America's children by inspiring in them the belief that they can achieve and developing in them the academic and character skills necessary to compete on a level playing field.

Our Community of Focus: Brownsville

Brooklyn's Brownsville neighborhood is traditionally served by the New York City Department of Education's administrative District 23 in Region 5. Presently, only 48.5% of the region's student population graduates from high school. According to the annual school report cards, 95% of its enrolled students are eligible for free lunch. This region also has a high suspension rate, 39 in one year. The most recent ELA examination provides that 50.7% of the student



population tested at or below level 2 (level 3 or higher is the standard of proficiency). Similarly, 43.5% of the students tested at or below level 2 on the State math examination.

According to statistics taken from "Keeping Track of New York City's Children," an annual publication from the Citizen Committee for Children of New York, Brownsville is a high-risk community where many children and families live in poverty and have limited access to high-quality schools. For example, over 46.3% of families with children under 18 live below the poverty level. 27% of these children receive public assistance and 65.6% of the children of Brownsville receive emergency food assistance. With a population of 77.1% African American and 18.7% Latino, this school community struggles to produce large numbers of graduates who will attend college and earn competitive salaries. Our aim is to create a nurturing, rigorous, and disciplined college-preparatory school in this community that will produce top academic performers and future civic-minded leaders and professionals.

Building on a Model of Success

Achievement First Brownsville Charter School will use the Achievement First school model, a model first developed and tested at Amistad Academy. Amistad has consistently shown great success at closing the achievement gap in New Haven, CT. On the 2002, 2003, 2004, 2005, and 2006 Connecticut Mastery Test (considered one of the nation's most rigorous assessments), Amistad students – who are 98% black and Latino and 80% free/reduced lunch – outperformed the state averages in reading and math and even bested many suburban districts. Graduating 8th graders from Amistad Academy have matriculated at top high schools such as Choate Rosemary Hall, Taft School, Pomfret Academy, Miss Porters, Kent, The Gunnery, Hopkins School, and Hamden Hall. The Amistad model has been successfully replicated at Elm City College Preparatory Elementary and Middle Schools in New Haven, and is now being implemented at the Achievement First schools in Brooklyn. A full compilation of performance data for all Achievement First schools is available in Exhibit B.

Achievement First Brownsville Charter School will serve children who are primarily African American and Latino and who are likely eligible for free and reduced lunch. By adapting many of the features of the Amistad program, Achievement First Brownsville Charter School will utilize the expertise, curriculum, and school-wide systems developed by a high-performing school. Achievement First has expertise in starting schools at both the elementary and middle school levels. The design of Achievement First Brownsville Charter School calls for the doors to open with grade 5.

Taking it to the next level, Achievement First Brownsville Charter School will ultimately serve students from kindergarten to 8th grade, enabling elementary students to master basic skills (reading, writing, and math), preparing middle school students with advanced knowledge and skills, and eventually supporting high school students with the Regents- and AP-based curriculum they need as they apply to the top colleges in the country.

The students of Brooklyn need – and deserve – nothing less.

Key Program Elements

The founders of Achievement First Brownsville Charter School are well aware of the hard work and dedication that achieving this level of success will require. We will encourage our teachers, students, and parents to dream big and REACH high. It will be our job at the Achievement First Brownsville Charter School to foster in our students the strength of character and the academic skills they will need to attain those dreams.

The guiding pillars of the Achievement First Brownsville Charter School program include:

(1) An Unwavering focus on breakthrough student achievement

- Student performance is the lead factor in school, principal & teacher evaluation.
- Our goal is to FULLY CLOSE – not just reduce – the achievement gap (to bring our urban students up to and beyond state averages so that they are on par with suburban-level performance).
- The expectation is that every Achievement First Brownsville Charter School graduate will be accepted into a competitive 4-year college and fully prepared to succeed there.

(2) Consistent, proven, standards-based curriculum

- WHAT is taught at every grade level (the New York state standards and beyond) is defined clearly and systematically so that all essential content is mastered over time.
- Proven curricula are consistently implemented across the school to ensure quality instruction (Saxon Math, SRA Reading, Amistad Middle School Writing, etc.).

(3) Interim assessments & strategic use of performance data

- Interim standards-based assessments (IAs) are given every 6 weeks in all the core subjects.
- Teachers use a structured process for analyzing data and then use the data to plan future instruction. Following each 6-week assessment cycle, every teacher will sit down with the Principal or Academic Dean for an IA conference where they review the data and develop an instructional plan, identifying which concepts need to be re-taught and which students need small group or one-on-one tutoring. The Principal then knows how every student is doing in every subject every 6 weeks.

(4) More time on task

- The Achievement First Brownsville Charter School day will run from 7:30 am – 4:00 p.m., providing an extra 2.2 hours of instruction every day beyond the traditional public school schedule.
- Within the school day, elementary school students will have three sacred hours of reading instruction, and the middle school students will have three sacred hours of reading & writing instruction daily.
- The school will provide during-school, after-school, and Saturday tutoring for students who need extra support.
- Achievement First Brownsville Charter School students will have homework every night, ranging from an average of 30 minutes for the lower elementary students to 2-3 hours each night for middle and high school students. Every student will be required to do at least 20 minutes of independent reading every night, with the parent signing a required reading log.

(5) Principals with the power to lead

- The Principal will have total control over hiring, evaluation, and termination of all employees.
- The Principal, in conjunction with the Board of Trustees and AF, will set the annual budget so as to best meet student and school needs.

(6) Increased supervision of the quality of instruction

- The school will have a site-based Director of School Operations who will handle most non-instructional issues (state reporting, busing, food service, field trips, facility, etc.), thereby freeing up the principal to spend almost all of his or her time focused on instruction. In addition, the Director of School Operations and Principal will be supported by Achievement First's efficient, high-quality start-up and back office services.
- Starting in the first year, the Principal is supported by a full-time Dean of Students, who will take the lead on student discipline issues and parent involvement, and a full-time Academic Dean, a second instructional leader to support the principal in the coaching of teachers, analysis of instructional data, and planning of staff development.
- With both the Principal and Academic Dean focused on coaching teachers, each will have a caseload of no more than 10-15 teachers. Working with this manageable group, these leaders will be able to devote significant attention to the professional growth of each teacher. Both leaders will spend at least 3 hours a day in classrooms, doing walkthroughs of all the classes and at least one full-class informal observation a day. With extensive informal observations and regular data analysis conversations, the Principal will complete a comprehensive evaluation of every teacher's performance two times a year.

(7) Aggressive recruitment of talent

- Achievement First's central office will devote considerable resources to finding great teachers (one full-time recruiter, in addition to the Principal, for every 25 teachers who need to be hired). The comprehensive

recruitment strategy includes extensive advertising, outreach to organizations like Teach for America, the NYC Teaching Fellows, and top schools of education, as well as an overall "leave no stone unturned" approach.

- Compensation for every staff member will be performance-based and driven by his/her contribution to the mission.
- AF Brownsville teachers will be able to participate in AF-wide programs to "grow" our teacher and leader talent such as the AF Leadership Fellowship.

(8) Disciplined, achievement-oriented school culture

- Achievement First Brownsville Charter School will be a strict, structured school with high expectations for student conduct (REACH values). The staff will work intentionally to create an achievement-oriented culture where it is cool to be smart and to treat other people well.
- Great behavior and good character will be taught and practiced as explicitly as math instruction.

(9) Rigorous, high-quality, focused training for principals & leaders

- The Principal of Achievement First Brownsville Charter School will spend nearly a full year training to further develop his or her leadership skills. This "residency" year will include extended visits to high-performing schools and a significant amount of hands-on experience coaching teachers, analyzing data, and refining the curriculum.
- All teachers will receive more than 3 weeks of high-quality training before the school year starts and then ongoing training (2 hours every Friday, as well as one day every other month)
- All teachers will have the ability to participate in an exciting new teacher training program (providing full NY State Certification and a Master's Degree) being designed by Achievement First, KIPP, Uncommon Schools, and Hunter College.

(10) Parents and community as partners

- Through symbolic "contracts" signed at the beginning of each school year, Achievement First Brownsville Charter School will form a three-way partnership – students, teachers, parents – that will work as a team to achieve academic breakthroughs and ensure that no student falls through the cracks.
- Achievement First Brownsville Charter School will work with the broader Brooklyn and New York communities to access resources to enable our students to succeed at the highest level.

Achievement First Brownsville Charter School will grow slowly. "The school will start as a middle school with grade 5 in its initial year and will add grades, simultaneously growing elementary and middle school academies within the proposed charter term, until the school is serving students in grades K-3 and 5-8 in the final year of the proposed charter term. The school will seek a charter revision and/or renewal when appropriate to add further grades in an effort to grow the range of the school to a full K-12 program as envisioned by the applicants." Our school divisions, or "academies," each headed by their own principal, will be small enough to know every student individually (K-4 will have approximately 402 students, and the 5-8 division will have approximately 318 students).

School-Based Operations

The Achievement First model calls for a school-based Operations team that exists to maximize the time and attention the school leader, deans, and teachers can devote to instruction. To this end, the operations team is trained, on the one hand to be highly customer-service oriented, working to deliver support, resources, and services to the teaching staff consistently and on-time, and, on the other, to ensure the school's day-to-day operation, fiscal viability, and compliance with local, state, and federal mandates. Achievement First Brownsville's Director of School Operations will oversee the school's core business operations including the procurement and management of all supplies and services, the preparation and maintenance of the school facility, and ongoing oversight of the school's budget and fiscal records. In addition, the Director of School Operations will serve as the primary point of contact for all personnel-related matters, including employee policies and benefits, clearances, payroll, and certification requirements and resources. The Director of School Operations will oversee the School Registrar, whose primary and most critical role is to compile and maintain

all of the school's student records (hard files and electronic profiles) and to collect, track, manage, and report student performance data – data that is used by the principal and instructional staff to target instruction. In addition, the School Registrar will serve as the administrative presence at the school, fielding and/or redirecting inquiries from parents, and generally managing the school's Main Office. The Director of Operations will keep the Principal well-informed about the status of the school's operations and finances via scheduled, weekly meetings and bound, monthly reports.

Achievement First's Capacity to Support Achievement First Brownsville Charter School

Achievement First knows how much work there is to be done – and how much lead time is required to follow through effectively on plans for truly great schools. Achievement First has hired a strong central office team to support the four existing AF New York schools and to support Achievement First Brownsville Charter School during its critical pre-opening year. The AF central office includes 34 full-time staff members (bios of key personnel are included in response to Question 31 below), and we anticipate that four other team members, Vice-President for Talent Development, Director of Leadership Development, and two additional Curriculum Associates will be added in the next three months.

Staff Recruitment

AF has worked to put in place the capacity necessary to recruit an outstanding team of educators who will make the real difference every day in their work with the students and parents. The principal of Achievement First Brownsville Charter School will have final hiring authority, but the AF team is poised to deliver dozens of top-notch candidates for his or her consideration. In the months before start-up, new charter school principals are often bombarded with all the details involved in starting up a school and cannot fully focus on the most important task: finding great teachers. Moreover, they may not have the recruiting budgets or contacts to spread the word about their openings. Achievement First recognizes that finding great people is its number one job. AF already has three, full-time talented recruiters on staff and will add two more in the coming school year – maintaining a ratio of approximately one recruiter for every 25-30 teachers who need to be hired. The recruitment team uses an online application management system to track all candidates through the application process; this system makes it possible for the recruiters to handle the flow of thousands of candidates each year. The iRecruiter system also gives the recruiters the capacity to post all specific job openings in real time to both the AF website and outside locations, such as careerbuilder.com. Beyond the staff capacity necessary to build a talent pool and rigorously screen candidates, the AF recruitment team has been working for nearly four years to refine its recruitment strategy and build strategic alliances with organizations like Teach for America, New Leaders for New Schools, the NYC Teaching Fellows, and a variety of colleges of education. During the autumn months, the recruiters travel the country, presenting to groups of teachers and recruiting top talent to join our staffs. This past year, the recruitment team piloted a college summer internship program, designed to get rising college seniors from Historically Black Colleges and Universities interested in working at an Achievement First school after graduation. AF has a "leave no stone unturned" approach to building a talent pool.

In terms of results, last year, the AF recruitment team built a pool of more than 2,000 resumes to fill 100 open positions in New York and Connecticut, invited hundreds of candidates to teach guest lessons, and successfully hired the full team of teachers needed for 2006-2007. In our Brooklyn schools, approximately 65% of these teachers self-identified as teachers of color and 75% had Masters degrees. The average undergraduate GPA of these teachers was 3.44 and the average graduate GPS was 3.89. For the 2007-2008 academic year we will bring on 124 new teachers and leaders, across Connecticut and New York. While we are not yet finished with the hiring process, the recruitment team is on track to finish earlier this year than in previous years, with an exceptionally talented pool.

Another exciting development is the launch of the AF-KIPP-Uncommon-Hunter College Institute for Urban Teaching. Through this innovative partnership between high-performing CMOs and a traditional school of education, AF will be able to provide high-quality training to all new teachers, grant short-term certification with a Trans B certificate, and eventually ensure that all of our teachers have full NY State certification and at least a Master's Degree.

AF Operations



The AF Operations division ensures that all AF schools consistently receive operational services and support that are high-quality, reliable, scalable, efficient, minimally invasive to the core academic program of the school, and fully compliant with applicable laws and regulations. AF's Operations division -- consisting of a Chief Operating Officer and Regional Directors of Operations -- leads the recruitment and ongoing evaluation and professional development of the school-based operations staff. The Central team also designs and develops the systems (i.e. student information system, master school order list/procurement database), resources (i.e. school start-up and readiness checklists), and practices (i.e. fiscal policies and procedures, monthly reporting protocol) that facilitate and enhance the work and performance of the school-based operations staff. One hallmark of AF Central's Operations is the Achievement First Administrative Calendar ("Admin Calendar"), which presents an extensive timeline of the tasks that must be executed upon throughout the year to ensure smooth school operations. The Admin Calendar was developed to serve as both a road map for the school staff as well as a management tool for AF Central, who share a common goal -- namely, to leverage the school's assets (financial, human, and data) to drive student achievement.

Melanie Mullan, Chief Operating Officer, is already working to anticipate and address almost all of the non-instructional, operational details required for successful charter school start-up (e.g. food service, transportation, facility, bank accounts, etc.). Natalie Wiltshire, Director of New York Operations, is on the ground to support New York school start up specifically. The AF start-up checklist includes all of the myriad details that need to be done, and it provides a clear timeline for the accomplishment of each task. This past academic year, our authorizer visits were overwhelmingly positive about our start-up and operational practices. Moreover, Achievement First's start-up plan outlines all the items needed in year one of school operation included on a "Master Order List." To provide even more school-specific support, by April 1, 2008, we will hire the Director of School Operations for Achievement First Brownsville Charter School so that he/she can have nearly 5 months on the ground to work with the principal to prepare for a successful start of school. AF also already employs two NY-based Information Technology (IT) Associates who work full-time to ensure that all the NYC schools managed by AF have reliable servers and hardware and excellent internet and email access.

Community Outreach

Achievement First is a community-centered organization with a focus on ongoing outreach in the communities served. Based on the mission of the Achievement First schools to create leaders in the communities, our initial work is outreach to community leaders, residents, and parents of school-aged children. AF's Director of NY External Relations, Lesley Esters Redwine, has already started the important work of reaching out to and engaging the Brownsville community. Ms. Esters-Redwine has spoken to a number of church and civic organizations and enlisted their support for Achievement First Brownsville Charter School.

Curriculum / Educational Program

The first year of school can often be daunting as the school leader and staff must juggle educating students while developing a program. While there certainly will be modifications to be made to the AF model to meet the needs of the students each school serves, the principal and staff at Achievement First Brownsville Charter School will start with an incredible advantage: the well-documented, proven AF school model.

Achievement First employs a team of master teachers and elementary, middle and high school curriculum specialists who develop scope and sequences, curriculum materials, and interim assessments, all of which have been deliberately aligned to the New York state standards in each of the core content areas. Those materials, which have been fully developed, piloted, and revised by both the curriculum team and by AF teachers, will be available for use by all AF Brownsville teachers. In addition, drawing upon both their expertise as classroom teachers as well as their knowledge of NY state standards and assessments, curriculum team members will work with AF Brownsville teachers to tweak the AF curriculum materials as necessary to meet the specific needs of their students.

For a more detailed description of the AF curriculum, please see Attachment 14.

Financial Capacity

Achievement First is financially sound, with predictable, growing streams of income, and a record of budget surpluses in each year of its existence. Achievement First earns its revenue from two sources: management fees paid by the schools in the Achievement First network, and outside philanthropy. Achievement First's goal is self-sufficiency, and when the schools in the network are at full enrollment, management fees will cover all of Achievement First's costs, meaning Achievement First will require no outside philanthropy. However, Achievement First understands that the financial strains on a school are greatest in its first few years, and so Achievement First charges only a fraction of its costs to the school in management fees initially, raising the rest through private donations. In 2006-2007, Achievement First earned \$900,000 in management fees and received donations totaling more than \$3.8 million, many from major foundations as part of multi-year commitments. Primary donors include New Schools Venture Fund, New Profit, Walton Family Foundation, the Robin Hood Foundation, Tiger Foundation, Carson Family Charitable Trust, Marks Family Foundation, Clark Foundation, Pumpkin Foundation, and Guttman Foundation. In 2007-2008, Achievement First will receive \$1.9 million in management fees, and thus will be able to reduce its need for outside philanthropy to \$3.4MM, of which \$2 million has already been secured prior to the start of the fiscal year. As the schools in Achievement First's network continue to grow, the need for outside philanthropy will decrease each year, and Achievement First will achieve self-sufficiency in the 2011-2012 school year.

Achievement First also plays an important role in ensuring the fiscal soundness of the schools in the AF network. By implementing consistent financial management services, including preparation of the annual budget, providing training of operations staff in financial procedures, overseeing monthly and annual financial reporting, and implementing and supporting the system's financial systems, the staff of Achievement First ensures sound fiscal processes both at Achievement First itself and in the schools making up the network. Achievement First and the network schools have been subject to 13 outside audits, and have always received clean audit opinions and minimal management comments. The staff of Achievement First brings over 12 years of fiscal management and charter school financial expertise to the oversight of financial operations at our schools and at the central organization. The team has implemented scalable fiscal policies and systems that have supported the growth of the network thus far and are capable of supporting the additional schools expected in Achievement First's strategic plan. They provide a standard set of accounts, the same set of financial practices, and easy third party oversight to all entities within the network."

Taken altogether, Achievement First already has a track record of successfully tackling the start-up challenges associated with replicating its model. All Achievement First schools have opened with oversubscribed student bodies, complete curricular materials, significant back office support, and a full staff of talented and committed teachers who received more than 3 weeks of introductory training. School expenses at every school came in under budget, and the staff has proven very stable (only 1 of 15 teachers did not return for the following year). In terms of student recruitment, our Brooklyn schools have extremely healthy waiting lists. There are approximately 50 percent more student applications than there were seats available. The physical plant of each school also opened successfully with adequate furniture, curricular materials, and other supplies. With 34 full-time central office staff, Achievement First is confident that the start-up of Achievement First Brownsville Charter School will also be a smooth one.

The Power of the AF Network

In addition to all the concrete support Achievement First Brownsville Charter School will receive from the Achievement First central office, perhaps the greatest benefit to the principal, staff, and Board will be participation in the network of high-performing Achievement First schools. Rather than feeling isolated, Achievement First Brownsville Charter School will be plugged into an existing network of charter schools, all doing whatever it takes to get our students to college.

School leaders: The principals of all the AF schools meet once a month in the evening. Each month's meeting has three broad topics: (1) sharing specific successes and challenges, (2) an in-depth look at one particular school, including a review of data, the principal's own self-assessment, and observations from a site visit, and (3) targeted discussion/training around a particular topic (e.g. parent involvement, classroom observation and feedback, use of math data to improve instruction). Since the schools are implementing similar (although not identical) programs, these can be particularly rich conversations. The principals will also have two annual retreats to continue these conversations in more depth in a more relaxed setting. Perhaps even more importantly, the principals are an informal resource to one another, often available for a quick cell phone conversation or an email to share an idea

or exchange materials. There is a principals' listserv so that they automatically receive each other's weekly staff memos, weekly parent updates, and other important information. Similarly, the Director of Operations at Achievement First Brownsville Charter School will already have four "sibling" Directors of Operations in Brooklyn who have already spent a full year successfully tackling the operational challenges of a charter school's first year.

Teachers: New teachers within the AF network formally train together for 2 weeks in early August, forming cross-school relationships that will be a resource to them during the school year. In addition, both new and returning AF teachers in NYC will train together several times a year and will have opportunities to visit their sister schools (PD days were intentionally scheduled so that this would be possible). Teachers will also regularly share curricular materials using the AF intranet.

Students: AF students at any one campus will know that they have cousins in both New York and Connecticut who are engaged in the same mountain climb to college. Students from the AF schools will participate in an annual "family reunion" where they will share their successes, chants, and determination to achieve their goals.

Attachment 13 (b)

School Weekly Schedule

AF Brownsville school day runs from 7:30 AM to 4:00 PM Monday through Thursday. On Friday, the school day for students will end at 1:50 PM to allow teachers adequate time for collaborative planning and professional development. This extended school day and year will provide significant additional hours of instruction a year. Moreover, our intensive focus around literacy and mathematics will ensure that our students are very strong in the fundamental skills they will need to tackle challenging, higher level material. The schedules above show an emphasis on the core ELA (reading and writing), math, science, and social studies. The school is committed to having all students meet and exceed rigorous standards in these areas. In addition, the school also is committed to providing rich instruction in the arts, health, family and consumer sciences, career development and occupational studies, and languages other than English.

This proposed weekly schedule is similar to our existing middle school programs at Achievement First Crown Heights Charter School and Achievement First Endeavor Charter School. Using these two schools as examples, we have found that the abbreviated Friday schedule is essential to our model, and while seen as potentially presenting child care challenges for our students' families, we have found by clearly outlining the daily schedules and requirements of parents during our application period, family chats and one-on-one conversations with parents, it does not prove problematic. At our existing academies, parents have been very satisfied with our program, and have worked to make alternate arrangements to accommodate the daily school schedule, including the shortened Friday schedule.

On the following pages you will find schedules for our proposed elementary and middle academies. The schedules on the following pages are illustrative of the curricular emphases at Achievement First Brownsville Charter School; the exact minutes and classes may change to better meet the needs of our students.

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Elementary School Schedule

	Monday through Thursday	Friday
7:30-7:50	Breakfast, Morning Work and Intensive Tutoring	Breakfast, Morning Work and Intensive Tutoring
7:50-7:55	Check-in	Check-in
8:00-9:30	Core Language Arts, Part I (Reading Mastery, Guided Reading)	Core Language Arts, Part I (Reading Mastery, Guided Reading)
9:30-11:00	Core Language Arts, Part II (Reading Mastery, Guided Reading, Waterford Early Reading) ** key time for instruction and curricular integration of technology standards, art standards	Core Language Arts, Part II (Reading Mastery, Guided Reading, Waterford Early Reading) ** key time for instruction and curricular integration of technology standards, art standards
11:00-11:10	Snack	Snack
11:10-11:30	Snack	Math (Saxon Math, Problem-Solving)
11:30-11:50	REACH Time (advisors and students)	
11:50-12:15	Math (Saxon Math, Problem-Solving)	
12:15-12:45		Writing
12:45-1:10	Lunch	
1:20-1:50	Music / P.E. ** key time for instruction and integration of health and family consumer sciences standards (PE) and arts/dance standards (Music)	Lunch to 1:40 / Dismissal at 1:50
1:50-2:30	Writing	
2:35-3:40	Science / Social Studies *** key time for instruction and integration of career development and occupational studies (social studies)	
3:40-4:00	Dismissal	
3:45-4:00		
4:00-4:50	Intensive Tutoring	
4:50-5:00	Cleaning / Dismissal	
5:00-6:00	Homework Club	

Middle School Schedule

Monday through Thursday	
Friday schedule is modified for an early dismissal at 3:00 p.m. in which the Monday through Thursday schedule is abbreviated.	
7:15	
7:30-7:50	Breakfast and Math Review
8:00 - 9:30	Block I - Math
9:30-9:40	Snack
9:45 - 11:15	Block II - Literature, Grammar & Textual Analysis
11:20 - 11:45	
11:50 - 12:35	Tutoring/Independent Reading** ** Morning Circle replaces tutoring/independent reading one day per week
12:40 - 1:25	Math Review/Problem Solving*** *** Advisory replaces Math Review/Problem Solving on day per week
1:30 - 2:15	Writing
2:20 - 3:05	Specials - Music or Physical Education
3:05 - 3:50	Science/Social Studies
3:50 - 4:00	Dismissal
4:00 - 5:30	

Summer Academy Schedule – Elementary School

Monday through Friday	
7:15	Doors Open
7:30-7:50	Breakfast/Turn in Homework Folder
7:50-7:55	Morning Motivation
8:00-8:45	Reading Block I
8:45-9:25	Reading Block II
9:25-9:40	Reading Block III
9:40-10:20	Reading Block III
10:20-11:05	Reading IV
11:08-11:35	Math Meeting
11:35-12:23	Math Lesson
12:28-12:40	Daily Exercise
12:43-1:03	Lunch
1:05-1:40	Writing
1:45	Dismissal

Summer Academy Schedule – Middle School

Monday through Friday	
7:15	Doors Open
7:30-7:50	Breakfast/Turn in Homework Folder
7:50-7:55	Morning Motivation
8:00-9:10	Literature
9:15-10:25	Reading Skills
10:25-10:35	Reading Skills
10:35-11:45	Math
11:50-1:00	Writing
1:00-1:20	Lunch
1:20-1:40	Advisory

Attachment 14 (Exhibit C)

Proposed Education Program

Attachment 14 is attached as Exhibit C – Curriculum to Standards Crosswalks

In response to Exhibit C/Question 14, we have provided the master document attached as Exhibit C of our Curriculum to Standards Crosswalks. For each content area set forth by the Board of Regents, this document pairs curricular content with all applicable standards, key ideas, and performance indicators. Per guidance provided in the Charter School Institute's materials, we have added an extra section for Achievement First's own REACH Curriculum, a character education program based on our core values of Respect, Enthusiasm, Achievement, Citizenship, and Hard Work.

The Achievement First Curriculum

Our academic program starts with New York's rigorous learning standards, which form the backbone of our rich, college preparatory curriculum. Teachers work toward real student mastery and comprehension, making our students competitive with the top suburban districts. Achievement First has created top-quality standards-aligned materials (e.g. math practice, grammar practice, novel units) that teachers in grades 3 to 8 will use in the classroom. For grades K-2, we will supplement standards-based, research-proven curricula with practice materials that are directly aligned to the New York state standards. Specifically, we plan to use the following curricula, all of which have produced exceptional results in urban schools and meet or exceed New York's rigorous standards, as a base for the core academic subjects:

ACHIEVEMENT FIRST CURRICULUM

Grade	Core Academic Subject	Curricula	Company
K-3	Reading	Reading Mastery	SRA
K-3	Reading	Achievement First Guided Reading	AF
4-8	Reading	Achievement First Reading	AF
K-2	Reading Supplements	Waterford Reading	Waterford Institute
4-6	Reading Intervention	Corrective Reading Decoding	SRA
K-8	Reading Supplement	Worldly Wise 3000	EPS
K-3	Writing	Open Court or Reasoning and Writing	SRA
K-3	Writing Intervention	Reasoning and Writing	SRA
4-8	Writing	Achievement First Writing	AF
K-2	Math	Saxon Mathematics	Saxon
3-7	Math	Achievement First Math	AF
8	Math	Algebra	Addison-Wesley
K-8	Science	FOSS Science	FOSS
K-8	History	Core Knowledge and History Alive!	Core Knowledge

Language Arts

AF Brownsville will build on the latest research in literacy education to create a rigorous program in which all students are fluent readers by the end of the second grade. Beyond the second grade, we will develop students who are able to rigorously analyze text using explicit comprehension strategies. Our overall program is based on the five components of excellent reading outlined by the federal government: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Phonemic Awareness and Phonics

In the grades K-2, we will "overwhelm the problem" of early literacy through over 3 hours of language arts instruction daily. Students who need intensive remediation will go through an intensive 6 weeks of using the Literacy Links or SRA intervention programs, highly effective programs that directly teach sound-symbol relationships and gives both students and teachers the language and knowledge necessary for success in later reading. Students will also spend 20 minutes a day in individualized,

computer-based instruction using the Waterford Early Reading Program. This program, developed over 20 years and costing over \$30 million, has had dramatic success making up for the over 3000 hours of literacy experiences that most urban students have missed before they enter school. Finally, as the core phonics instructional program, AF Brownsville will use Reading Mastery, which provides a balanced literacy approach while directly teaching sound-symbol relationships and including ample practice with phonemic awareness and phonics.

In addition, middle school students with decoding needs will be receive the Corrective Reading Decoding program, which has been enormously successful at closing the phonics gaps that many middle school students still have.

Fluency

In order to ensure that all our readers are fluent readers, AF Brownsville will give a fluency test to all entering students in grades 3 and above. Those students who need fluency practice will receive instruction using the Corrective Reading Decoding program. Many of our entering fifth graders in the first year will need this supplemental decoding instruction to close the gaps that remain in their phonics skills. The SRA Corrective Reading Decoding program has been used with great success at highly successful urban schools; the program is designed to, in a two-year sequence, take students from the 3rd to 8th grade levels in reading fluency.

Vocabulary

Embedded in the Reading Mastery, Guided Reading, and Waterford programs are strong vocabulary strands, and AF Brownsville teachers will use these programs to build the vocabulary skills of our students. At the middle school level, all teachers will highlight and explain vocabulary words as they arise in the text that students are reading. They will also teach students important vocabulary in context skills so that students are able to use context clues to figure out by themselves what an unknown word means. As a supplement to this more organic vocabulary instruction, all middle school teachers will use Worldly Wise 3000 as a basis for 10 minutes of explicit vocabulary instruction/day during reading class.

Independent Reading

All AF Brownsville students will have a 20-30 minute independent reading class during which each teacher will work to get all of his or her students to be avid, active readers. It is the job of the reading teacher to find appropriate books, inspire students to read, and monitor their independent reading. This in-school independent reading will be supplemented with 20 minutes of required independent reading at home. The student will complete an independent reading journal, and a parent/guardian is required to sign off on the child's reading log indicating that they supervised the reading.

Comprehension

While working to build fluent readers, AF Brownsville teachers will also focus on developing strong comprehension skills. For the elementary students, the Guided Reading, Reading Mastery, and Waterford programs all have very strong comprehension strands that align to state and national standards. At the middle school level, AF Brownsville teachers will build student comprehension skills through the study of literature (each grade level reads a mix of fiction and non-fiction). Teachers will systematically teach mini-lessons and guide students in the practice of comprehension skills. AF has developed a standards-based novel unit creation tool that aids teachers in developing standards-based questions for novels, and completed novel units are available as a resource to teachers through the AF curriculum intranet.

In addition to building comprehension through novels and non-fiction books, our students will learn and practice their comprehension skills using a Textual Analysis program that leverages strong standards-aligned mini-lessons with targeted student practice. The program, which was first developed Urban Education Exchange and later modified by AF, includes teacher-developed standard-by-standard resources and mini-lessons to teach each reading skill or strategy (e.g. finding the main idea). Once the skills have been taught through the mini-lesson, students then practice this newly acquired skill using short fiction, non-fiction, poetry, and task passages. As part of their practice, students are required to answer questions, and to defend and prove their answers during rich classroom discussions about question types and text proofs, which help build students' analytical skills. AF has built six years of this seven-year sequence, and these Textual Analysis resources and practice materials, which have been in use at all of our AF Middle Schools, are now available for use by AF Brownsville teachers.

Writing

In addition to the five key components of excellent reading instruction, AF Brownsville will offer a rigorous writing curriculum that is designed to have students produce writing with excellent organization, elaboration, and flow across multiple genres. Teachers will begin with a heavy focus on sentence structure, basic grammar, and paragraph formation. Students will be expected to complete Daily Oral Language activities to improve their grammar skills, and teachers will use a variety of standards-aligned grammar materials in daily mini-lessons. Moreover, students will learn step-by-step how to write excellent sentences, paragraphs, and essays using templates and teacher modeling until they are confident enough to tackle the task without scaffolding. Extensive prewriting, drafting, revising, and editing will take place on all pieces of writing. Students graduating AF Brownsville middle school will be able to produce top-quality narratives, research papers, and expository, persuasive, and literary analysis essays.

Social Studies

The AF Brownsville K-4 social studies curriculum will follow the comprehensive and challenging Core Knowledge Sequence, developed by E.D. Hirsch at the University of Virginia. Hirsch and his team completed a comprehensive analysis of the key information students needed to know to be literate, culturally-aware citizens, and they mapped it in a clear, grade-level specific curriculum. At the middle school level, this curriculum will be enhanced and directly aligned to New York's state social studies standards. This curriculum will be presented in a way that is engaging and challenging, and teachers will expect students to master the key concepts and vocabulary while they will teach them to analyze primary sources, debate different points of view, and make cause-and-effect connections. Social studies class will be a fast-paced, multi-modal class in which students hone their non-fiction reading skills, learn important content, and apply it in written essays and oral presentations.

Mathematics

The AF Brownsville mathematics program will produce students who have mastered all middle school mathematics standards and Algebra I by the end of 8th grade, and all Calculus standards by the time they graduate from high school. The curriculum recognizes that students need basic facts knowledge and "automaticity" with procedural computation, coupled with a deep conceptual understanding of mathematics. As a means to that end, in grades K-2, students will use Saxon Mathematics, a highly effective curriculum that gives students an exceptionally strong foundation in the basic skills, procedural computation, and conceptual understanding. Teachers will require students to apply this strong basic skills knowledge in challenging problem-solving situations. AF Brownsville will use a problem-solving supplement to Saxon math, and starting in third grade, students will begin Achievement First's math curriculum, which mirrors New York's rigorous standards and requires daily demonstration of problem-solving skills.

Science

AF Brownsville plans to implement the FOSS Science curriculum, which correlates very strongly to New York and national science standards. In addition, AF has been working to develop a rigorous 5-8 science curriculum that builds on the FOSS curriculum and reflects all New York Science standards. Science instruction at AF Brownsville will combine student mastery of core vocabulary and conceptual knowledge with the application of scientific principals in laboratory settings. Science assessments, for example, will include sections that focus on the key terms and ideas of a unit as well as a performance task component that will require students to synthesize and analyze data from laboratory experiments. Science teachers will also actively work to reinforce key mathematical concepts, especially graphing and measurement skills.

Physical Education

AF Brownsville's physical education curriculum will reflect our belief that a fit and healthy lifestyle is important for learning and life. Elementary and middle school physical education teachers will use the CATCH-PE curriculum; this curriculum uses continual motion and P.E. games to build athletic skills and an appreciation for lifelong fitness. In addition, they will also teach students how to play a variety of different sports, as well as reinforcing messages about nutrition, teamwork, and fair play. Starting in the second year of the middle school, AF Brownsville students will have the opportunity to play on competitive sports teams.

Spanish

All AF Brownsville students will be fluent in Spanish by the time they graduate from high school. Those students rising up through AF Brownsville's elementary program will receive two years of intensive Spanish language instruction beginning in grades 7 and 8

- the equivalent of a typical high school Spanish I course. Students will take four years of Spanish in high school, culminating with the AP Spanish examination.

Music

All AF Brownsville students will have music instruction that is aligned to the New York and national standards for music education. Over the course of their time at AF Brownsville, they will learn to play an instrument and read music, and middle school students will have the option of participating in a school orchestra.

Technology

All students will receive explicit instruction in basic typing skills, Word, Excel, PowerPoint, Explorer, and Outlook. By the time they graduate, students will be able to proficiently use these programs; they will be technologically literate. Especially in the lower grades, students will also use computer-based learning programs to master material. All K-2 students will use the Waterford Early Reading System for 20 to 30 minutes daily.

**Cross-Curricular Instructional Strategies
Standards-Aligned and Data-Driven Instruction**

AF Brownsville teachers will use periodic, standards-aligned assessments, given every six weeks (five times per year) to track individual student progress towards mastery of each standard in all core content areas (Reading, Writing, Math, Science, History, Technology, and Spanish). By systematically using individual student data, instruction can be targeted to better meet individual student needs and to better identify standards that need to be re-taught to the whole class, those that need to be re-taught to small groups of students who have struggled with particular concepts, as well as to identify students who need intensive one-on-one tutoring. In addition, teachers will meet periodically in grade-level and subject-area teams, using the student performance data as a basis for discussion, to share successes, challenges, teaching strategies, and instructional resources. As such, instruction at AF Brownsville will be strategic. Teachers will not simply work to cover content; rather, they will assess student needs and target instruction to address specific deficiencies so that all students reach mastery on all standards.

Instructional Consistency

AF Brownsville will not be a set of isolated and idiosyncratic classrooms, inspired by the styles of the particular teachers. AF Brownsville will be an instructional model, supported by the skills and insights of a talented team of teachers. Across every classroom, there will be common curricula, strategies, systems, and templates. Such consistency greatly aids the learning process of students, the professional development of teachers, and the refining of proven instructional practices.

I-WE-YOU

Perhaps the most powerful pedagogical strategy AF Brownsville teachers will use is the consistent, clear modeling of both new behaviors and new academic skills. In doing so, AF Brownsville teachers will I-WE-YOU all new concepts. In the "I" stage, the teacher models the behavioral or academic skill by having students watch while they talk through the new skill step-by-step. They then allow the modeling to shift to the "WE" stage. Teachers might allow the students a chance to talk through each step of similar problems, reinforcing the same skill. Teachers then slowly let students take more and more of a role in solving the skill. Finally, when the teacher is confident that students can handle the task/skill on their own, they move to the "YOU" stage. Teachers then expect silent, independent work by students. The I-WE-YOU process will be used in each class throughout the day. Teachers will constantly I-WE-YOU new behaviors, routines, and skills - the way to pass in papers, compare fractions, write a topic sentence, line up after technology class, or fill in a REACH rubric.

Please note that the key to the success of the I-WE-YOU technique is the teacher's judgment on when to go from one step to the next. Teachers should only move to the "WE" stage (guided practice) when students have had ample teacher modeling, and in the most important piece of teacher judgment, students should only move to the "YOU" portion (independent practice) when the teacher is confident that the students can do the task independently.

Cumulative Review

AF Brownsville will commit a significant proportion of instruction to systematic cumulative review. During class, teachers will constantly revisit skills learned earlier in the year, and most homework will involve systematic cumulative review. Math students will still add decimals in March, and reading students will still find the main idea in June. In doing so, teachers are developing the fluency of students to perform skills clearly outlined in the various curricula. With repeated practice and cumulative review, teachers help students to maintain learned skills and look for opportunities to apply them in new settings.

Research-Based Lesson Plan Formats

All classes at AF Brownsville will follow a common research-based lesson plan format. These lesson plans build on an understanding of the phases of learning. In order to truly master a concept, students go through the following stages: acquisition, fluency, maintenance, generalization, and adaptation. While students are acquiring new information, they are using cumulative review to build fluency and maintain the skills they have. Once a group of skills are mastered, the students are able to generalize and adapt the skills to other settings (i.e. use division in fractions, graphing skills in science class). Although the format varies for each class (for example, the math lesson plan includes basic facts review while the writing lesson plan includes a grammar section), all lesson plans share a similar format.

Achievement First Lesson Plan Format			
General	Writing	Reading	Mathematics
Quick Questions	Quick Questions	Quick Questions	Quick Questions
Aim and Agenda	(DOL)	Aim and Agenda	Aim and Agenda
Cumulative Review	Aim and Agenda	Vocabulary	Problem of the Day
Interesting Idea	Journal	Before Reading	Basic Facts Review
Lesson	Grammar Mini-lesson	During Reading	Mental Math
Summary	Grammar Practice	After Reading	Other Review
Homework	Writing lesson	Summary	Lesson
	Summary	Homework	Summary
	Homework		Homework

Each section of the lesson does not take the same amount of time. For example, quick questions are designed to be five minutes or less, but the lesson or reading portion may take 30 to 45 minutes. As is seen above, a lesson using the Achievement First General Lesson Plan Format has seven sections within a 65-minute class. This keeps teachers moving quickly from section to section, keeping the attention of students, and forcing a fast-paced, multi-modal lesson. Moreover, we will train our teachers to vary the modality of the instruction. A typical lesson might have the following modalities:

65 Minutes: Achievement First's Lesson Plan Format in Action	
Quick Questions	Student-led
Aim and Agenda	Teacher-directed
Cumulative Review	Call-and-response verbal, kinesthetic-based game
Interesting Idea	Short video clip or read aloud
Lesson	Teacher-directed followed by small group work, discussion
Summary	Think-pair-share groups
Homework	Teacher-directed

Having a common method of planning and a common language shared by all teachers also allows for greater collaboration and sharing among teachers. In addition, this common vocabulary can help enhance principal observation and feedback for teachers. If a teacher is spending 20 minutes for quick questions or not varying modalities, the principal can engage the teacher around this while referencing the research-based lesson plan design.

Rap, Rhythm, Rhyme

Inspired by the work of master educator Harriett Ball, AF Brownsville will incorporate rap, rhythm, and rhyme as a key component of lessons. Not only does this multi-modal technique encourage student mastery, it makes learning engaging for students. Harriett Ball writes:

"(My techniques) weave the state objectives/proficiency skills into multi-sensory (whole-body) teaching. Multi-sensory teaching, often referred to as mnemonics, is an effective way to teach students who do not perform well with traditional teaching techniques. Most children need to move and respond to learn optimally. Our usual teaching techniques – textbooks, paper, blackboard – emphasize the visual and auditory, and minimize verbal feedback, student demonstrations, and movement. Students learn most naturally and best through play, songs, patterns, movement, imitation, imagination, and rhythm. In short, active involvement produces mastery, holds attention, increases stamina, and builds self-esteem."

Part of Ms. Ball's magic, which has worked to great results at Amistad Academy, is the use of motivational chants and songs to get students ready to learn. One such song named "How Do You Make Good Grades?" featured to the right, is performed with student hand motions and movements.

How Do You Make Good Grades?
 How do you make good grades?
 Well, I bring my tools
 And I follow the rules
 It may sound square
 But I'm going somewhere
I have to make good grades EVERY day
By doing EXACTLY what my teachers say
 And when I get home, I do my work
 I don't sit around acting like a jerk
 So, say it loud, I'm AF proud
 (Stomps and claps)
 So, say it loud, I'm AF proud
 (Stomps and claps)
 (student 1) I'm proud of ME
 (student 2) Can't you SEE
 (student 3) I get the job DONE
 (student 4) To show the best of ME
 So, if you want to be like ME
 Start setting some goals
 And set yourself FREE-eeeeee
 Yes, free to be ANYTHING I WANT TO BE
 -Harriett J. Ball

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Attachment 15

Instructional Staff for the Year

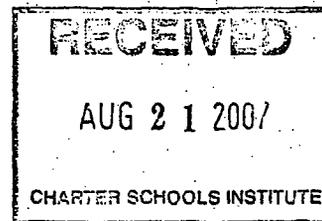
Achievement First Brownsville Charter School Classroom Configuration

In grades 3-8, we will have student-teacher ratios of approximately 12 to 1. Class size will range from 10 to 28 depending on the class (reading and math classes will tend to be smaller while music and PE classes will be larger). This ratio means that AF Brownsville will have approximately 6 teachers with its initial cohort of 84 students, and when the elementary and middle school academies reach their combined capacity of 645 students, we will have approximately 60 teachers. For grades K-2, we plan to have two teachers in every classroom. One of these teachers will be a certified, experienced teacher. The other will be a "junior teacher." The junior teacher typically will have less than two years of teaching experience; this junior teacher will have a B.A. degree and be either certified or working toward certification. The junior teacher replaces the paraprofessional found in many schools. In addition to these teachers, we will have up to four paraprofessionals. (The number of part-time paraprofessionals will be largely based on the special education needs of our students.) In addition to the teachers, the elementary school will have a full-time school counselor, a K-4 principal, a K-4 dean of students, a K-4 academic dean; and the middle school will have a 5-8 principal, a 5-8 dean of students, a 5-8 academic dean, a director of school operations, and a registrar. The total number of additional administrators and staff at the primary level will be eight.

Teacher Qualifications

Achievement First searches extensively in and around New York City as well as nationally to find the best teachers for our schools. Achievement First values great teachers and once we have hired them, we work tirelessly to ensure that our staff remains happy, engaged and well-compensated for their hard work. We know that the teachers we hire are well qualified to teach in an Achievement First school because of our rigorous application process that includes resume submission, essay writing, phone interviews, in person interviews, demo lessons and feedback from an observer. Additionally, we recruit teachers nationally and anticipate many people will move to New York in order to teach with us. From past experience we know that some of these people have taught for two years and are coming from alternative certification programs in other states. Many times these teachers have been issued a license that does not reciprocate with New York State. Achievement First is committed to working with new teachers and out-of-State teachers to ensure that we fall well within the guidelines mandated in New York State Education Law 2854(3)(a-1) and 30% or no more than 5 uncertified teachers, whichever is less, are teaching in any given school.

Please see Staffing Chart included in Exhibit H.



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Attachment 16

Student Achievement Goals

Overarching Goals

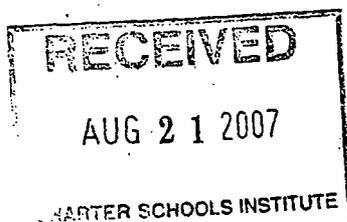
The primary mission of Achievement First Brownsville Charter School is to provide a rigorous academic environment in which all students achieve excellence. Excuses will not be tolerated. Mediocrity will not be good enough. Achievement First Brownsville Charter School will ensure that our students gain the critical skills and knowledge to enter and excel in high school, college, and the competitive world beyond. The broad academic goal of Achievement First Brownsville Charter School is to prepare students with a rigorous, college preparatory curriculum. The ethos of college preparation will be all-pervasive, and our educational program will be designed to ensure success in the most demanding college environments.

Our students should graduate Achievement First Brownsville Charter prepared for high school, ready to apply to and be accepted by competitive colleges. We do recognize that not all students will attend college after high school graduation. Indeed, certain students may decide never to attend. The unconditional nature of our college preparation comes from a belief that all students must at least have the chance. We lament that the familiar refrain, "college isn't for everybody," frequently excuses low expectations. In today's competitive job market, few intellectually challenging or financially rewarding jobs are available to those without college diplomas. Achievement First Brownsville Charter School graduates may decide to forgo a college degree, yet we hope that every student who makes this decision will do so with the self-assurance that only a college acceptance letter in hand can provide.

In order to be ready for top tier colleges, we anticipate that with a rigorous K-8 college preparatory program students will perform very well on the Regents Exams, Advanced Placement Exams, and the SATs. That preparation for us will start in elementary school. It is our expectation that almost all of students will be in the top two bands (level 3 and 4) of the New York State Exams after their third year (normally third grade) at Achievement First Brownsville Charter School. Our curriculum will be closely tailored to the New York State Learning Standards. Success on these tests will serve as excellent indicators of academic progress. Working backwards, we want to ensure that our students will be ready for a rigorous high school program. For example, by 8th grade, our students will complete Algebra I, be able to write in-depth research papers and compelling persuasive essays, and know how to deeply analyze text. In addition, we will expect that each student has a strong foundation in science and history and knows how to read music, play an instrument, and use Word, Excel, PowerPoint, Outlook, and Explorer.

The second mission of Achievement First Brownsville Charter School is to foster positive character development. Success in both school and life will demand not just brainpower but also sophisticated social skills and a commitment to honorable values. Achievement First Brownsville Charter School students will not just develop as intellectuals, but also as responsible citizens. The goal is for students to not merely do "well," but also to do "good." Our students will become critical thinkers and creative problem-solvers. They will learn to work effectively in teams and to develop a deep sense of social responsibility. By adopting Amistad Academy's REACH values (Respect, Enthusiasm, Achievement, Citizenship, Hard Work), Achievement First Brownsville Charter School will prepare our students to become leaders and give back to their families and their communities. The REACH acronym, which students will hear and see everywhere and all of the time at Achievement First Brownsville Charter School, will make it easy for teachers, students, and parents to remember and communicate what is expected of Achievement First Brownsville Charter School students. Teachers will help students to clearly define what each REACH value looks like, sounds like, and even feels like in terms of specific, observable behaviors.

As with academics, behavioral standards will be set high. Under the terms of REACH, it will not be enough for a child to simply stay out of trouble. Students will have affirmative responsibilities, such as participating actively in class, wearing their uniform with pride, and helping classmates who are having trouble. The REACH rubric will also be designed to be grade-specific, and older students will be expected to behave even *better* than younger students; our belief is that just as children should progress in reading, writing, and math, they should progress in their behavioral/REACH skills.



Performance Measures & Expected Outcomes

Achievement First Brownsville Charter School takes seriously its responsibility for public accountability. Through published reports, surveys, external evaluators, authorizer visits, and community participation, we will invite the public to ensure that the school keeps its promises and maintains its focus on meeting the educational needs of New York City's children.

Achievement First Brownsville Charter School will publish its student performance results on its website, and the school will be fastidious in collecting data to ensure that clear, measurable benchmarks are met. Our specific goals are divided into the five categories (Academic Achievement, Student Retention, Student Attendance, Student Behavior/Discipline, and Parent Satisfaction) listed below:

Category 1: Student Academic Achievement

Prior to students arriving at Achievement First Brownsville Charter School, teachers will perform diagnostic tests on all incoming students to determine the appropriate academic placement for the student. This data will be shared with classroom teachers to ensure from day one we are meeting the students' instructional needs.

Achievement First Brownsville Charter School students will take the New York State tests according to the regular state schedule. Achievement First Brownsville Charter School will meet all AYP benchmarks in all subgroups every year. In addition, Achievement First Brownsville Charter School will also administer its own Interim Assessments (IAs) five times a year to provide internal benchmarks of improvement and detailed diagnostic data on individual student skill profiles. The Achievement First Brownsville Charter School IAs will be closely aligned with the New York State Learning Standards, and Achievement First Brownsville Charter School will strive for every student to achieve academic breakthroughs in core academic skills.

Achievement First Brownsville Charter School has set clear, measurable, and ambitious goals for student achievement. To set these goals, Achievement First Brownsville Charter School used as a benchmark the performance of Region 8 in Brooklyn and New York City as a whole. Region 8's demographics – high numbers of African-American and Latino students, with a high percentage of students receiving free and reduced lunch – mirror the demographics of the community in which Achievement First Brownsville Charter School will be located. Listed below are the percentages of students in Region 8, New York City, and New York State who scored at or above level 3 on the 2006-2007 state examinations.

2007 Region 8 Data – NYS English Language Arts (ELA) and Math Examinations

	<u>Region 8</u>	<u>New York City</u>	<u>State</u>
4 th Grade ELA	54%	64%	68%
4 th Grade Math	71%	74%	80%
8 th Grade ELA	41%	46%	57%
8 th Grade Math	42%	46%	59%

Achievement First Brownsville Charter School aims to make our students competitive with students from anywhere, meaning that they should eventually exceed state-wide performance averages. Achievement First Brownsville Charter School has intentionally chosen rigorous goals. The school does expect to meet these goals, but because they are so ambitious, charter renewal should take into consideration how the school is doing relative to the district and schools with similar student populations. The school's academic goals apply to all grade levels served and are listed below ("proficient" means student performance at level 3 or higher):

- a) For grade level cohorts that have been at the school for one year, at least 50 percent of students will perform at the proficient level on the state assessment in all subject areas.
- b) For grade level cohorts that have been at the school for two years, at least 60 percent of students will perform at the proficient level on the state assessment in all subject areas.

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- c) For grade level cohorts that have been at the school for three years, at least 70 percent of students will perform at the proficient level on the state assessment in all subject areas.
 - d) For grade level cohorts that have been at the school for four years, at least 80 percent of students will perform at the proficient level on the state assessment in all subject areas.
 - e) For grade level cohorts that have been at the school for five or more years, at least 90 percent of all students will perform at the proficient level on the state assessment in all subject areas.

Category 2: Student Retention

From a student population selected by blind lottery, Achievement First Brownsville Charter School student attrition will be less than 5% a year (other than students moving out of the neighborhood/city). A high level of student retention is one measure of parent satisfaction since charter school parents are ultimately able to vote with their feet. In addition, holding ourselves accountable for student attrition will ensure that we do not simply push "tough" students to exit the school.

Category 3: Student Attendance

Achievement First Brownsville Charter School students will demonstrate their enthusiasm and commitment to the school by maintaining an average attendance rate of 95% or higher.

Category 4: Student Behavior/Discipline

Achievement First Brownsville Charter School will be marked by a tight, positive school culture. From the outset of school, we will have one disciplinary action per fifty students per academic year.

Category 5: Parent Satisfaction

Parents will demonstrate their satisfaction primarily by choosing to keep their children at Achievement First Brownsville Charter School. Parents will be invited to serve as true partners in their children's education by participating in parent information sessions, parent orientations, and parent training sessions. Eighty-five percent or more of parents will give the school an overall rank of good or better (given the choices of excellent, very good, good, fair, poor, very poor) on end-of-year parent satisfaction surveys.

Accountability

The Achievement First Brownsville Charter School accountability system will be both internal and external -- with a robust performance culture in the school and reporting system known to the public. The following are some of the mechanisms through which Achievement First Brownsville Charter School will rigorously evaluate and report on its programs:

- **Accountability Plan:** As required by the Board of Trustees for the State University of New York, Achievement First Brownsville Charter School will develop an accountability plan consistent with required benchmarks required of SUNY authorized schools as well as benchmarks established by the school's board of trustees.

Attached in Exhibit H, please find a draft Accountability Plan for AF Brownsville Charter School.

- **Annual Report:** Following the format prescribed by the State Education Department and the New York City Department of Education, Achievement First Brownsville Charter School will produce and disseminate a comprehensive annual report, describing the educational program, providing a rich description of our measures of success and how we fared against them, and supplying a detailed picture of the school's finances.
- **Annual Achievement First School Report Card:** Achievement First Brownsville Charter School will publish an annual school report card outlining school performance on a number of indicators, including student math and reading scores;

student and teacher attendance; survey results; and a number of other indicators. Information on school performance will be presented to our charter community, including staff, parents, our institutional partners, the media, and staff from the New York City Public Schools and the State Education Department.

- **External Evaluation Team:** During the third year of the school, we will retain a team of evaluators, both internal and external, to rigorously observe, examine, and document the progress of Achievement First Brownsville Charter School. The evaluators will have open access to the school and all its files, except confidential student files. A comprehensive evaluation of this sort (in addition to those done by state and local officials) will occur at least every three year

Attachment 17 (a)

New York State Assessments - Assurances

Achievement First Brownsville Charter School will be in full compliance with administering New York State examinations in reading, math, science, and social studies. In addition and as required in the school's accountability plan, we will work to ensure that we have met the assessment and accountability provisions under No Child Left Behind (NCLB). Our students will be expected to meet or exceed New York State Education Standards. All information from these examinations will be reported to the New York City Department of Education, the New York State Board of Regents, and the Charter Schools Institute.

All Achievement First Brownsville Charter School students will complete a series of academic assessments when they first arrive at the school. Students will take reading assessments such as the DRP to gauge general reading level, fluency, and comprehension in addition to the New York State English Language Arts exam. For math, we will use both the New York State test and our own internal Interim Assessments to help ascertain the skill level of our students.

Student Assessments	
Kindergarten	DRA, Terra Nova-Math
1 st Grade	DRA, Terra Nova-Math
2 nd Grade	DRA, Terra Nova-Math, DRP, AF Interim Assessments
3 rd Grade	DRA, DRP, AF Interim Assessments, NYS ELA, NYS Mathematics
4 th Grade	AF-IAs, NYS ELA, NYS Mathematics, DRP
5 th Grade	AF-IAs, NYS ELA, NYS Mathematics, NYS Social Studies, NYS ESLAT I and II (ELL only), DRP
6 th Grade	AF-IAs, NYS ELA, NYS Mathematics, NYS ESLAT I and II (ELL only), DRP
7 th Grade	AF-IAs, NYS ELA, NYS Mathematics, NYS ESLAT I and II (ELL only), DRP
8 th Grade *Only qualifying students take NYS Regents Exams	AF-IAs, NYS ELA, NYS Mathematics, NYS Social Studies, NYS Science, NYS Regents Exams*, Specialized High School Test, NYS ESLAT I and II (ELL only), DRP
High School	AF-IAs, Regents Exams*, NYS ESLAT I and II (ELL only)

Attachment 17 (b)

Other Assessments

In addition to taking the required New York State assessments, all students attending Achievement First Brownsville Charter School will be required to take a battery of tests at several points throughout the academic year. At the start of the school year Achievement First will give the Developmental Reading Assessment (DRA) to entering kindergarten and first grade students. This test helps to establish a baseline to inform principals, teachers, and trustees on how to make programmatic decisions for our students. Achievement First Brownsville Charter School will also administer the Terra Nova Mathematics test and the Degrees of Reading Power (DRP) test. Please see testing information below.

Test: Developmental Reading Assessment (DRA)
Type: Nationally recognized reading assessment
Relevant Grade Level: Kindergarten to Third Grade

Achievement First administers the DRA as a baseline test when a child enters the school and every January and May in kindergarten, first grade, second grade, and third grade. The DRA is a nationally recognized reading assessment. The test is administered one-on-one, and the results of the test allow teachers to determine the DRA and Guided Reading levels of students. These levels correspond to grade levels.

Test: Terra Nova – Mathematics
Type: Nationally Normed Test
Relevant Grade Level: Baseline upon entering school; June of K, 1st, and 2nd

The Terra Nova is a nationally-normed mathematics assessment that all Achievement First students in kindergarten, first grade, and second grade take. The results on these assessments allow AF to get a nationally-normed result for mathematics. Because AF can convert state test results to national norms starting in third grade, AF does not administer the Terra Nova after second grade.

Test: Degrees of Reading Power (DRP)
Type: Reading (specifically close passage comprehension test)
Nationally Normed Test
Relevant Grade Level: Kindergarten to Twelfth Grade

In June and February of each year, students take the DRP. The DRP does not measure true reading comprehension skills (fact versus opinion, main idea, author's purpose, etc.), but it does measure the ability of students to infer meaning from the text. The DRP gives us a rough guide for student improvement in reading, and it also aids in helping us select independent reading books. The DRP also allows Achievement First to have a consistent, nationally normed reading result for every student along the K-12 continuum.

Attachment 18

Use of Assessment Data

Achievement First has designed interim assessments (IAs) that are administered to students in six-week intervals to help measure the school's progress towards meeting the state standards and its own performance goals in reading comprehension, grammar, writing composition, math, science, and history. These are internal assessments designed to help students and teachers determine how well students have mastered clear Achievement First/New York State Learning Standards. At the beginning of the year, students take a baseline IA that covers all the standards in that grade's curriculum. Teachers then use this information to help guide instruction, and students can see what they need to learn over the year. As the year progresses, students take additional IAs every six weeks; these IAs only cover standards that have been taught. These IAs help teachers determine what concepts to teach or review in whole class, small group, or one-on-one settings. Moreover, the IAs help students chart their progress toward mastery. After each IA, teachers meet with the Principal or Academic Dean to analyze the IA results, strategizing on how to get all students to master all the standards. At the end of the year, students take an end-of-year IA that, like the beginning of the year IA, covers all standards. (As such, the first IA will be relatively small, and the fifth IA will be relatively large.) By comparing the results on the beginning of the year IAs to end-of-year ones, teachers and students can get a good feel for how much progress has been made over the course of the year.

In designing our interim assessment system, we were inspired by the lessons Wendy Kopp, the founder of Teach for America, learned when visiting schools. She noticed that many teachers who were praised by their principals as "engaging" were not producing significant student achievement gains. In other words, it wasn't always the most dynamic or charismatic teacher that was getting the great results. One of the star teachers that Wendy Kopp encountered was an elementary teacher named Anthony. Kopp writes:

"When I asked Anthony what he thought was distinguishing his performance so dramatically from that of the other corps members, he told me that he entered the year with very high expectations and a clear sense of what he wanted the students to learn. ... Anthony had well-defined targets for his students' performance. His clear, measurable goals drove all of his decisions. ... (He was) on a mission to move his students forward. A few minutes after entering his class/room, I always sense something special at work. There is an urgency among students and teacher."

We believe that our interim assessment system will help teachers keep their eyes on the prize: student mastery of clear standards. We view Interim Assessments as a tool to help teachers strategically use data to inform instructional decisions in order to ensure student mastery. Used school-wide, they will help us make sure that all students have mastered the material in the curriculum.

Achievement First: Interim Assessment Platform

In the past, teachers have graded the IAs and prepared a paper-and-pencil analysis before having a performance conference with the principal. With a grant from the Michael & Susan Dell Foundation, Achievement First is developing a Web-based Interim Assessment Platform – a tool that will automate assessment scoring through a scanning device. The tool will also systematize and analyze results, and help create a data-driven instructional battle plan, customized for each teacher, which teachers and school leaders will together tailor and discuss subsequent to each IA cycle. Teachers reflect on the following questions in advance of their meeting with the principal:

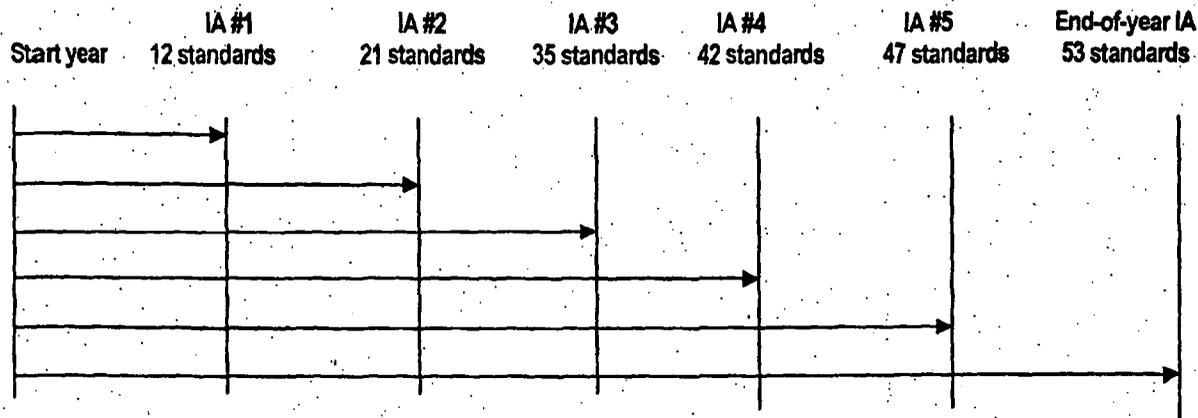
- (1) What standards has the class mastered – that you can immediately incorporate into homework and other ongoing, cumulative review?
- (2) What standards warrant more time for whole-class instruction and review?

- (3) What standards warrant more time for small-group instruction and review? How might you ensure that the small groups of students who need to master these skills have the instruction and practice necessary to master the skills?
- (4) What students need significantly more help and for which specific skills? What strategies might you use to make sure these students master all the skills?
- (5) Do you need any additional materials or instructional strategies to help you work with students to master the standards covered by this IA? The next IA?

Teachers will leave the performance conferences, therefore, with a firm understanding of which students have mastered what standards and a clear plan for addressing areas of student need.

The following chart underscores the cumulative nature of the Interim Assessments. Each subsequent IA builds on the one(s) that came before, so the students end the year with a comprehensive and lasting knowledge of all grade-appropriate standards.

Sample Interim Assessment Sequence: 3rd Grade math (53 standards)



Attached in Exhibit H please find demo pages from the newly created Achievement First Interim Assessment Platform. This web-based platform, set to launch in November, 2007, will be a helpful data analysis tool for our school based staff and leadership teams.

Attachment 19
High School Diploma Requirements

This question is not applicable to the application of Achievement First Brownsville Charter School.

Attachment 20

Professional Development

At Achievement First Brownsville, we believe that teaching matters – mightily. Since primarily two things drive student achievement – what is taught and how it is taught – it is vital that as a school, we invest in all our teaching professionals so that they can become great, master teachers.

Research shows us that the quality of teachers has six to ten times as much influence on student achievement as did all socioeconomic factors combined (Fullan 2000; Sparks 1998). As such, AF Brownsville is fully committed to providing rich, engaging professional development experience for all teachers; all of this professional development will have a very clear focus: dramatically increasing student achievement.

The overwhelming majority of professional development will take place at the school. Research tells us that collaboration with colleagues, analyzing the results and work of a teacher's own students, observing other colleagues, and getting regular feedback on your teaching are the best ways to improve the quality of teaching (Barth et al. 1999). At AF Brownsville, this professional development will take the form of peer observation, planning with other teachers, coaching and feedback, IA analysis conversations, and subject-area conversations. These activities form the "heart" of professional development at AF Brownsville.

AF Brownsville commits two hours every Friday and 15 full teacher-only days to professional development and planning. The principal, working with his/her AF coach, will coordinate all professional development opportunities, and teachers are encouraged to actively seek out and suggest great professional development opportunities. Because research proves that school-based professional development is most powerful and because it has the added benefits of keeping everyone on the same page, AF Brownsville's strong preference is toward internal professional development. However, there are many excellent external professional development opportunities that will build the knowledge and skills of our teachers. Because they do not present substitute coverage issues, summer external opportunities are generally easier for the school, and they are very likely to be approved. During the school year, each teacher will generally have the opportunity to go to one half or full-day opportunity, and over a two- or three-year AF Brownsville window, teachers will typically have the opportunity to go to a "special" professional development opportunity (such as a two- or three-day national convention, school visit, etc).

In addition to site-based professional development and other internal or external opportunities that teachers and the Principal work to design, all AF Brownsville teachers will be able to participate in the following AF-wide professional development activities:

- **Initial Two-Week "AF Fundamentals" Training:** All new AF teachers from all the AF network schools come together for two weeks of "fundamentals" training in early August. This training, provided by AF central staff, principals, and master teachers, covers the basics of effective classroom management, building a strong school culture, unit and lesson planning, using data to inform instruction, parent engagement, and a significant amount of content-specific initial training. The goal of this training is to expose new teachers to the best practices of the AF network and to help them get up to speed as quickly as possible.
- **AF-Wide Professional Development Days:** AF hosts two AF-wide professional development days each year (traditionally in November and March). Based on teacher interests and school needs, AF's Curriculum and Talent Development Teams work with principals and teachers to design high-impact sessions that share our most successful practices, discuss challenges that a number of schools are facing, or leverage the best external resources. Attached in Exhibit H is the schedule of sessions from the most recent AF-wide PD day (March 2007).
- **AF-Wide Curriculum Teams:** AF has organized a number of cross-school curriculum teams (e.g. middle school writing, elementary guided reading) to help the network as a whole further refine our standards, units, and other supplemental materials. Teachers have found the opportunity to talk with teachers from other AF

schools about best practice to be very rewarding. AF's Curriculum Team has then captured these lessons and materials and shared them with teachers throughout the network.

- **Master Teacher Training:** AF is beginning to explore more specialized training opportunities for teachers who have particular areas of interest. The pilot effort on this front was an extensive partnership last school year with Haskins Lab, a division of Yale University focused specifically on ensuring that the latest reading research is put to good use in the classroom. Select middle school teachers from Amistad and Elm City were provided with 6 high-quality training sessions and on-site coaching to boost their skills working with struggling readers. The training was so successful – both in terms of improved student achievement and teacher satisfaction – that Haskins will start work next year with both NY middle school teachers and both NY and CT elementary school teachers. Similarly, AF is organizing an 8-day training for this year for targeted math teachers to learn effective problem-solving and algebraic thinking strategies from the nationally-acclaimed Math Solutions experts (trained and supported by math guru Marilyn Burns).
- **KIPP Summit:** AF is fortunate to have a long-standing partnership with KIPP (Knowledge is Power Program) and its high-performing many schools, especially in New York City. All AF teachers are invited to participate in KIPP's annual Schools Summit, held each week during the first week of August. Similar to the AF-wide PD days, the KIPP Summit pulls together the best of what's happening in the KIPP network as well as a number of highly-sought-after national trainers.
- **Urban Teaching Institute at Hunter College:** Also in partnership with KIPP (and Uncommon Schools), AF is fortunate to be working with Hunter College to design and run a new urban teaching institute. As mentioned elsewhere, this institute will offer a comprehensive, high-quality training program which will result in full NY State certification and a Master's Degree. Not only will this program be an incredible opportunity for new teachers, but the principals and master teachers from all three CMOs are a part of the planning process, enabling them to learn a great deal from each other and from Hunter College faculty.

Attachment 21 (a)

Students with Disabilities Methods & Strategies

All special education programs and services at Achievement First Brownsville Charter School shall be provided in accordance with Education Law §§ 2853(4)(a) and applicable federal laws and regulations and in accordance with the Individualized Education Program (IEP) recommended by the Committee on Special Education (CSE) of the students' school district of residence. Achievement First Brownsville Charter School will ensure that the special education services and programs indicated on each student's IEP will be provided directly to the student during school hours. Achievement First Brownsville Charter School will ensure students requiring services will receive any and all required and/or recommended services including counseling where the provision of counseling services has been budgeted for the initial year of the charter through the end of the initial charter term.

Achievement First Brownsville Charter School will maintain exceptionally high standards for all students. Disability will not be used as a criterion for non-eligibility for enrollment; rather, Achievement First Brownsville Charter School welcomes the chance to educate any child, regardless of ability. Achievement First Brownsville Charter School will comply with all regulatory special education requirements of the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and any other civil rights enforced by the U.S. Department of Education Office of Civil Rights (OCR). Likewise, Achievement First Brownsville Charter School will fully comply with additional regulations and policies of the State of New York.

Achievement First Brownsville Charter School will meet all the requirements mandated within a student's Individual Education Program (IEP). Experienced and certified Special Education teachers will be employed to ensure that the unique needs and learning styles of all students are being met. These teachers will coordinate the direct instruction and inclusion of Special Education students. Classroom teachers will be informed of their responsibilities for particular students, and will implement any modifications or accommodations in their classes in accordance with the students' IEPs. The school is committed to following special education law by providing services in the least restrictive environment for each student with an IEP. Outside of the classroom, tutoring, counseling, physical, occupational, speech and language therapy services will be provided (either by full-staff or specially contracted professionals) for those with special needs. The school may reserve the right, under the Charter Schools Act, to arrange for special education programs and/or services by the New York City Department of Education.

When students are admitted to the school, Achievement First Brownsville Charter School staff will follow up with sending schools to determine whether the students have IEPs. They will then follow up with the sending school to make sure these records are transferred to Achievement First Brownsville Charter School prior to the beginning of the school year. Parents and teachers will attend a meeting led by our Special Education teacher – a staff member certified in special education and responsible for implementing IEPs – to determine appropriate services to be delivered at Achievement First Brownsville Charter School.

The school is committed to complying with all laws and provisions regarding students with IEPs. The school is committed to implementing IEPs as written, and if a child's IEP needs to be reviewed for updated goals and services or to determine continued eligibility for special education, the school will refer the student to the Committee on Special Education for a review of the IEP.

If a student is suspected of having a disability, Achievement First Brownsville Charter School will refer that student in writing to the chairperson of the CSE of the student's district of residence for an individual evaluation and determination of eligibility for special education programs and services. Referrals may be made by any professional staff member of Achievement First Brownsville Charter School. Such referrals will (1) state the reasons for the referral and include any test results, records or reports upon which the referral is based, if any; (2) describe any attempts to remediate the student's performance prior to the referral, including any supplementary aids or support services provided for this purpose, if any; and (3) describe the extent of parental contact or involvement prior to the referral. A copy of such referral along with the procedural safeguards notice described in 34 CFR §§ 300.504 will be sent to the student's parents. The Department of Education will then proceed with assessments to determine

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whether special education services will be appropriate. Once these assessments have been conducted, the Department of Education will convene a PPT meeting to review the assessments.

Initial evaluations, reevaluations, and revisions of IEPs, and the procedures relating thereto, are the responsibility of the school district of a student's residence. Achievement First Brownsville Charter School will implement the IEP developed by the CSE of the student's district of residence to ensure that all services as recommended in the IEP are provided to the student.

Attachment 21 (b)

Students with Disabilities - Assurances

Achievement First Brownsville Charter School will adhere to all provisions of federal and state law relating to students with disabilities, including the IDEA, section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.

Section 504 requires schools receiving federal funds to provide to students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities are met. Section 504 prohibits discrimination on the basis of disability, and AF Brownsville will adhere to all obligations under Section 504.

AF Brownsville will immediately evaluate and identify any students protected under Section 504. This includes any student determined to: 1) have a physical or mental impairment that substantially limits one or more major life activities, 2) have a record of such impairment, or 3) be regarded as having such impairment.

We will work closely with students and their families to ensure high quality services for these students. Students and their families who wish to express grievances should first follow the internal procedures used by all AF Brownsville's community members. First, the issue should be raised with the staff member concerned. If it is not resolved, the issue should be taken to the School Principal and after that to the governing board. We intend to meet all needs and resolve grievances internally whenever possible. If the parent and student still feel their needs are not being met to the standards articulated in Section 504, they may contact the Office of Civil Rights (OCR).

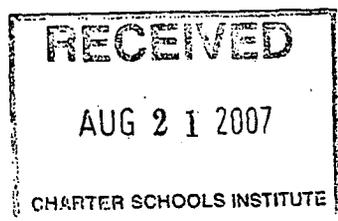
The Special Education teacher or coordinator of AF Brownsville will serve as the Section 504 coordinator to ensure that the legal rights of such students are met and that their special needs are effectively served. Additionally, the special education teacher shall interact with the student's district of residence in a variety of ways, including 1) ensuring that referrals are made for students suspected of having a disability; 2) fulfilling reporting requirements of the resident district; 3) seeing that all appropriate school staff participate in meetings of the resident district CSE; and 4) establishing a reporting structure in accordance with applicable law whereby the district of the student's residence is provided progress on the degree to which the services on the Individualized Education Program (IEP) are being provided.

Professional training and development for staff involved with the education of students with disabilities will include the following: the referral process to the CSE, development of a student's IEP, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, meeting reporting requirements to parents and the CSE, and discipline of students with disabilities.

AF Brownsville will comply with the federal Child Find requirements (34 CFR §§ 300.125), which require schools to have in place a process for identifying, locating, and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers (consisting of both regular and special education teachers) to identify any possible indication that the child may need a specialized or intensive education program, or referral to the CSE of the student's district of residence. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student's district of residence for an evaluation.

All students with disabilities shall take state assessments except in cases that the IEP developed by the CSE of the student's district of residence determines that such students cannot participate in regular state assessments. In these instances, the State Alternative Assessment (NYSAA) will be administered as required by law.

Although the school has outlined a number of these provisions for special education services, the following is a list of additional assurances:



AF Brownsville, consistent with applicable law, works with LEA school districts to ensure that all students with disabilities that qualify under the IDEA:

- Are appropriately evaluated;
- Receive an appropriate education in the least restrictive environment;
- Are involved, with their parents, in the development of and decisions regarding the IEP; and
- Have access to appropriate procedures and mechanisms, with their parents, to resolve any disputes or disagreements related to the school district's provision of a free, appropriate, and public education (FAPE).

Furthermore, AF Brownsville:

- Employs or will contract with, at a minimum, a properly certified individual as the school's Special Education Coordinator, whose responsibilities include coordinating with the CSE, providing information to the CSE to determine if entering students have IEPs, and working with CSEs and school districts to ensure that all required special education and related services are being provided and that all IEPs are appropriate in the context of the school setting. AF Brownsville may permit the Special Education Coordinator to assume additional administrative duties, but the school does not permit those duties to interfere with the Coordinator's responsibilities to ensure compliance with the IDEA section 504 of the Rehabilitation Act of 1974 and Title II of the Americans with Disabilities Act of 1990;
- Makes available, as required by law, a student's regular and special education teachers (and other required school personnel) for meetings convened by CSE and makes a copy of the IEP available to the regular education teacher on behalf of a student;
- Will secure and safeguard all files of special education students in a locked storage bin in the school's main office or a place accessible to the principal, school manager and special education coordinator;
- Ensures that parents of children with special needs are informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of all other children;
- Abides by the applicable provisions of IDEA and the Family Educational Rights Privacy Act of 1974 to ensure that data regarding students with disabilities are retained and kept confidential, with procedures for maintaining files in a secure and locked location with limited access;
- Delegates to the Special Education Coordinator the responsibility to retain data and prepare reports as are required by each disabled child's school district of residence or the State Education Department in order to permit such entities to comply with federal law and regulations;
- Complies with its obligations under the Child Find requirements of IDEA, including 34 CFR §300.125, and provides appropriate notification to parents in connection therewith, including notifying them prior to providing a child's name to a CSE for potential evaluation;
- Does not convene its own CSE, make evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs, or conduct due process hearings. AF-Brownsville understands that these responsibilities belong solely to the CSE of the student's district of residence; and
- Sends appropriate school personnel to such training and technical assistance seminars regarding the education and servicing of special education students as is required by the State University of New York, including those sponsored by the State Education Department.

AF Brownsville's Special Education Coordinator retains such data and prepares such reports as are needed by each disabled child's school district of residence or the State Education Department in order to permit such entities to comply with federal law and regulations. In compliance with 34 CFR §300.750, AF Brownsville will submit an annual report to the State Education Department detailing the number of students with disabilities it serves, the nature of each student's disability, and each student's educational placement and setting. Regarding reports that are the responsibility of the district of residence, the charter school will make any necessary data available to the district in a timely fashion. The charter school will also comply with 8 NYCRR §119.3, which details requirements for the 'Charter School Report Card' and includes information relating to students with disabilities.

Attachment 22

English Language Learners - Methods & Strategies

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

Students at Achievement First Brownsville Charter School with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of Achievement First Brownsville Charter School's services and teaching methods. Achievement First Brownsville Charter School ensures that ELL students will not be excluded from curricular and extra curricular activities based on an inability to speak and understand the language of instruction, and also that ELL students will not be assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from Achievement First Brownsville Charter School in their native language to encourage participation in school activities by all members of the Achievement First Brownsville Charter School community. Parental outreach may also be conducted through home visit by an Achievement First Brownsville Charter School's official and an interpreter.

Identification of ELL Students

Achievement First Brownsville Charter School will use the State Education Department's process for identifying students who are English Language Learners as follows: i) Home Language Questionnaires will be used to screen all new enrollees for potential limited English proficiency; ii) If the home language is other than English or the student's native language is other than English, appropriate Achievement First Brownsville Charter School staff shall conduct an informal interview in the student's native language and English; iii) If the student speaks a language other than English and the student speaks little or no English, Achievement First Brownsville Charter School will administer the Language Assessment Battery-Revised (LAB-R). A score below the designated cut off for the child shall determine eligibility for services. The LAB-R shall be administered only once to each incoming student.

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

English Immersion Program & Services

All students that are English Language Learners will be expected to become proficient in the English language at a rapid pace. Achievement First Brownsville Charter School believes that a structured English immersion program will be most helpful to ELL students in improving their abilities to master the language. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. All instruction will be in English. However, the level of English used for instruction—both oral and written—will be modified appropriately for each ELL student. All teachers will receive professional development on communicating with students designated as ELL and in techniques for detecting whether a student has English language deficiencies. Within Achievement First Brownsville Charter School's extended day schedule, there is ample time that can be used for additional intensive English language instruction.

Achievement First Brownsville Charter School plans to provide all necessary staff and specialized curricular materials to enable ELL students to achieve proficiency and attain the high standards established for all students in Achievement First Brownsville Charter School. Achievement First Brownsville Charter School will directly provide or make referrals to appropriate support services that may be needed by ELL students in order to achieve and maintain a satisfactory level of academic performance. Such services may include individual counseling, group counseling, home visits, and parental counseling. Achievement First Brownsville Charter School will be prepared to address the needs of students who are struggling with the structured English

immersion program by providing, if it is determined to be the best course of action, pull-out instruction and/or assignment to a certified aide, teacher or qualified consultant under contract who speaks that child's non-English language. Achievement First Brownsville Charter School will seek to hire at least one full-time teacher who speaks the foreign language that is most common among its students, which in all likelihood will be Spanish. Parents of ELL students will be kept abreast of their child's progress in English language acquisition, preferably in the language that the parents best understand.

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. Achievement First Brownsville Charter School will evaluate each student's performance in academic content areas to measure the student's progress in core subjects. Achievement First Brownsville Charter School also will use the New York State English as a Second Language Achievement Test (NYSESLAT) to assess ELL students, as required by the State Education Department to implement the federal No Child Left Behind Act, in lieu of administering the state English Language Arts assessment. The scores on the NYSESLAT indicate the proficiency level – either Beginning, Intermediate, or Advanced—the student has achieved each year, and whether the student's level of English is high enough to exit the program. If an ELL student fails to show appropriate progress in these academic areas, modifications to the instructional program may be made. Any student classified and receiving educational services as an ELL student who subsequently tests high enough to exit the program will be deemed to be no longer in need of ELL services. No student will be exited from the ELL program unless they can read, write, and comprehend English well enough to participate meaningfully in Achievement First Brownsville Charter School programs.

Accountability and Evaluation of the ELL Program

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

Research on Immersion

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

- John Hood, President of the John Locke Foundation, a North Carolina based think tank, wrote in the Business Journal of Raleigh/Durham in an article entitled Immersion v. Bilingual Education (December 26, 1997), "A review of 300 studies of bilingual education by federal researchers found only 72 that were methodologically sound. Of those studies, 83 percent comparing bilingual education to immersion found that kids learned to read better through immersion. Not a single study found the reverse."
- Bill Honig, the former California State Superintendent of Public Instruction and Director of the Center for Systemic Social School Reform at San Francisco State University, advocates this systematic, explicit instruction in an organized comprehensive English reading program in his book, Teaching Our Children to Read (Corwin Press, Inc., 2001): "For teachers, students and their families, the results of many past bilingual programs have been disappointing. Often in these programs, the English literacy component was weak, and many students failed even to become proficient readers in their primary language. All students need systematic, explicit instruction in an organized, comprehensive English reading program."
- Cara Morlan of the Independence Institute, a nonprofit, nonpartisan Colorado think-tank, wrote in her article Structured Immersion, An Alternative to Traditional Bilingual Education (Independence Institute, Issues Backgrounders 2000-4, July 26, 2000): "In California, children enter school speaking one of 140 different languages, yet only Spanish-speaking students are put into traditional bilingual education programs."

Attachment 23

Students-at-Risk – Methods & Strategies

The AF model was specifically designed to help students who are traditionally seen as being "at risk," and other AF schools have had tremendous success closing the usually vexing "achievement gap."

Using the AF proven curricula, AF Brownsville will assess students often and use the data from those assessments to further target instruction and supports. For example, at the elementary level, students will be assessed every five lessons in the SRA reading mastery program to determine whether they are mastering the essential phonics sounds, blends, and words. Oral assessments are routinely given to kindergarten, first, and second grade students and to any other students who are thought to have a lingering fluency deficit.

At the middle school level, AF Brownsville will assess students every six weeks using interim assessments (IAs). The Principal, Academic Dean, and teachers will know how well their students are performing in reading, math, writing composition, grammar, science, and history. The information from these assessments is then analyzed extensively and used to create a "Whatever It Takes" instructional battle plan (see description of this process in Attachment 18). This information will also be shared with the Board of Trustees as they oversee the school's academic program.

As an added benefit to the model, our students spend more time on task both in an extended school day and an extended school year. Students in the elementary model in grades K-2 benefit from two highly-qualified teachers in a classroom and small group instruction. For example, our K-2 class size averages 28 students per class with students working in three clusters of nine. While each teacher is working with a group of nine students, the remaining nine are working on individual Waterford computer workstations.

Altogether, our students benefit from an achievement-oriented and disciplined school culture. For our students the conversations about college will begin in kindergarten and the message will be carried throughout their stay at AF Brownsville.

Taking it to the next level, AF Brownsville will ultimately serve students from Kindergarten to 12th grade, enabling elementary students to master basic skills (reading, writing, and math), preparing middle school students with advanced knowledge and skills and supporting high school students with the Regents- and AP-based curriculum they need as they apply to the top colleges in the country.

Attachment 24

Other Students – Methods & Strategies

Attachment 24 does not apply to the application of Achievement First Brownsville Charter School.

Organizational Viability

Save herein all Attachments/Exhibits responding to Request Numbers 25 – 27

Attachment 25 (a)

Parent Involvement

Parents are an important part of our school community, and they are critical partners in the success of our students. The Achievement First Brownsville Charter School student-parent-school contract helps clarify our commitments and responsibilities to each other. (Please note that this contract is only requested of parents and students. By state law, the school cannot require parents and students to sign the contract.) We have pledged to provide students with a safe, caring and high quality learning environment and we expect our parents to hold us accountable for providing that. At base level we are all working for the same outcomes: we want the very best for our students, and our parents want the very best for their children. We will work together to make this happen. On a practical level, described below are a few aspects of parent involvement at Achievement First Brownsville Charter School, all of which serve to strengthen our partnership and hold us accountable.

- **School Contract:** All parents and students will be encouraged to sign a school contract, outlining the rights, responsibilities, and expectations of all parties. Attached in Exhibit H is a sample student-parent-school contract.
- **Family Chat:** Prior to the start of the first school year, the Principal or Dean of Students will meet with every admitted family (with at least one parent or guardian and the child) and have an introductory "family chat." As many of these meetings as possible will happen as home visits. The purpose of this visit is to start building the relationship with the family, to get to know both the parent and the child, to understand the parent's hopes and dreams for the child, to explain the vision and program of the school, to review the specific elements of the AF student-parent-school contract, and to answer any questions the family may have. At the end of this family chat, if the parent and student are comfortable, everyone will sign the contract, including the Principal.
- **Parent Responsibilities:** As explained in the contract, all parents will be encouraged to provide their child with a quiet space for studying. They will also be asked to monitor their child's independent reading for at least 20 minutes per night, make sure all student homework is completed, and ensure their child comes to school everyday and in uniform.
- **Parent Leadership Council (PLC):** Achievement First Brownsville Charter School will form a council of parent leaders to organize at least 3 major school events and initiatives each year. The PLC will work closely with the administration and faculty to harness the energy and talent of parents and get them involved in the school.
- **Parent Phone Calls:** All parent phone calls will be returned within 24 hours. Parents will receive at least one phone call update on their child's progress and performance from a teacher every trimester.
- **Weekly Progress Reports:** Parents will receive a weekly progress report (in the form of a Scholar Dollar paycheck) that outlines their child's REACH performance, homework completion, attendance and discipline issues.
- **Report Card Conferences:** Parents will be asked to conference with teachers twice a year to review student progress and performance at the end of the fall and winter trimesters.
- **Parent Update:** Parents will receive a written communication from the school every week detailing upcoming events, Parent Leadership Council initiatives, and news from the school. Attached in Exhibit H is a sample parent newsletter from Achievement First Crown Heights Elementary and Middle Schools.
- **Parent Feedback:** Each spring, parents will complete a robust Parent Satisfaction Survey to share their experience with Achievement First. Results will contribute to planning for the next school year. Attached in Exhibit H are the results of the Parent Satisfaction survey for all AF schools in 2006-2007.
- **Governance:** A parent of a student attending AF Brownsville will participate on the school's Board of Trustees. The parent member will be identified on or before October 15, 2008. The parent serving on the school board will work closely with the board and will also serve as a liaison to the school's parent leadership council.

Attachment 25 (b)

Staff Involvement

Achievement First goes to great lengths to recruit a talented pool of teachers. The members of the school staff at AF Brownsville are viewed as the essential ingredient to ensuring that the school's mission is met. Staff input is not just expected, but it is actively invited at all levels. Achievement First-Brownsville will create a professional, collaborative work environment in which everyone is a teacher, and teaching is a highly-valued activity. Rather than having a top-down, labor-management relationship, the school leaders and teachers will often engage in shared reflection, problem-solving, and planning. We believe in strong leadership, and this school will be led by a dynamic principal with the power, skill, and will to make tough decisions and lead the team. However, we believe also in teacher input and leadership and know that the kind of teachers we hire do not want to be passive employees; they will want to really invest in making the school and its students as successful as possible.

At our sister schools in New Haven and Brooklyn, the school leaders have done an excellent job of really investing teachers in the mission by regularly asking their opinion and inviting them to be a part of problem-solving and planning processes. Every Friday, the staff gets together for meetings or training and you will often see teachers working as a full staff or in teams to address an issue of school-wide concern, to analyze data or student work, or to plan instruction or special events for the weeks ahead. This general culture of ongoing, collaborative reflection and planning is especially evident at the annual mid-year staff retreat. Every AF school takes a full day in February or March to systematically assess what's working, what's not, and what the staff feels the school needs to do to take its instruction and culture to the next level. At the other AF schools, this annual retreat of the full staff has been a powerful tool in pushing each school to get better, stronger, and more effective every year – and in ensuring that the full team is bought in to that continuous improvement.

In addition, every AF teacher is asked to complete an anonymous mid-year staff survey that provides feedback on the school as a whole (e.g. the level of support, the extent of communication, the quality of professional development, etc.) as well as feedback on the specific performance of every school administrator. The school leadership team will take this feedback very seriously, will respond thoroughly and thoughtfully to any constructive feedback they receive, and will share both the feedback and their response with the Board of Trustees.

Attached in Exhibit H is an example mid-year staff survey.

Attachment 26

Community Support

Achievement First Brownsville Charter School has devised and carried out a multi-leveled strategy for garnering community support, awareness and input for our high quality, college preparatory school. We have reached out to a number of key constituents – legislators, community agencies, educational institutions and, most importantly, parents. Our approach has been to create substantive relationships with the community stakeholders by becoming 1) an easily identifiable and well received presence in the community and 2) soliciting the community's knowledge to adapt our powerful model to their unique population.

Achievement First has met with many of the active and influential legislators for the districts encompassing Brownsville specifically and New York more generally. All have received our plan favorably, and the Brownsville politicians have begun to contemplate how they can partner with us to make a charter for this neighborhood (that does not currently have a charter school within its boundaries) a gem of the community. These legislators include:

- U. S. Congressman Ed Towns
- New York State Senator John Sampson

There are a number of community agencies and educational institutions that provide services to the residents in Brownsville. Since we have begun outreach into the community, these groups and the individuals associated with them have been very helpful in looking at the Achievement First model and offering their support and ideas about how we can customize our model to best meet the needs of the people of Brownsville. The organizations include:

- Community Board #16
- Brooklyn Children's Museum
- Brooklyn Arts Council
- Brownsville Heritage House

Achievement First Brownsville Charter School has placed its greatest focus on speaking to the parents in the Brownsville community. Our belief is that the parents are the single most important group to cultivate relationships with for the purposes of making this school a success. In an attempt to obtain a strong base of community support, we went directly to the source by canvassing our target neighborhood: Brownsville. With petitions in hand, we targeted various community institutions that would yield the largest result given our audience of focus. Our goal was to find as many parents of school age children to fill the Achievement First Brownsville middle academy in the fall of 2008. We accomplished this by paying special attention to after-school and community centers. We also spent time knocking on the doors of housing developments. The universal message was that parents want educational options outside of the ones currently being provided in their community.

In addition to canvassing, our waitlists for the existing Achievement First Charter Schools provide us with more than enough support in our attempt to show the need for another AF school. We would love to be able to provide more of these children with an AF-quality education by opening another school. Please see below for a chart detailing the number of students currently on the waiting lists at each of our Brooklyn academies.

	K	1	2	3	4	5	6	7
Achievement First Crown Heights	244	264	208	181	n/a	97	155	110
Achievement First East New York	240	182	179	135	n/a	n/a	n/a	n/a
Achievement First Endeavor (Bed-Stuy)	n/a	n/a	n/a	n/a	n/a	132	93	n/a
Achievement First Bushwick	194	132	122	n/a	n/a	39	n/a	n/a

Lastly, there are partnerships that we have formed to help us bring resources into the Brownsville community. We have provided letters of support from four of them:

- Brooklyn College School of Education
- Dr. John L. Flateau, Professor, Medgar Evers College
- Robin Hood Foundation
- Independence Community Foundation

Attached in Exhibit H, please find copies of all Letters of Community Support.



ACHIEVEMENT FIRST

ACHIEVEMENT FIRST ACADEMY - HIGH CITY - CHIEF OF PEOPLES - ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL
ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL - ACHIEVEMENT FIRST ENDICOTT CHARTER SCHOOL
ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL - ACHIEVEMENT FIRST HIGH SCHOOL

PETITION OF INTEREST AND/OR SUPPORT: Achievement First Brownsville Charter School

All applicants who wish to open a charter school must provide evidence of community support for and interest in the proposed charter school. Signing the petition below indicates that you are a parent/guardian of a school-aged child in the North Crown Heights neighborhood in Brooklyn (or Community School District 16) and have a child entering FIFTH GRADE in September 2008 and that you would strongly consider having your child attend this college-preparatory public charter school. Please know that this school provides services to students with Limited English Proficiency and students with special needs. Our mission is to ensure each child is on track to attend college. Please be assured this information is confidential and will not be made public.

Name of Parent	Name of Student	Address & Contact Information	Zip Code	Parent Signature	Grade Level Fall 2008	DOB
1. Ludovica Wile	Korey Cheston	87 east 96'	11272	L. wile	3	6/25/1999
2. Jean-Jolimean	Charly Jolimean	750 E 85 St	11236	Jean-Jolimean	5	6/09/98
3. Cheryl Reedy	Acaia Farley	1196 ENY. AVE	11212	Cheryl Reedy	5	6/21/98
4. Alexis Sargent	Alexia Sargent	82 Nicholas Pl	11212	Alexis Sargent	5	8/13/97
5. Dyan Williams	Aidan Williams	1664 Prospect St.	11212	D. Williams	5	6/22/97
6.						
7.						
8.						
9.						
10.						

54 signatures of parents of 2008 5th graders

NYC 4014
NYC 751
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NYC 4014
NYC 751
www.nyc.gov





ACHIEVEMENT FIRST

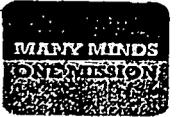
AMISTAD ACADEMY · ELM CITY COLLEGE PREP · ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL
ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL · ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL
ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL · AMISTAD HIGH SCHOOL

PETITION OF INTEREST AND/OR SUPPORT: Achievement First Brownville Charter School

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Name of Parent	Name of Student	Address & Contact Information	Zip Code	Parent Signature	Grade Level Fall 2008	DOB
Darlene Williams	Leaf Williams	345 Duxton Ave	11212	<i>[Signature]</i>	6	4/19/95
Darlene Williams	DERE' WATKINS	1604 St. Johns Pl.	11233	<i>[Signature]</i>	6	10/31/95
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NYC 750 East New York Avenue Brooklyn NY 11203 T 718 774 0898 F 718 204 0131
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ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL · AMISTAD HIGH SCHOOL

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1. LETA D. MANLEY	Michael Manley	260 Mother GASTON BLVD	11212	L. Manley	5 th grade	8-12-97
2. May Nimmons	Mohammed N.	1548 E NY AVE	11212	M. Nimmons	1 st	8-26-00
3. Carmen W.	Cindy N.	308 Sutter Ave	11212	Carmen W.	5 th	5-26-98
4. Andrea Vega	Christian Vega	1449 Herkimer St	11233	Andrea Vega	3 rd	2/3/00
5. Jon Garrison	Israel Mejia	835 Sutter Ave	11212	Jon Garrison	3 rd	2/5/01
6. Rose Martin	Embrifa Martin	362 Satta	11212	Rose Martin	4	7-18-99
7. Karen Allyn	Aaliyah Cooke	260 Mother GASTON	11212	Karen Allyn	5	5/25/98
8. Alexandra Coia	Amber Sanchez	512-Mother Gaston	11212	Alexandra Coia	3 rd	2/24/99
9. William Windley	NASIR Windley	1548 E-N-Y AVE	11212	William Windley	2	6/21/99
10. Paulette Jones	Imani Jones	290 Mother Gaston	11212	Paulette Jones	5	5/7/97

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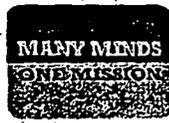
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Claudine Bradford	Jasmine Fischer	1590 ENY AVE. K	11212	Claudine Bradford	4	3-19-98
Margaret Williams	Zaive Hunter	960 Thomas Bay	11212	Margaret Williams	5	5/28/97
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1. Celene McGilman	Trecci McGilman	295 Eastern Pkwy	11213	Celene McGilman	5	9-9-98
2. Robert Chatman	Murvin De Haven	1390 E. N.Y.	11212	Robert Chatman	5	10-23-99
3. Shannon Bryant	Unique Bryant	383 Livingston Ave	11212	Shannon Bryant	3	9-15-99
4. Valerie Mayes	Shavonnah Camington	770 St. Mark	11216	Valerie Mayes	3	1-30-00
5. Ana Cepeda	Jasier Cepeda	315 Fountain Ave	11208	Ana Cepeda	5	10-13-97
6. Kenji Edmunds	Lauryn White	1548 E. New York Ave	11212	Kenji Edmunds	3	8-10-99
7. Nicole Henis	Ajalledo Henis	105 Rockaway Pkwy Brooklyn NY 11212 202 East 91st Street	11212	Nicole Henis	5	12-7-96
8. Laniqua Olivaria	Diamond Kelly		11212	Laniqua Olivaria	5	6-3-97
9. Dee Roape	Dawnna Roape	250 E 96th St Apt D1	11212	Dee Roape	5	7/26/09
10. Sandra Gibbs	Shaasia Gibbs	132 E 93 rd St	11212	Sandra Gibbs	5	11-11-99

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Linda Griswold	Travis Burroughs	272 Pennsylvania ave	11207	Linda Griswold	5	4/12/97
Deann Smith	Skyla Hosenah	203 Saratoga Ave	11233	Deann Smith	5	10/28/97
Camille BEST	NALA BEST	138 Thomas St ^{2nd} Brooklyn	11233	Camille best	5	11/21/98
Sasha Francis	Iman Francis	76 Hull St. Bklyn	11233	Sasha Francis	5	3.24.98
Sophie Henry	Fiona Larmond	165 E 92 nd Bklyn	11212	Sophie Henry	5	5.20.98
Keria Nangan	Zion Duggan	251 MacDougal St	11233	Keria Nangan	5	5-7-98
Sandra Villason	Kendra Villason	251 MacDougal	11233	Sandra Villason	4	2/20/99
Tyrisa Wash	Patricia Wash	315 11 th Ave ^{53rd St}	11212	Tyrisa Wash	5	12/25/98
Shawn Strickland	Rayla Dunlap	302 8 th St	11233	Shawn Strickland	5	9-14-98
Cindy Bobe	Joshua J. Ingles	316 macdougal st	11233	Cindy Bobe	5	1-20-98

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1 D. Williams	Diahje Burren	891 Jefferson Ave	11221	D. Williams	4	9/28/96
2 D. Williams	Isaiah Williams	"	11221	D. Williams	4	4/6/01
3 D. Williams	Elijah Williams	"	"	D. Williams	4	9/4/02
4 J. Jones	Nexus Jones	12431 71st Ave #11208	11208	J. Jones	7th	3/27-94
5 M. Stromer	Uriya Stromer	510 Osborn St	11212	M. Stromer	1	03-23-01
6 D. Gilmore	Elijah Fulton	924 Crescent St	11208	D. Gilmore	3	5-11-98
7 D. Holmes	S. Walker	Tynmouth	11202	D. Holmes	4	7-7-98
8 Anthony Burren	Antwanette Burren	736 Chanancy	11207	AW	4	7-29-97
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Christina Sette	DIVINE STONE	275 LIVONIAN AVE	11212	Christina Sette	K	1/20/2008
Verna Finly		5903 Genwood Rd	11238	Verna Finly		
Dr. LORIS SHEP	Alyna Shep	77 VANDALIA A	11239	L. Shep	K	1/3/2000
Angela Wheeler	Willie Yelder	592 Maple	11203	A. Wheeler	10	6/26/92
Lois Jorner	Penita Hall	383B Bristol St	11212	L. Jorner	5	1/9/96
Sharline Britt		8901 Ave L	11236	S. Britt	6	3/23/96
Dawn McLeod	ERIC ALLEN	301 Sutter Ave	11212	Dawn McLeod	3	2/15/94
Sharon Wactor	Tanasha Wactor	2182 Fulton	11233	Sharon Wactor	4	4/25/07
Christina Brown Deshae White	Deshae White	582 Junius St	11212	Christina Brown	2	3/15/01
Hazel Williams	Justin Williams	360 Dumont	11212	H. Williams	2	

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1 Dianne Toney	James Toney	458 Hendrix St.	11207	<i>Dianne Toney</i>	2 nd	4/21/00
2 LORRAINE STROMAL	UNIIYA STROMAL	510 OSBORN APT 7G	11212	<i>Lorraine</i>	1	3-23-01
3 Denise Lewis	Tyler Lewis	200 Bethel Loop	11239	<i>Denise Lewis</i>	4	3/27/98
4 Tanya Mercado	Shanon Ford	312 OSBORN ST. 4G	11212	<i>Tanya Mercado</i>	6	8/10/95
5 Tanya Mercado	KAYLA Mercado	312 OSBORN ST. 4G	11212	<i>Tanya Mercado</i>	K	3/21/02
6 Crystal Baren	Dana Baren	778 Dumbl ^{vue}	11207	<i>Crystal Baren</i>	3	4/22/99
7 Crystal Baren	Imani Baren	778 Dumbl ^{vue}	11207	<i>Crystal Baren</i>	5	2/12/97
8 Tracey Johnson	Christian Henderson	216 Rockaway Ave	11233	<i>Tracey Johnson</i>	3	12/9/99
9 NAKIA HARRISON	TAMARA PITTS	275 LIVONIA AVE	11212	<i>Nakia Harrison</i>	1	8/14/95
10 NAKIA HARRISON	TARRA PITTS	275 LIVONIA AVE	11212	<i>Nakia Harrison</i>	6	8/14/95

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NYC 780 East New York Avenue Brooklyn NY 11203 T 718 774 0836 F 718 804 0131
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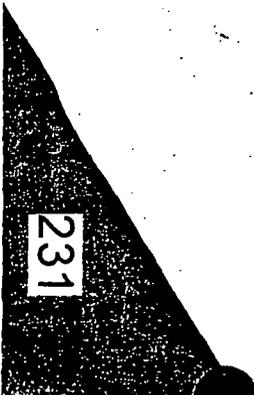
AMSTAD ACADEMY - ELIA CITY COLLEGE PREP - ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL
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1 DANIEL DUKY	JUSTIN SILVA	422 CHRISTOPHER AVE ALEXA	11212	Daniel Duky	5	5-10-97
2	BARON McRELVEY					
3	JOHNAITEH SILVA	"	"	"	"	5-10-97
4 LINDA JACKSON	FLOYD JACKSON	300 RIVERDALE AVE	11212	Linda Jackson		10-2-98
5 KINGSTON C	KIRISHA JONES	902 DEW ST	11208	Kingston C	1	4-3-01
6 Lenora Ledbetter	Keyshawn Trowell	652 #22 WATKINS ST	11212	Lenora Ledbetter	5	10-31-96
7 Malika Simmons	Dominique Delise	1182 Park Pl #3A	11233	Malika Simmons	4	1997
8 GREG HENRY	RHYS HENRY	125 SOMER ST	11233	Greg Henry	5	1997
Tina Samuels	Tyquan Brown	1093 HOWARD AVE	11212	Tina Samuels	5	7-17-98
Adam	Donte Worthman	185 WORTHMAN	11217	Adam Worthman	5	11/08/98

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1. Van Anderson	Lashawn Anderson	1611 Blake Ave	11207	Van Anderson	5	8-12-96
2. Simone Young	Tashim Daly	345 Livonia Ave	11212	S. Young	5	12-14-98
3. Hingrid Lopez	JAZMIN ARENA	1140 WATERLOO ST	11212	Hingrid Lopez	5	3-21-97
4. Catherine Ruiz	Treshon Simpson	100-17 AVE L	11236	Catherine Ruiz	5	6-29-97
5. Ely Flores	Darlando	344 Dumont	11212	Ely Flores	5	3-19-97
6. Judy Johnson	Jerman Johnson	392 Dumont Ave	11212	Judy Johnson	5	7-26-97
7. MARIBEL DURAN	SARAH CONTRERAS	345 Livonia Ave.	11212	Maribel Duran	5	1998
8. Nicole Jones	JUSTIN BRYNTON	315 Livonia Ave. 14F	11212	N. Jones	5	8-6-97
9. MARCELINA GONZALEZ	Joseph M. GONZALEZ	315 Livonia Ave	11212	Marcelina P.	5	9-5-1997
10. Cynthia Lawrence	Chauyveca	425 Christopher	11212	Cynthia Lawrence	5	2-1-98

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1. Jacqueline Rosado	Darline David	35 51st St 5EA Brooklyn NY 11212	11212	J. Rosado	5	3-25-98
2. Avon HAYWOOD	Avon HAYWOOD	251 Osborn St Brooklyn, NY	11212	A. Haywood	4	1-10-98
3. MIRIAM Suarez	JACKLYN SUAREZ	294 OSBORN	11212	Miriam Suarez	3	22/30/96
4. LOUISE MACK	JOCEY MACK	350 Blake Ave 390 Sutter Ave Brooklyn NY 11212	11212	Louise Mack	3	9-4-98
5. Nicole Anthony	M. YKA-EL ANTHONY	390 Sutter Ave Brooklyn NY 11212	11212	Nicole Anthony	5	
6. Irma Mendez	BRANDY VAZQUEZ	60 Glenmore Ave	11912	Irma Mendez	5	7/20/98
7. Fatou Appleton	ROLISE ROBERTS	21 W. Dent Ave	11212	Fatou Appleton	5	5/18/98
8. MITCHELL THEODORE	KENNETH THEODORE	62 E 96 STREET 11212 #2	11212	M. Theodore	4	3-13-97
9. MINDI DEY	KIRTH SILVERTHORN	147 Rockaway Pkwy	11212	M. Dey	3	6/19/99
10. Grace Arden	TYMAINE WRIGHT	2022 Union St	11222	Grace Arden	3	

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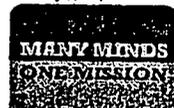
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1. Tishia Battle	Zavier Lindsay	285 East 45 St	11212	T. Battle	5-2008	2-28-98
2. Shelton Archer	Akel Archer	2130 Strauss St	11212	Archer	5-2008	7/04/98
3. Serena Wiley	Tyelle Wiley	120 Kingsbridge Wlk #5K	11233	S. Wiley	5-2008	7/11/97
4. Trevor McLeod	Trevor McLeod II	362 Butler St	11217	Trevor McLeod	3-2008	10-4-99
5. D. Holliday	Akil Coard Holliday	426A Lewis Ave BKXN	11233	D. Holliday	5-310	1-7-96
6. D. Curry	Matthew Curry	500 Stone Ave	11212	D. Curry	3-2008	3-28-98
7. D. Henry	Rhys-Gregory Henry	125 Somers St	11233	D. Henry	5-2007	02/16/97
8. Santa Pagett	Sheree Pagett	523 Sheffield Ave	11207	Santa Pagett	5-07	03/05/88
9. Tiffany Greene	Rondell Russell	217 Blake	11212	Tiffany Greene	5	02-14-98
10. Victor Davis	Talissa Davis	217 Blake	11212	Victor Davis	5	7/8/98

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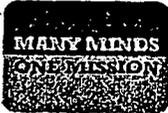
ANISIAD ACADEMY - EAM CITY COLLEGE PREP - ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL
 ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL - ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL
 ACHIEVEMENT FIRST RUSHWICK CHARTER SCHOOL - ANISIAD HIGH SCHOOL

PETITION OF INTEREST AND/OR SUPPORT: Achievement First Brownsville Charter School

All applicants who wish to open a charter school must provide evidence of community support for and interest in the proposed charter school. Signing the petition below indicates that you are a parent/guardian of a school-aged child in the Brownsville neighborhood in Brooklyn (or Community School District 23) and have a child entering FIFTH GRADE in September 2008 and that you would strongly consider having your child attend this college-preparatory public charter school. Please know that this school provides services to student with Limited English Proficiency and students with special needs. Our mission is to ensure each child is on track to attend college. Please be assured this information is confidential and will not be made public.

Name of Parent	Name of Student	Address & Contact Information	Zip Code	Parent Signature	Grade Level Fall 2008	DOB
Jacqueline Venus	Amberrose Venus Goddard	1311 Eastern Pkwy, 10 708 Rockaway Pkwy 1560 Prospect Pl	11233 11236	<i>[Signature]</i>		2-2-97
Tammy Holmes	Tamila Mulligan	Brooklyn 11233	11233	<i>[Signature]</i>		10-03-98
3						
4						
5						
6						
7						
8						
9						
10						

CT 403 Juniper Street, New Haven, CT 06513 T 203.773.3223 F 203.773.3221
 NYC 780 East New York Avenue, Brooklyn NY 11203 T 718.774.0906 F 718.624.0131
www.achievementfirst.org





ACHIEVEMENT FIRST

AMISTAD ACADEMY - ELM CITY COLLEGE PREP - ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL
ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL - ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL
ACHIEVEMENT FIRST RUSHWICK CHARTER SCHOOL - AMISTAD HIGH SCHOOL

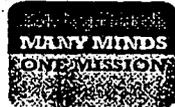
PETITION OF INTEREST AND/OR SUPPORT: Achievement First Brownsville Charter School

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	Name of Parent	Name of Student	Address & Contact Information	Zip Code	Parent Signature	Grade Level Fall 2008	DOB
1	Aja Gordon	Nasreen Hayes	533 Chauncey Street	11233	<i>Aja Gordon</i>	5	10/18/98
2	MANI NEMLIN	WINFRED NEMLIN	995 HA LSEY ST	11217	<i>Mani Nemlin</i>	5	10/19/98
3							
4							
5							
6							
7							
8							
9							
10							

CT 400 Janes Street New Haven CT 06511 T 203 773 3223 F 203 773 3221
NYC 710 East New York Avenue Brooklyn NY 11233 T 718 774 0800 F 718 994 0131
www.achievementfirst.org

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ACHIEVEMENT FIRST

AMISTAD ACADEMY · ELM CITY COLLEGE PREP · ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL
ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL · ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL
ACHIEVEMENT FIRST RUSHWICK CHARTER SCHOOL · AMISTAD HIGH SCHOOL

PETITION OF INTEREST AND/OR SUPPORT: Achievement First Brownsville Charter School

All applicants who wish to open a charter school must provide evidence of community support for and interest in the proposed charter school. Signing the petition below indicates that you are a parent/guardian of a school-aged child in the Brownsville neighborhood in Brooklyn (or Community School District 23) and have a child entering FIFTH GRADE in September 2008 and that you would strongly consider having your child attend this college-preparatory public charter school. Please know that this school provides services to student with Limited English Proficiency and students with special needs. Our mission is to ensure each child is on track to attend college. Please be assured this information is confidential and will not be made public.

Name of Parent	Name of Student	Address & Contact Information	Zip Code	Parent Signature	Grade Level Fall 2008	DOB
1 Dawn Goode	Shayla Gooden	166 ROCKAWAY BKLYN N.Y.	11212	DG	5	6-21-98
2 Petra James	Lynsima James	508 Aubay St.	11212	Peterson	5	2/4/98
3						
4						
5						
6						
7						
8						
9						
10						

CT 400 Jumbo Street New Haven CT 06513 T 203 773 3223 F 203 773 3221
NYC 700 East New York Avenue Brooklyn NY 11203 T 718 774 0900 F 718 694 0131
www.achievementfirst.org



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Attachment 27

Fiscal Impact

Fiscal Impact

For the duration of its five-year charter, Achievement First Brownsville Charter School will receive per-pupil funding from the district of residence, the New York City Department of Education as follows:

FY 2008-09:	\$ 951,720
FY 2009-10:	\$1,925,534
FY 2010-11:	\$4,940,219
FY 2011-12:	\$7,019,798
FY 2012-13:	\$9,028,426

These revenues are based on \$11,000 per-pupil in 2007-08, increasing by 3% per year. As of June, 2007, the New York City Department of Education's City Tax Levy funding was budgeted to be \$7,200,332,308 (source, NYC Office of Management and Budget "Adopted Budget FY 2008".) Achievement First Brownsville Charter School will therefore require only .01% of tax-levy funding in year one; by year 5, assuming no growth in the DOE's budget, the fiscal impact is only .13%.

Programmatic Impact

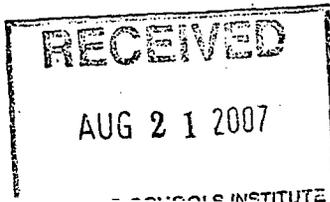
Within the Achievement First network, every school is encouraged to leverage the significant expertise and best practices proven successful at other AF schools. The staff and students of Achievement First Brownsville Charter School will know from day one that they are part of a larger effort and will benefit greatly from sharing successes and challenges with their cousins at other schools.

Beyond the AF network, Achievement First Brownsville Charter School is committed to creating a productive and collegial relationship with fellow public schools within the host Region and across the New York City system. The founders of Achievement First Brownsville Charter School believe that the opportunity to share existing public school facilities with other New York City public schools not only creates a financial win-win for the district and Achievement First Brownsville Charter School, but, far more significantly, it creates an environment for unprecedented knowledge sharing and information exchange between new charter schools and existing schools. From experiments with extended day programs to common blackboard configurations, across the country stories are surfacing about host schools and local charter schools finding common ground. We believe that the opportunity in front of us is unprecedented.

As it grows into a thriving educational community, Achievement First Brownsville Charter School plans to keep its doors open to the educators and families down the hall, down the block, and across the city. The staff at Achievement First Brownsville Charter School and at Achievement First more broadly will be prepared to share what they are learning with fellow educators within the city. This potential for mutual growth and rich information exchange within new charter and existing host schools holds great promise for all students in New York, not just those at Achievement First Brownsville Charter School

Fiscal & Programmatic Impact on Nonpublic and Charter Schools

The applicant has inventoried the Brownsville community, and has found the potential fiscal and programmatic impact on non-public and charter schools to be insignificant. When we evaluate this particular corridor in central Brooklyn, there are approximately 12 non-public/parochial schools and approximately 3 charter schools/choice programs in this community for a total of 15 schools serving approximately 1,500 children. According to *Keeping Track of New York City's Children*, a data compilation of New York City's communities published by the Citizen's Committee for Children, there are approximately 25,000 school-aged children living in Brownsville, and approximately 8,000 of these children are under the age of five. Based on these numbers, we think this school will have relatively little impact on current funding of non-public and charter school programs in this community.



Attachment 28

Board of Trustees – Qualifications

Achievement First Brownsville Charter School will be governed by a Board of Trustees consisting of at least seven (7) members. These members will represent various professional skill areas including academic, legal, financial, and community. These leaders will work together to provide strong academic and fiscal oversight to the school. Once the school opens, there will also be a parent representative on the Board of Trustees. To maintain continuity in implementing the AF model, the Board of Trustees at Achievement First Brownsville Charter School will consist of at least one member who is a trustee or staff member of Achievement First (not to exceed 40% of the overall Board membership).

The Board of Trustees for Achievement First Brownsville Charter School will have the responsibility to ensure that the school is a high-functioning organization, that the school is an academic success, and that it is fiscally responsible. To ensure these criteria are met the Board of Trustees will:

- Evaluate and monitor the school's academic program;
- Provide financial oversight to ensure fiscal integrity;
- Engage in risk management to prevent charter termination and seek charter renewal;
- Provide legal and ethical oversight – adhering to law, policies, and procedures in place to protect trustees, officers, and employees; and
- Evaluate the principal and Achievement First by conducting an annual performance review.

The primary qualifications for serving on the Board of Trustees are:

- An unwavering focus on the school's mission to close the achievement gap;
- A strong commitment to addressing education in under-served urban communities in New York City, particularly in Central Brooklyn;
- Ability to review school performance data and make informed decisions in the best interest of children;
- Willingness to commit time to developing resources for the School (this includes financial and in-kind contributions as well as partnerships with outside organizations);
- Attendance at regular meetings of the Achievement First Brownsville Charter School board. The board meets at least six (6) times per year. Board members must be accessible for personal contact in between board meetings and respond to email and/or phone calls within 24 hours;
- Service on board committees. Each Board of Trustee is expected to serve as an active, ongoing member of at least one committee. This requires a number of meetings per year plus individual committee task completion time. Present committees include the Finance & Audit Committee, Education & Accountability Committee, and the Charter Management Agreement Committee. All Board members are required to responsibly review and act upon recommendations brought by any committee; and
- Preparation in advance for decision-making and policy formation at the board meetings and responsibility for self-education on the major issues before the board. Participation in the annual board development and planning retreat usually held in July of each year.

Attachment 29

Proposed Board Members

<p>Kelly Wachowicz I-Star Financial 28 Old Fulton Street #4K Brooklyn, NY 11201 Phone: 718.935.1875 Email: kwachowicz@mba1998.hbs.edu</p>	<p>Max Polaner Achievement First 790 East New York Avenue Brooklyn, NY 11203 Phone: 718.774.0906 x2412 Email: maxpolaner@achievementfirst.org</p>
<p>Sean Andrews Prospect Park YMCA 357 Ninth Street Brooklyn, NY 11215 Phone: 718.768.7100 Email: sandrews@ymcanyc.org</p>	<p>Ernest Hart Columbia University 41-65 Westmoreland Street Little Neck, NY 11363 Phone: 212.870.2802 Email: ehart38322@aol.com</p>
<p>Nicole Campbell Deutsche Bank Americas Foundation 255 Bergen Street, Apt 1 Brooklyn, NY 11217 Phone: 917.647.5560 Email: Nicole.e.campbell@gmail.com</p>	<p>Chrystal Stokes American Express Company 109 South Elliott Place #3 Brooklyn, NY 11217 Phone: 917.586.7591 Email: cstokes@mba2001.hbs.edu</p>

In addition, we expect to add one parent member to the Board of Trustees.

Board Member Bios:

Kelly Wachowicz, Board Chair

Kelly Wachowicz is Vice President of New Business Initiatives at IStar Financial, Inc, where she develops strategies for launching businesses with capacity for billion dollar scale. She previously served as Senior Vice President at both the NYC Economic Development Corporation and Madstone Films, and spent eight years at Goldman Sachs as an Analyst and Associate. Ms. Wachowicz graduated magna cum laude from UCLA with a BA in history (1991) and received an MBA from Harvard University (1998), where she was selected as a Social Enterprise Fellow.

Max Polaner

Max Polaner is the Chief Financial Officer for Achievement First. Previously, Mr. Polaner was CFO of Inductis, an analytical consulting firm, and assisted that company in its growth from 100 to 250 employees and in a doubling of its revenue until it was acquired by EXL Services in July 2006. Prior to Inductis, he founded and ran Impromptu Gourmet, an online gourmet food company, and before that was a consultant at McKinsey and Company in New York. Before graduate school, Mr. Polaner led the quality control department at Polaner Preserves, the company started by his great-grandfather, until its acquisition by American Home Products in 1993, and before that, spent the first four year of his career as a middle school math, social studies and music teacher in the San Francisco Bay area. Mr. Polaner received a Master of Public Policy from the Kennedy School of Government, an MBA from Harvard Business School, his teacher's certificate from San Francisco State University, and his BA from Yale University.

Sean Andrews

Sean Andrews oversees day-to-day operations of the Prospect Park YMCA which will serve over 10,000 young people this year at 14 program sites. As a Vice President of Operations, Sean also supervises the Flatbush YMCA, leads Teens Take the City, the Association's new civic engagement initiative, and is a member of the Operations Group.

Sean's YMCA career began in 2000 as the Prospect Park YMCA's Director of Program Operations and Executive Director of Seamen's House, a division of the YMCA which provides housing and supportive services to active and retired seafarers. Over his career, he has held positions including Executive Director of the New York City Audubon Society, Deputy Executive Director for Programs at the Parks Council, and Director of the Community Leadership Program. He has served as a consultant for government and non-profits including the New York City Department of Environmental Protection and federal Urban Resources Partnership.

Sean received his BA at Bates College and will complete his master's in public administration at Columbia University this fall. He lives in the Clinton Hill section of Brooklyn and enjoys running, rowing and writing.

Ernest Hart

Ernest Hart is the Assistant Vice President for Employee and Labor Relations at Columbia University, a position he has held since August 2004. In this capacity, Mr. Hart serves as chief strategist and negotiator for all University collective bargaining agreements and ensures their proper interpretation and implementation. Previously, Mr. Hart worked in city and state government for almost 20 years in a variety of positions, including Chief of Staff to the New York City Deputy Mayor for Policy/Special Counsel and as Commissioner of Human Resources/Administration for the City of Yonkers. He has also served as an Adjunct Professor of Law at New York Law School for 13 years. Mr. Hart received his Bachelor of Arts from Fordham University and a J.D. from Villanova University. He is currently affiliated with the Member-Committee on Character and Fitness (Supreme Court, Appellate Divisions, 1st Department), the New York City Board of Collective Bargaining, the New York City Health and Hospitals Corporation, Harlem Boys Choir Stabilization Committee, and he serves on the Board of Directors at Martin De Porres Homes and School.

Nicole Campbell

Nicole Campbell is with the Deutsche Bank Americas Foundation as senior program officer managing the foundation's grants portfolio in support of public education initiatives concentrated in New York City. Her prior experience includes developing strategies for community engagement with the New York City Department of Education, working with the Government of the Dominican Republic to evaluate the nation's adult education programs, and coordinating Africare's Digital Village Project in South Africa. As part of her fellowship in South Africa, Ms. Campbell received the "Fellow of the Year" award from the International Foundation for Education and Self-Help.

Nicole received her Masters in Public Policy with a concentration in Political and Economic Development from the John F. Kennedy School of Government where she founded the First Annual Harvard University Kennedy School of Government Black Policy Conference. She also served as coordinator of the Office of Community and Public Service and managed the Kennedy School's annual conference for the Dorchester Academy for Public Service. Nicole received her B.A. in Political Science from Amherst College and was awarded the John Woodruff Simpson Fellowship for International Affairs. She is also a two-time NCAA Division III Triple Jump Champion.

Chrystal Stokes

Chrystal Stokes is the Director Assistant to the Senior Vice President of Business Development and Mergers & Acquisitions at the American Express Company. She works closely to manage strategic priorities and provides a wide range of support to the overall management of the department as well as transaction execution. Previously, Chrystal was a manager of Planning and Forecasting at American Express, an associate in the private equity group at J.P. Morgan Partners, the Assistant Treasurer of Granite Broadcasting Corporation, and a financial analyst in the Mergers and Acquisitions Department of Goldman, Sachs & Co.

Chrystal serves on the Board of Directors of the Council of Urban Professionals, a New York based political action committee and is the Treasurer of Helping Our Teen Girls In Real Life Situations, an Atlanta based nonprofit organization dedicated to promoting the health of black young women and girls by providing culturally relevant information and programming inspired by hip hop and girl culture. She also volunteers with the Harvard Business School African-American Alumni Association at a New York area charter school operated by KIPP. Chrystal is a former Secretary of the Board of Directors of Playing2Win, a Harlem based community technology center for youth and adults, and previously served on the Junior Board of the Dance Theatre of Harlem.

Chrystal graduated from Spelman College, where she received a Bachelor of Arts degree, summa cum laude, with Departmental Honors in Economics. She also received a Master's degree in Business Administration from the Harvard Business School, where she was both a Robert A. Toigo Foundation and Bert King Fellow.

Chrystal currently resides in Brooklyn, NY and is a member of the National Alumnae Association of Spelman College and Alpha Kappa Alpha Sorority, Incorporated.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to server as a trustee. Achievement First
Brownsville
2. Full name: Kelly Wachowicz
Home Address: 28 Old Fulton Street #4K
Business Name and Address: I-Star Financial, Inc.; 1114 Avenue of the Americas
New York, NY 10036
Home telephone No.: 718-935-1875
Work telephone No.: 917-576-1612
E-mail address: kwachowicz@mba1998.hbs.edu
3. A brief educational and employment history (you may attach a resume): See attached 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, I currently serve on the board of the Achievement First Crown Heights Charter
School. I have served as Chair and member of the WNYC Community Advisory Board and
currently serve as a Board Member at Civic Builders, a nonprofit organization dedicated to
the development of charter school facilities.
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, I am acquainted professionally with staff at Achievement First Inc. through my service to the Achievement First Crown Heights Board of Trustees. I anticipate no conflict of interest through my service on the Achievement First Brownsville Board of Trustees.
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, I serve on the Achievement First Crown Heights Board of Trustees but do not anticipate any conflicts with service on this Board of Trustees. I will recuse myself from any votes in which a conflict of interest may occur.
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 document any evidence and immediately report my observations to the school principal and/or the Chair of the Board of Trustees.

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. N/A

Certification

I, Kelly Wachowicz, 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 Achievement First Brownsville Charter School is true and correct in every respect.

Kelly K. Wachowicz
Signature

6-25-2007
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

KELLY K. WACHOWICZ
28 Old Fulton St. #4K
Brooklyn, NY 11201
kwachowicz@nycedc.com
(718) 935-1875
(917) 576-1612

professional
experience
2005 - Present

ISTAR FINANCIAL, INC. **NEW YORK, NY**
Vice President, New Business Initiatives
Develop and execute strategies for launch of businesses with capacity for billion dollar scale in industries including auto dealership financing, timberland harvesting, medical facility construction, etc. Responsibilities include valuation and acquisition of assets and companies, analysis of macro economic market forces, merger integration of acquired assets, recruiting of management teams and incubation of newly formed businesses. Successfully completed largest ever equity investment for iStar Financial in acquisition of 1 million acres of timberlands for \$1.7 billion in April, 2006.

2002 - 2005

NYC ECONOMIC DEVELOPMENT CORPORATION **NEW YORK, NY**
Senior Vice President, Director of Strategic Planning, Policy and Program Development; Officer of the Corporation
Formulated strategy and policy recommendations fostering economic development and job growth in New York City. Key accomplishments include development of a proposal for \$8.7 billion of transportation investments for Lower Manhattan redevelopment efforts; launch of financing vehicle targeting arts and cultural organizations; development of \$12 billion citywide capital plan; and creation of investment strategies to support growth in the tourism and film production industries.

2000-2002

MADSTONE FILMS, MADSTONE DIGITAL DISTRIBUTION NETWORK **NEW YORK, NY**
Senior Vice President, Distribution and Alternative Programming
Head of distribution company formed to launch a nationwide digital theater network. Oversaw all strategy, marketing and programming efforts including development of strategic partnerships. Managed 15-member team, served as member of operating committee of larger parent company with 35 employees in total.

1992 - 2000
1998 - 2000

GOLDMAN, SACHS & CO. **NEW YORK, NY**
Associate, Investment Banking Strategy, Technology Strategy
Developed Investment Banking Strategy at firm-wide, divisional, and business unit levels. Produced comprehensive market study and industry analyses. Identified and evaluated strategic e-commerce investment opportunities and partnerships.

1992 - 1995

Analyst, Real Estate Finance and Investment Banking; Energy Derivative Sales **NEW YORK, NY**
LONDON, UK
Developed valuation analyses and financing strategies for publicly held real estate companies and commercial mortgage portfolios. Completed registration and marketing of two \$100 million initial public offerings.

education
1996 - 1998

HARVARD UNIVERSITY GRADUATE SCHOOL OF BUSINESS ADMINISTRATION **BOSTON, MA**
Master in Business Administration degree. Vice President of the Women's Student Association. Selected as Social Enterprise Fellow.

1987 - 1991

UNIVERSITY OF CALIFORNIA, LOS ANGELES **LOS ANGELES, CA**
Bachelor of Arts degree in History with Highest Departmental Honors; graduated magna cum laude; graduated from UCLA College of Honors; elected to Phi Beta Kappa. Presented Senior Honors Thesis.

KELLY K. WACHOWICZ
28 Old Fulton St. #4K
Brooklyn, NY 11201
kwachowicz@nycedc.com
(718) 935-1875
(917) 576-1612

community
Current

CIVIC BUILDERS: *Director, Board of Directors*
NEW ISRAEL FUND: *New Generations Steering Committee*

Previous

NEW ISRAEL FUND: *Co-Chair New Generations Benefit, Co-Chair NIF Forum*
WNYC RADIO COMMUNITY ADVISORY BOARD: *Chair and Member*
CORO NEW YORK: *Leadership New York XIV*
CALIFORNIA ASSOCIATION OF STUDENT COUNCILS: *Director, Assistant Director, Trainer*

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to server as a trustee. Achievement First
Brownsville Charter School
2. Full name: Max Polaner
Home Address: 192 Christopher Street, Montclair, NJ 07042
Business Name and Address: Achievement First, 790 E New York Ave, Brooklyn NY 11203
Home telephone No.: 917-576-0367
Work telephone No.: 718-774-0906 x2412
E-mail address: maxpolaner@achievementfirst.org
3. A brief educational and employment history (you may attach a resume): See attached 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, I am professionally acquainted with members of the Board of Trustees through my work at Achievement First. However, I do not anticipate conflicts of interest based on these professional relationships.
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

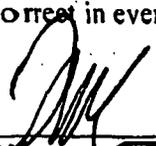
- or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons. Yes.
11. Please indicate if you, your spouse or other immediate 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. I have professional relationships with the staff of Achievement First Inc, the nonprofit charter management organization. However, I do not anticipate any conflicts of interest based on these professional relationships.
 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, I am an employee of Achievement First Inc, the nonprofit charter management company that contracts with this charter school. However, I will recuse myself from any votes in which I or Achievement First may have a stake and do not anticipate a conflict of interest.
 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, I am employed by Achievement First but do not anticipate any conflicts with service on this Board of Trustees.
 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 document any evidence and immediately report my observations to the school principal and/or the Chair of the Board of Trustees.

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. N/A

Certification

I, Max Polaner, 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 Achievement First Brownsville Charter School is true and correct in every respect.



Signature

6/26/07

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

MAX POLANER
192 Christopher Street
Montclair, NJ 07042
(917) 576-0367
mpolaner@mba1997.hbs.edu

experience
2006-Present

ACHIEVEMENT FIRST **BROOKLYN, NY AND NEW HAVEN, CT**
CFO. Responsible for all financial functions of rapidly growing Charter Management Organization. Additional areas of responsibility include human resource management and facilities, including securing, funding and managing construction of permanent locations for schools through use of state grants.

2003-2006 **INDUCTIS** **NEW PROVIDENCE, NJ**
CFO. Led all financial, operational and administrative functions for analytic consulting firm with offices in New Providence, New York and New Delhi, India. Served as member of leadership team during period of growth from 100 to 250 employees and managed the successful effort to sell the firm to EXL Services in July 2006, which subsequently had an IPO for the combined company in October 2006.

1999-2002 **IMPROMPTU GOURMET** **VALLEY COTTAGE, NY**
Founder and CEO. Founded, launched and led start-up gourmet food company. Raised \$7.2 million in financing and generated \$3 million in revenue prior to closing in March, 2002.

1997-1999 **MCKINSEY & COMPANY, INC.** **NEW YORK, NY**
Engagement Manager and Associate. Performed analysis, managed teams and implemented solutions as a member of consulting teams at leading global strategy consulting firm. Named Engagement Manager after 18 months.

1992-1994 **POLANER PRESERVES** **ROSELAND, NJ**
Quality Assurance Manager. Led quality control department of family owned, \$100 million food company. Managed staff of 10 quality control technicians.

1988-1992 **LA VISTA MIDDLE SCHOOL** **HAYWARD AND**
THE DORRIS EATON SCHOOL **WALNUT CREEK, CA**
• *Math and Social Studies teacher.* Taught five classes of 35+ students each at La Vista, a public middle school in Hayward, California.
• *Music teacher.* Taught music classes, directed the school chorus and musicals, and gave piano lessons as the music department at the Dorris Eaton School, a private K-8 school in Walnut Creek.

education
1994-1997

HARVARD BUSINESS SCHOOL
THE KENNEDY SCHOOL OF GOVERNMENT **BOSTON/CAMBRIDGE, MA**
MBA and MPP joint-degree program. Earned Master of Business Administration, with distinction, and Master of Public Policy degrees in combined 3-year program.

1990-1991 **SAN FRANCISCO STATE UNIVERSITY** **SAN FRANCISCO, CA**
Secondary School Teacher Certification. Received certifications in Math and Social Studies for the State of California.

1984-1988 **YALE UNIVERSITY** **NEW HAVEN, CT**
Bachelor of Arts in Philosophy. Wrote thesis on Schopenhauer's theory of the will. Member and tour manager of Yale Russian Chorus. Manager of Yale Refrigerator Agency.

community

Founding board member of Hoopapaluza, an annual charitable event launched in 2002 that raised over \$50,000 for children's charities in its first year. Member of the Harvard Business School Club of New York's Community Partners program.

personal

Play classical piano, enjoy backpacking, traveling (Asia, Europe, former Soviet Union), chess, cooking.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to server as a trustee. Achievement First North Crown Heights Charter School
2. Full name: Sean Andrews
Home Address: 128 St. James Place, #1 Brooklyn, NY 11238

Business Name and Address: Prospect Park YMCA, 357 Ninth St, Brooklyn NY 11215
Home telephone No.: (718) 399-1679
Work telephone No.: (718) 768-7100
E-mail address: sandrews@ymcanyc.org
3. A brief educational and employment history (you may attach a resume): See attached 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.

As a board member, I would report this activity to the leadership staff of the school and if necessary to New York State.

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. N/A

Certification

I, Sean Andrews, 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 Achievement First North Crown Heights Charter School is true and correct in every respect.

Sean Andrews 6/28/07
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

Sean Andrews
128 St. James Place, # 1
Brooklyn, NY 11238
(718) 399-1679
sca33@columbia.edu

SKILLS SUMMARY

Over fifteen years of non-profit leadership experience with demonstrated results in fundraising, staff and board development, innovative programming and strategic planning. Ability to work with diverse stakeholders to create meaningful and lasting impact in communities

EMPLOYMENT

YMCA of Greater New York November 1999- present
New York, NY

Vice President for Operations (January 2007 through Present)

- Lead Prospect Park YMCA and other YMCA branches with over 300 staff and annual budget of \$11 million.
- Manage Community House HDPC, a non-profit housing entity that provides housing to 138 formerly homeless residents.
- Spearhead capital and annual fundraising including \$3 million capital campaign and \$200,000 in annual support.
- Partner with Board of Managers to increase board leadership capacity and achieve goals including record membership growth of 60% over the past four years.
- Create programs that serve 10,000 young people and 1,000 children in afterschool each school day.
- Interface with elected officials and community leaders resulting in new partnerships and over \$5 million in capital and program funding.
- Manage 80,000 square foot facility include construction of new Community Aquatics Center.
- Serve as member of citywide YMCA leadership team and oversee initiatives including planned Coney Island YMCA.

Senior Executive Director (November 2005 - December 2006)

- Achieved 200% increase in operating net for the Prospect Park YMCA to \$1.2 million in 2006.
- Launched new initiatives from clinical youth obesity prevention programs to Teens Take the City, a core YMCA program.
- Managed the Flatbush YMCA and implemented improvements in financial and programmatic areas.
- Increased Strong Kids Annual Support Campaign by 30% to \$130,000 with over 500 contributions.

Executive Director (June 2002 - November 2005)

- Completed staff reorganization and strategic plan to improve service delivery and membership service.
- Developed award-winning HBO Young Filmmakers Lab with the support of private funders.
- Expanded afterschool programs from three sites to fourteen in neighborhoods throughout South Brooklyn.

Director - Seaman's House and Program Operations (November 1999 - May 2002)

- Secured funding from the ITF Seafarers' Trust to launch international pilot program focused on seafarers' health and welfare..

**Executive Director
New York City Audubon Society
New York, NY**

June 1997 - November 1999

- Led all aspects of the operations, program and advocacy for one of the nation's largest Audubon chapters.
- Developed and successfully fundraised for a comprehensive plan for the protection of New York City's natural areas.
- Coordinated campaign that resulted in New York State ban on dangerous pesticide use.
- Oversaw fundraising including annual support and funding for research projects including Harbor Herons Project.

**Deputy Director for Programs
Parks Council (New Yorkers for Parks)
New York, NY**

August 1994 - May 1997

- Managed design and construction of new community parks in collaboration with local partners and City of New York
- Led the Urban Conservation Corps, a job training and youth development program with full-time and summer programs.
- Worked on proposals and individual donor cultivation that resulted in major gifts for community development focused open space projects.
- Managed board committee focused on oversight of all direct service programs.

**Program Director
Community Leadership Program
City Volunteer Corps (CVC)
New York, NY**

July 1992 - July 1994

- Led one of 12 national demonstration projects for AmeriCorps with 150 time full-time participants.
- Oversaw strategic planning for (CVC) to expand service to New York City neighborhoods.

Consulting Experience - City of New York Department of Environmental Protection, Federal Urban Resources Partnership and non-profits .

EDUCATION

B.A. with Honors, Bates College, 1991

MPA (expected), Columbia University, December 2008

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

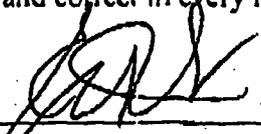
1. Name of Charter School for which you intend to server as a trustee. Achievement First
Brownsville Charter School
2. Full name: Ernest F. Hart
Home Address: 41-65 Westmoreland Street, Little Neck, New York 11363
Business Name and Address: Columbia University Medical Center, New York
Home telephone No.: (718) 224-7793
Work telephone No.: (212) 939-1379
E-mail address: eh2152@columbia.edu
3. A brief educational and employment history (you may attach a resume): See attached 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

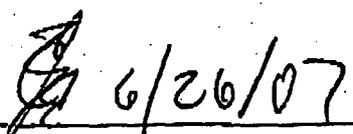
8. Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I / we do not know any such trustees. Yes.
9. Please indicate whether you or your spouse knows any person who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

Certification

I, Ernest F. Hart, 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 Achievement First North Crown Heights 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

Ernest F. Hart

SUMMARY

Senior-level executive with extensive experience in the development and implementation of policy with regard to public and higher education, health, youth/families and community development. Expertise in providing leadership and direction for developing new programs from initial concept to productive operations. Demonstrated success in managing human resource operations, policy/procedure development and working with collective bargaining units. Strong knowledge and background in litigation and legal matters, particularly labor and employment law.

PROFESSIONAL EXPERIENCE

**Columbia University
New York, New York**

Assistant Vice President for Employee and Labor Relations

8/04 – present

Serves as chief strategist and negotiator for all University collective bargaining agreements (15 collective bargaining agreements with 10 unions) and ensures their proper interpretation and implementation. Responsible for representing the University at labor proceedings including the NLRB. Oversees outside counsel. Supervises the development and implementation of programs in support of the University's commitment to employee satisfaction and quality of work life.

**Office of the Mayor
City of New York**

Chief of Staff to Deputy Mayor for Policy/Special Counsel

1/02 – 8/04

Supervised and directed staff responsible for the coordination, development and implementation of policies and initiatives with regard to public and higher education, youth/families, health and community development. Served as counsel for related matters. Engaged in securing funding for initiatives otherwise not included in City budget, such as Out of School Time activities, and the Harlem Boys Choir. Acted as liaison to executive and legislative branches of government at the federal, state and local levels, as well as to foundations, community-based organizations and professional associations in furtherance of the City's agenda.

- EEO Officer for the 500+ employees of Mayor's Office
- Member-Board of Directors, Queens Theatre in the Park

New York Law School, New York, NY

Adjunct Professor of Law

8/90 – 12/03

- Taught course in labor law. Assisted/mentored students and monitored progress
- Taught legal writing from 1990 – 1997
- Member-Advisory Board, Law of the Workplace Program

City of Yonkers, New York

Commissioner of Human Resources/Administration

4/98 – 1/02

Chief of human resources for a workforce of 2,000 employees.

- Advisor to the Mayor for strategic and operational planning. Directly supervised and implemented reorganization of government operations. Assigned senior-level personnel to manage organizational changes and improvements
- Represented City's interests to executive and legislative branches of government at state and local levels
- Developed and implemented effective and efficient workflow processes. Improved organizational response to requests/issues from constituents. Introduced new technology and upgraded obsolete equipment
- Responsible for employment/labor law issues. Lead negotiator in collective bargaining. Established/maintained positive working relationships with seven unions representing City employees
- Coordinated and managed department budget, health and safety, risk management, workers' compensation and EEO issues
- Created extensive professional development program for all levels of personnel
- Created Yonkers City Store to sell memorabilia and other items intended to assist in projecting a positive City image

New York City Department of Citywide Administrative Services, New York, NY

General Counsel

8/96 - 4/98

Position created when Department of Personnel and Department of General Services for New York City were merged. Continued to hold same personnel management responsibilities as in prior position.

- General Counsel and directed staff of 25 attorneys
- Responsible for all legal matters related to the acquisition, disposition and maintenance of commercial/non-residential real estate and contracting for goods and services for New York City government

New York City Department of Personnel, New York, NY

Deputy City Personnel Director and General Counsel

6/94 - 8/96

Served agency responsible for developing and implementing overall personnel/employment policies for City workforce numbering over 200,000 members.

- As General Counsel, directed defense of employment litigation before administrative bodies
- Advised and rendered opinions to senior government officials on litigation matters (including employment/labor law), personnel issues, ethics, and civil service law
- Represented City's interests to state agencies and the New York City Council
- Oversaw employment and labor practices and ensured compliance with federal, state and local law
- Managed employment-related litigation issues. Supervised Citywide Office of Occupational Safety and Health
- Drafted and/or reviewed legislative and administrative rule proposals
- Served as Corporate Secretary to the Institute of Public Service

New York State Public Employment Relations Board (PERB), Albany, NY

Director of Litigation

10/91 - 5/94

Served as counsel of record in all courts (primarily appellate). Defended agency responsible for ensuring fairness/justice in the administration of collective bargaining practices in the New York State public sector.

- Directed Office of Counsel. Enforced orders of Board. Mediated labor disputes between governments and their unions
- Prepared/disseminated legal opinions on statutes, rules and decisions to state and local governments, employee organizations and interested parties
- Prepared draft decisions and drafted/interpreted proposed legislation and administrative regulations
- Agency liaison to state and local officials including the judicial branch
- Member of Chair's cabinet responsible for setting fiscal and operating policy for agency

New York City Department of Sanitation, New York, NY

Assistant Commissioner for Employment and Disciplinary Matters

6/88 - 10/91

Counsel to the Commissioner of Sanitation on employment, labor, personnel and disciplinary matters.

- Ensured compliance of department policies and procedures with federal, state and local law
- Acted as management representative in collective bargaining
- Directed the Office of Employment and Disciplinary Matters. Developed and implemented operating budgets
- Chief Disciplinary Officer for 12,000 employees. Litigated matters pursuant to New York State Civil Service Law
- Investigated internal allegations of discrimination, sexual harassment, fraud, corruption and conflicts of interest

New York Stock Exchange, New York, NY

Senior Special Counsel

4/87 - 6/88

Worked within the Division of Enforcement and Regulatory Standards. Investigated and litigated matters under disciplinary jurisdiction of the New York Stock Exchange.

- Investigated violations of the Securities Exchange Act of 1934 and Rules/Regulations of the Exchange

New York County District Attorney, New York, NY

Assistant District Attorney

8/83 - 4/87

Prosecuted over twenty trials. Presented numerous cases to Grand Jury.

- Researched/wrote on variety of legal motions. Prepared expert testimony and cross-examination of witnesses
- Wrote appellate briefs and argued appeals

EDUCATION

Villanova University of Law, Villanova, PA
Juris Doctor awarded June 1983

Fordham University, New York, NY
Bachelor of Arts, Social Science awarded May 1980

CURRENT APPOINTMENTS

Member-Committee on Character and Fitness, Supreme Court,
Appellate Division, 1st Department

Alternate Member-New York City Board of Collective Bargaining
Chair-Personnel Review Board, NYC Health and Hospitals Corporation
Co-Chair-Harlem Boys Choir Stabilization Committee
Member-Board of Directors, Martin De Porres Homes and School

AFFILIATIONS

Macon B. Allen Black Bar Association
New York State Bar Association
Public Employer Labor Relations Association

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to server as a trustee. Achievement First
Brownsville
2. Full name: Nicole Campbell
Home Address: 284 Eastern Parkway, Apt. 1D
Business Name and Address: Deutsche Bank, 60 Wall Street, New York, NY
Home telephone No.: 917-647-5560
Work telephone No.: 212-250-0566
E-mail address: Nicole.campbell@db.com
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 know 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

NICOLE E. CAMPBELL

255 Bergen Street, Apt. 1
Brooklyn, New York 11217
nicole.e.campbell@gmail.com
(917) 647-5560

Education 2003-2005

HARVARD UNIVERSITY, John F. Kennedy School of Government Cambridge, MA
Master in Public Policy degree, June 2005.
Courses included: Finance, Operations Management and *Advanced Workshop in Negotiations*.
Founder, 1st Harvard University KSG Black Policy Conference, www.ksg.harvard.edu/bpc.
Director, Kennedy School of Government Office of Community and Public Service.
Consultant, Secretary of State for Education, Government of the Dominican Republic.

1996-2000

AMHERST COLLEGE Amherst, MA
Bachelor of Arts degree, Political Science, May 2000. John Woodruff Simpson Fellowship.
Varsity Track and Field, Two-Time Triple Jump NCAA Champion and School Record Holder.
Semester Abroad, University of Zimbabwe. Analyst, SG Cowen Securities (Summer '98, '99).

Experience 2005-2006

NYC DEPARTMENT OF EDUCATION New York, NY
Special Assistant, Office of Public and Community Affairs

- Work closely with NYC Public Schools Chancellor to develop outreach and communications strategies. Improve Chancellors' visibility through town hall meetings, community meetings, guest appearances and media outlets.
- Brief Chancellor for public engagements with talking points, organization and political background and current statistics related to education.

Summer 2004

UNITED NATIONS DEVELOPMENT PROGRAMME Trinidad & Tobago
Summer Policy Analyst, Sub-Regional Resource Facility

- Consulted on strategic and development issues for six Eastern Caribbean countries to improve macroeconomic stability in the region.
- Performed analyses to identify greatest return on investment for regional investors by evaluating the economic, social, and political environments.

2002-2003

DIRECTIONS FOR OUR YOUTH, INC. Brooklyn, NY
Program Coordinator

- Developed curriculum for classroom-based programs that improved student performance and attendance. Worked with 1000 students to implement programs in eight NYC Public Schools.
- Maintained relationships with District Administrators through program evaluation and start-up meetings.

2001-2002

CENTER FOR COURT INNOVATION New York, NY
Communications Associate

- Developed research and communications materials for the New York State Unified Court System's Research and Development Arm
- Wrote and published white paper funded by the Bureau of Justice Assistance entitled *Beyond Big Cities: The Problem-Solving Innovations of Community Prosecutors in Smaller Jurisdictions*.
- Wrote articles recommending potential reforms to the criminal justice system. Articles appeared in the 2001-2002 winter edition of the American Bar Association's Judge's Journal.

2000-2001

AFRICARE Johannesburg, South Africa
Fellow/Interim Project Coordinator

- Managed Africare's relationship with government officials and key corporate stakeholders.
- Developed business plan for the extension of the Digital Village Project that lead to funding from Microsoft and Intel Corp.
- Created Entrepreneurs in Agriculture Project that received funding from St. Paul's Companies.
- Received Fellow of the Year Award.

Personal

Alumni Fundraiser, Phillips Exeter Academy Annual Giving Campaign
Member, Step Up New York

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1. Name of Charter School for which you intend to server as a trustee. Achievement First
Brownsville
2. Full name: Chrystal Stokes
Home Address: 457 MacDonough Street, Brooklyn NY 11233
Business Name and Address: American Express Company, 200 Vesey Street,
Mail Code 01-50-04, New York, NY 10285
Home telephone No.: 347-404-7976
Work telephone No.: 212-640-1584
E-mail address: cstokes@mba2001.hbs.edu
3. A brief educational and employment history (you may attach a resume): Please see 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, I know Lesley Redwine, Director of External Relations New York at Achievement First through mutual friends.
- 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. A situation as described above is one that should not and cannot be tolerated under any circumstances. If I became aware of a board member who was involved in self dealing, I would immediately notify the Board Chair and ask that s/he investigate further.

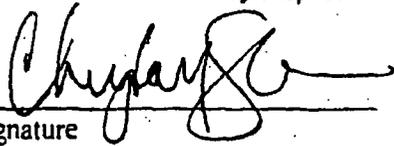
Other

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. N/A

Certification

I, Chrystal Stokes, 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 Achievement First Brownsville Charter School is true and correct in every respect.


Signature

6-26-07
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

CHRYSTAL JOY STOKES

457 MacDonough Street • Brooklyn, NY 11233

home: (347) 404-7976 • cell: (917) 586-7591

email: cstokes@mba2001.hbs.edu

experience

2006 - present

AMERICAN EXPRESS COMPANY

NEW YORK, NY

Director Assistant – Business Development and Mergers & Acquisitions ("BD&MA"), Finance Division. Provide a wide range of support to the Senior Vice President, BD&MA, including overall management of the department, M&A transaction execution, and strategic priorities and initiatives.

- Provide ongoing support for prioritization and monitoring of departmental and company wide initiatives, including regular interaction with the Finance Leadership Team.
- Develop communication materials and presentations for the CEO, CFO, Board of Directors, Operating Committee, Finance Leadership Team and other key stakeholders.
- Collaborate with business units to identify and prioritize strategic objectives and evaluate partnership and acquisition activities against these frameworks.
- Drive project management on acquisition and partnership activity for BD&MA from business case development to transaction closing. Provide key analyses for transaction execution.
- Document best practices and process playbooks for mergers, acquisitions, divestitures and partnership transactions.
- Manage departmental business initiatives, including processes for budgeting and forecasting, personnel performance reviews, talent assessments, year-end compensation decisions, employee satisfaction surveys, training and development, and employee recognition.
- Member of the Finance Operational Risk Council. Help track and coordinate key Finance goals related to the control and risk management programs.

2005 - 2006

Manager – Planning and Forecasting, Membership Rewards Finance, U.S. Consumer, Small Business and Merchant Services, Finance Division. Managed process for the Membership Rewards ("MR") card loyalty program.

- Developed and assessed drivers of revenues, redemption expenditures (\$2.0 billion annually), operating expenses, enrollees, and marketing costs for quarterly forecast process, annual budget development and long range plan.
- Evaluated and implemented changes to policy to ensure adequate reserves were held to cover the approximately \$3 billion cost of honoring future redemptions of MR program points.
- Quantified and reviewed \$125 million in reengineering initiatives and analyzed impact on overall program results.

2004 - 2005

Manager – Business Analysis, Membership Rewards Finance, U.S. Consumer and Small Business Services, Finance Division. Evaluated MR program, segment profitability, program enhancements, and reengineering/optimization opportunities.

- Provided decision support for marketing team responsible for devising next generation MR program. Developed analyses capable of evaluating implementation costs, profitability and overall economic impact of changes to program configuration, pricing and fee structure, rewards features, and redemption options and partners.
- Assessed favorable impact and profitability of the MR business model on overall company results and competitive position by constructing income statements for the MR, non-MR and other rewards business units.
- Created profitability model to evaluate the success of MR marketing campaigns by measuring behavioral changes in spend lift, redemption mix shifts, program and franchise retention, and enrollee engagement.
- Structured new internal pricing levels for MR bonus points awarded in loyalty and acquisition campaigns.
- Prepared MR Program overview and update for the Board of Directors' Audit Committee and major rating agencies.

2001 - 2002

J.P. MORGAN PARTNERS, LLC

NEW YORK, NY

Associate, Industrial Growth and Consumer/Retail Practice Groups. Evaluated various private equity investment opportunities for the global equity investment arm of J.P. Morgan Chase & Co.

- Completed due diligence, customer calls and valuation work as lead investor in \$165 million buyout of industrial heating equipment manufacturer. Worked closely with senior company management and strategic consultants to formulate and implement facilities consolidation and expense savings plans.
- Constructed portfolios of JPMP limited partnership interests exceeding \$600 million in buyout, venture capital and international funds for sale in secondary market. Developed valuation analyses and negotiated terms with buyers.

Summer 2000

J.P. MORGAN CAPITAL CORPORATION

NEW YORK, NY

Summer Associate, North America Region.

- Performed valuation analyses and due diligence, developed industry/competitor analyses and conducted customer calls for potential investments in start-up car manufacturer and disease management software provider.
- Prepared Investment Committee memorandum recommending follow-on investment in optical lens manu

experience
(continued)

GRANITE BROADCASTING CORPORATION

NEW YORK, NY

1998 - 1999

Assistant Treasurer, Corporate Headquarters. Acting Treasurer at television broadcaster during Treasurer's maternity leave, serving as primary contact for corporate finance, commercial banking and investor relations activities. Responsible for leading monthly forecast presentation to company's corporate officers.

- Evaluated stations' results and identified strategies to reduce budget shortfall and maximize financial performance.
- Assessed financing alternatives and operating decisions that lowered debt levels and improved capital structure.
- Prepared materials used in \$160 million station sale. Participated in restructuring of \$260 million bank facility.
- Negotiated partial repurchase of subordinated debentures, saving \$1 million in annualized interest expense.
- Represented company as presenter at equity and high yield conferences. Created presentations for investor conferences, road shows and quarterly board meetings. Managed earnings estimates of 10-12 research analysts. Communicated company performance and strategic decisions to analysts and shareholders.

1996 - 1998

Financial Analyst, Corporate Headquarters. Strengthened management's ability to devise strategy through augmented financial analyses and improved communication with external investors and analysts.

- Designed and implemented company's first forecasting methodology to project monthly operating results.
- Developed financial models and bank projections. Constructed initial business plans for acquisitions (including company's largest purchase), analyzed annual station budgets and reviewed quarterly financial results.
- Prepared data for investor calls and analyst meetings. Redesigned corporate web site. Managed production of award-winning annual report. Wrote company press releases. Supervised daily treasury functions.

GOLDMAN, SACHS & CO.

NEW YORK, NY

1994 - 1996

Financial Analyst, Mergers and Acquisitions Department, Investment Banking Division. Advised, structured and executed mergers and divestitures in the publishing, consumer products, health care and basic industry sectors.

- Created financial models to perform comparable company, discounted cash flow, pro forma merger plans and other valuation analyses that were used to prepare client presentations and formulate strategic advice.
- Identified potential buyers, initiated contact with management at target companies, conducted sales calls with auction participants and prepared marketing materials.
- Participated in negotiations, due diligence and valuation with senior management.

education

HARVARD BUSINESS SCHOOL

BOSTON, MA

1999 - 2001

Master in Business Administration degree. Recipient of Robert A. Toigo Foundation, Bert King Foundation and National Black MBA Association scholarships. Elected Co-Chair of African-American Student Union's 29th Annual Conference; planned agenda for 500 alumni, students and corporate sponsors with \$300,000 budget. Tutor, Gardner Elementary School.

SPELMAN COLLEGE

ATLANTA, GA

1990 - 1994

Bachelor of Arts degree, *summa cum laude*, in Economics with minors in Management and Mathematics. Elected to Honors Program and the Mortar Board (Senior), Omicron Delta Epsilon (Economics) and Golden Key honor societies. Elected Treasurer of Alpha Kappa Alpha Sorority, Inc. and Parliamentarian of the Mortar Board and Junior Class Council.

personal

Director and Treasurer of Helping Our Teen Girls In Real Life Situations, Inc. Director of Council of Urban Professionals. Volunteer at the KIPP Academy, a public middle school located in Bronx, NY. Member of Spelman College and Alpha Kappa Alpha alumnae chapters. Former Director and Secretary of Playing2Win (a community technology center located in Harlem, New York) and the Junior Board of the Dance Theatre of Harlem. Enjoy marathon running, politics, performing arts and traveling.

Attachment 30

Board of Trustees – Responsibilities & Obligations

In accordance with New York State's Charter School Act, the Board of Trustees of AF Brownsville will exercise final authority over all matters of school policy and operations. Acting in compliance with its bylaws and the laws of the state of New York, board trustees will be held accountable to the State University of New York for the school's compliance with the terms of its charter, the Charter School Act, and with other relevant laws, including the New York State Not for Profit Corporations Law.

The Board understands its legal responsibilities and takes them very seriously and will act independently and autonomously to ensure that all fiduciary duties are met. Charged with the responsibility to ensure that the school is an academic success and there is fiscal accountability, the board will create two standing committees: (1) Education & Accountability Committee and (2) Audit & Finance Committee. These committees will meet regularly to talk about student performance and fiscal responsibility.

The applicants and founding Board of Trustees for AF Brownsville will participate in board meetings of existing AF Brooklyn schools. As a result of attending these meetings, Board trustees will be well positioned to understand their roles and responsibilities as trustees and will be familiar with the AF model. Once chartered, the Board and its committees will meet at least six times a year, or more often if required by the needs of the school. Specific duties of the Board include:

Oversight

1. *Mission and Vision* – Set organizational goals and engage in strategic planning
2. *Program* – Approve operating policies that comply with the provisions of the charter, laws, and regulations
3. *Management* – Evaluate the charter management organization
4. *Finances* – Review and approve annual budgets, review periodic budgets, ensure timely audits and adequate financial controls
5. *Contracts* – Act as the negotiating party in approving and ensuring the compliance of major contracts

Resource Development

1. *Expertise and Personnel* – Provide expertise in areas such as law, business, finance, and educational programming
2. *Fundraising* – Raise capital and operating funds and solicit in-kind donations

Publicity and Advocacy

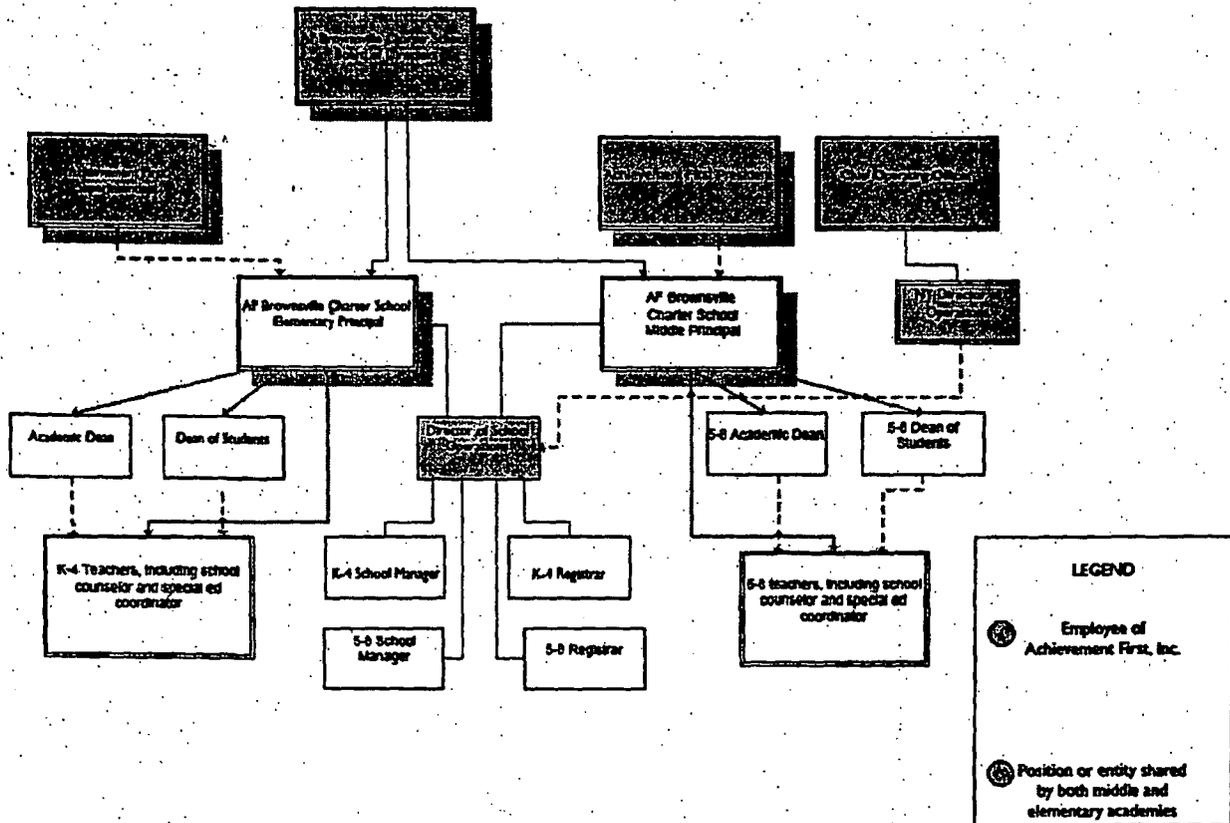
1. *Credibility* – Establish and maintain the school's reputation
2. *Visibility* – Enhance school's visibility in the community at large, the education community and the news media
3. *Support* – Garner support from other organizations, individuals, and government agencies

Yearly, the Board will work with Achievement First leadership to ensure that a thorough evaluation of the school leader is completed.

In further response to Question 30, attached in Exhibit H please find a copy of the Board Trustee Agreement and Board Roles and Responsibilities.

Attachment 31 Organizational Chart

Achievement First Brownsville Charter School Organizational Chart Elementary & Middle Academies (K-8)



Achievement First Brownsville Charter School will be governed by its Board of Trustees. This Board will have ultimate authority on school issues, and it will set all school policies. Achievement First believes in the use of data to drive instruction. Data will also be used to inform the decisions and policies of the Board of Trustees. The Board of Trustees will meet six times a year (every other month) and, at each meeting, the Board will review a dashboard of indicators of school performance. The dashboard will include student attendance, teacher attendance, student suspensions, homework completion rates, and a list of any students who have withdrawn from the school. Most importantly, the Board will review the results of any academic assessments, including nationally-normed tests, interim assessments, and state test results as soon as they become available. In addition, the Board will review a detailed budget v. actual expense report at every meeting. Annually, the Board will receive the results of satisfaction surveys completed anonymously by both teachers and parents. All this ongoing data will help the Board of Trustees to make informed decisions and to fulfill its educational and financial accountability responsibilities.

Through a contractual relationship with the Board of Trustees, Achievement First is responsible for the recruitment and screening of principal candidates. After a thorough selection process, Achievement First submits its top candidate to the Board of Trustees for consideration and the Board either votes to hire the proposed candidate or asks Achievement First to continue the search. The Board may not hire a principal who has not been nominated by Achievement First. Once the Principal is appointed by the Board, he or she then reports to the superintendent of Achievement First, who is responsible for the Principal's day-to-day supervision

and coaching. The Principal will also make a thorough report at every Board meeting, meet several times a year with the Board chair, and make him/herself available to any Trustee who has questions or concerns. Annually, the Superintendent of Achievement First will prepare a thorough evaluation of the Principal and submit it to the Board of Trustees for review. The Board will also have independent access to school performance data through the regular dashboard reports presented at every bimonthly board meeting. Either the Board or Achievement First may elect not to renew the annual contract of the Principal. If either party refuses to renew the contract, then the Principal will not be renewed, and Achievement First will begin the nominating process again for a new school leader. During the course of the year, in extreme cases, Achievement First may recommend the termination of the Principal. The Board of Trustees shall have the final authority with respect to a mid-year dismissal of a Principal.

Each division of the school (elementary school, middle school, and high school) will have a separate principal and will be referred to as an academy. When the school is at full capacity, all three Principals will report to the Superintendent of Achievement First and/or his designee. The Principal will be the decision-maker for his or her division, and each Principal will supervise an Academic Dean and Dean of Students; these three leaders (Principal, Dean of Students, Academic Dean) will supervise all teachers in the division, though the Principal will have final authority over the employment and supervision of all staff.

The major responsibilities of the three principals (elementary, middle, and high) are as follows:

- Staffing – coaching, developing, and supervising all staff
- Vision and Mission – carrying out long-term strategic planning to accomplish the school mission
- School Culture – intentionally establishing a positive, energized, achievement-oriented culture
- Facility – liaising with Achievement First, which will, according to the terms of the CMA, procure, renovate and manage the school building
- Policies – developing and implementing school policies (with Board of Trustees and Achievement First)
- Finance – working with Achievement First and the Board of Trustees to develop an annual budget that best meets school and student needs and then working with the School Director of Operations to ensure school funds are well managed

The major responsibilities of the Deans of Students are as follows:

- School Culture – working with all school staff to build and maintain a consistent, high-expectations, achievement-oriented school culture
- Parent Involvement – working with parents to support their children at home and in school
- School Culture – serving as a leader of school culture
- Discipline & Problem-Solving – working with students who have seriously violated school rules and working with them to change negative behaviors.

Some of the major roles and responsibilities of AF Brownsville teachers are outlined below. This list is neither exhaustive nor set in stone, but rather a general guide to the key responsibilities of teachers at the school:

- *Elementary School Teaching Loads* —The teaching load for the elementary school program will consist of teaching from 8:00 – 4:00 with at least 90 minutes daily of non-duty prep time. Teachers may be required to cover breakfast and/or lunch, but this time is separate from the 90 minutes of daily prep time.
- *Middle School Teaching Loads* —The teaching load for the middle school program will be four classes plus advisory, totaling no more than 285 minutes daily. In most cases, teachers in the middle grades will have three preparations (different classes taught). The school administration will work with teachers to ensure a fair and equitable distribution of teaching loads.
- *Summer Academy* – AF Brownsville Summer Academy will be 3 weeks in length. Since this is a part of the regular school year for all students, all teachers are expected to teach Summer Academy. Every four years, a teacher is entitled to a "summer sabbatical."
- *Prep Periods* —Each teacher will have at least 90 minutes of duty-free preparation periods a day; if necessary, teachers may leave the building during these times; on reduced-hour days (chiefly Fridays), teachers may not have formal preparation time.

- **Lunch Duty**—Teachers may be required to cover a lunch duty of no more than 30 minutes/day, and teachers may be required to cover breakfast duty or host breakfast in their advisory classes.
- **Grade Level Team meetings**—All teachers will attend a grade level team meeting for at least one hour a week; the team may decide more meeting time is necessary. Grade level teams generally meet during common lunch/prep periods.
- **Report Card Nights, Field Trips, ScholarDollar Events**—As part of the AF Brownsville program, teachers are expected to attend report card nights and chaperone field trips and ScholarDollar events. A schedule for chaperoning will be developed, using teacher input, in August of each school year.

Key Achievement First Personnel

Below please find short bios of AF Central employees.

Doug McCurry is the Superintendent and Co-CEO of Achievement First. He was one of the founders of Amistad Academy, serving as the school's instructional leader for the first four years. In his teaching roles at Amistad Academy, Mr. McCurry has achieved outstanding results. His math students achieved 88 percent mastery (and 100 percent proficiency) on the Connecticut Mastery Test, and his reading and writing students consistently showed over two years growth in a single school year. Mr. McCurry led the development of Amistad Academy's standards-based curriculum. He personally led the efforts to create the school's interim assessment and data analysis system. Through Achievement First, Mr. McCurry is now working with consultants to put AF's curriculum and assessments on an online platform. Mr. McCurry also leads the professional development efforts at Achievement First, and he is a sought-after presenter and coach of teachers. Before coming to Amistad Academy, Mr. McCurry was a management and technology consultant in Atlanta and taught history and writing at Providence Day School in Charlotte, NC. A Morehead Scholar at the University of North Carolina, he earned a B.A. in history and journalism. Through the Klingenstein Private School Leadership program, he earned an M.A. in educational administration from Teachers College, Columbia University.

Dacia Toll is the President and Co-CEO of Achievement First. She led the founding team of Amistad Academy and served as the school's director from its founding in 1999 until July 2005. Under Ms. Toll's leadership, Amistad Academy consistently produced student performance results that tripled the New Haven Public Schools' average and that topped Greenwich and Westport averages in some subjects. Prior to Amistad, Ms. Toll worked as a teacher, lawyer, and management consultant, providing support for community organizations on issues of strategic management and program design. Ms. Toll also worked on school reform at the U.S. Department of Education and with McKinsey management consultants. After graduating from the University of North Carolina, she studied at Oxford University on a Rhodes Scholarship. She received her J.D. from Yale Law School shortly before launching Amistad Academy.

Max Polaner is the Chief Financial Officer of Achievement First. Previously, Mr. Polaner was CFO of Inductis, an analytical consulting firm, and assisted that company in its growth from 100 to 250 employees and in a doubling of its revenue until it was acquired by EXL Services in July 2006. Prior to Inductis, he founded and ran Impromptu Gourmet, an online gourmet food company, and before that was a consultant at McKinsey and Company in New York. Before graduate school, Mr. Polaner led the quality control department at Polaner Preserves, the company started by his great-grandfather, until its acquisition by American Home Products in 1993, and before that, spent the first four year of his career as a middle school math, social studies and music teacher in the San Francisco Bay area. Mr. Polaner received a Master of Public Policy from the Kennedy School of Government, an MBA from Harvard Business School, his teacher's certificate from San Francisco State University, and his BA from Yale University.

Melanie Mullan is the Chief Operating Officer of Achievement First. Previously, Ms. Mullan served as a program and business development consultant to the Center for Advanced Emotional Intelligence [AEI], a leadership development firm that coaches senior executives and corporate leadership teams from a wide range of industries and from some of America's most recognized companies. Prior to moving to New York City in 2001, Ms. Mullan was Executive Vice President for Operations of GlobalLearn, an Internet-based education company that she helped launch in 1995 and that produced dynamic content and curricula for the K-12 market. She remains a volunteer and supporter of the New York

Women's Foundation - where she served as Chair of the Committee for the Future - and is a recent Coro (Leadership New York) fellow. Ms. Mullan earned her B.A. from Yale College.

Lesley Esters Redwine is the Director of External Relations for Achievement First. In this role she is involved with community outreach efforts and strategic planning for school start-up in New York City. Previously, Ms. Redwine served as President/CEO of the New York Chapter of the Black Alliance for Educational Options, a school choice advocacy organization based in Washington D.C. Prior to BAEO, Ms. Redwine served as Project Director for Agenda for Children Tomorrow's (ACT) Bridgebuilders, a community-collaborative project in the South Bronx. She has also served as a Policy Analyst at The After School Corporation. In 2000, Ms. Redwine was selected to the National Urban Fellows where she served as Special Assistant to Terri Thomson, then member of the New York City Board of Education, focusing on parent involvement and charter schools. Currently, Ms. Redwine serves as an adjunct Professor at City College teaching nonprofit management and leadership courses. Ms. Redwine is also a member of the New York State Bar. Ms. Redwine earned her B.A. from University of Michigan; J.D. from University of Detroit Mercy; and M.P.A. from Baruch College's School of Public Affairs.

Kathleen Porter-Magee is the Director of Curriculum Development for Achievement First. As curriculum director, Ms. Porter-Magee directs the development of K-12 curriculum and assessments for Achievement First schools in Connecticut and New York and coordinates system-wide professional development opportunities for AF teachers. Previously, Ms. Porter-Magee served as the director of professional development and recruitment for the 115 Archdiocese of Washington, DC Catholic Schools, as the associate research director of the Thomas B. Fordham Foundation, and as a research fellow at both Stanford University's Hoover Institution and at the Progressive Policy Institute in Washington, DC. In addition to her policy work, Ms. Porter-Magee worked as a classroom teacher at both the middle and high school levels and served as Chair of the Department of Foreign Languages at a high school in Prince George's County, MD. She holds a B.A. from the College of the Holy Cross in Political Science and French and an M.A. in Education Policy from the George Washington University.

Abby Farber is the Director of New York Operations for Achievement First. Prior to joining the AF Central team, she served as Director of Finance and Operations for the Bronx Preparatory Charter School. Before entering the charter school world, Ms. Farber worked in finance, operations, and program development for the nonprofit organizations Child Care Action Campaign and Families and Work Institute from 1995 to 2003. She has an extensive background spanning a decade in municipal government, having worked in operations, finance, and program design for the NYC Department of Homeless Services and the NYC Human Resources Administration. Ms. Farber earned her B.Sc. from Northwestern University.

Carla Seeger is the Director of Staff Recruitment for Achievement First. Ms. Seeger coordinates Achievement First's efforts to find outstanding teacher candidates. After graduating from the University of Miami with a degree in economics, Ms. Seeger joined Teach for America and taught middle and high school math in Los Angeles for three years. Ms. Seeger then earned a Masters in Public Affairs from Indiana University, with concentrations in economic development and nonprofit management. Prior to joining the staff of Achievement First, Ms. Seeger served as the founding Executive Director for the Teach for America-Miami expansion site.

Becca Weinstein is the Senior Recruiter for Achievement First-New York. Working alongside Ms. Seeger, Ms. Weinstein is responsible specifically for recruiting and retaining the staff for Achievement First's NY schools. Prior to joining the AF-NY team, Ms. Weinstein served as the Literacy Program Coordinator for schools serving court involved youth throughout New York City. Additionally, Ms. Weinstein was a staff developer for Alternative Schools and Programs in the Department of Education. Ms. Weinstein taught middle school in the Alternative Schools for five years. Since 2002, Becca has worked with the New York City Teaching Fellows. As a Fellow Advisor, Becca prepared more than 120 incoming special education, elementary and secondary education teachers in their pre-service training. Ms. Weinstein earned her B.A. in history from the University of Connecticut and her M.S. Ed from Bank Street.

Laurie Bussmann is the Director of Information Technology for Achievement First. Ms. Bussmann is responsible for setting up and maintaining Achievement First's network infrastructure and the computers within each school. Ms. Bussmann also provides

technology training and support to all staff members. Before joining Achievement First, Ms. Bussmann worked at Compaq and Hewlett Packard and in the Haddam-Killingworth School District, where she helped transform this school district into a smooth running, high-tech operation. Ms. Bussmann graduated, with honors, from Providence College with a Bachelor of Science degree in Computer Science.

Andy Zuckerman is the School Leadership Coach for Achievement First. Mr. Zuckerman began his education career as a 6th grade public school teacher in Washington, DC with Teach For America. In 2001, he helped found KIPP DC: KEY Academy, one of the first KIPP Academy expansion schools, and served as its first Dean of Students. He left Washington in 2003 to attend Teachers College, receiving his Masters in Education Leadership. He later joined the Inquiry Program for School Leadership, where he is currently pursuing his doctorate. His doctoral research examines the emergence of high-achieving urban charter school management organizations within the broader field of public education. Mr. Zuckerman's other academic interest includes the study of student peer cultures in American schooling. Along with John Bishop of Cornell University, he has presented papers at both AERA and Brookings on the subject of student engagement and peer culture in U.S. secondary schools. For the past three years, he has worked in school leadership positions at Achievement First.

Key Personnel Joining the Achievement First Team – July/August 2007

Maia Heyck-Merlin is the incoming Vice-President for Talent Development, a new role that is designed to ensure that AF has world-class systems for recruiting, developing, and retaining talent at every level. Maia joined Teach For America in 1999 as a corps member in South Louisiana where she taught fourth grade for two years and was awarded Teacher of the Year during her second year of teaching. Following her commitment in the corps, she went on to teach fifth grade at Children's Charter School and worked for The New Teacher Project to lead Teach Baton Rouge's first summer training institute. In 2002, Maia returned to Teach For America as the executive director in South Louisiana, overseeing development and programmatic efforts for a corps that had recently doubled in size. She then served for three years as the Houston Institute Director, responsible for managing a staff of 100 and the training for over 800 incoming teachers. To support Teach For America's expansion, in 2006, Maia founded a new branch of the Teacher Preparation team that leads all national institute operations and currently serves as the managing director. She is responsible for leading all operations efforts for five training sites, including technology, communications, document production and shipping, procurement, human assets, data collection and analysis, and policy creation and implementation. Maia holds a B.A. with honors in child development from Tufts University.

Fawzia Ahmed is the incoming Director of Special Projects for Achievement First. Her responsibilities include delivering on a range of projects critical to Achievement First's strategy, with an in-depth focus on managing and executing on the objectives of Achievement First's External relations team. Previously, she was a Senior Analyst for Analysis Group, Inc., an economic consulting firm in Boston, MA. She worked with teams of economists and academic experts to develop quantitative and economic analyses for a variety of industries, evaluating issues such as market definition and price-fixing. Prior to that, she was a market analyst for a start-up pharmaceutical consulting company. Ms. Ahmed holds a B.A. in Economics from Cambridge University, England and an M.B.A. from the Yale School of Management.

Attachment 32 (Exhibit D)
Bylaws (Proposed)

Attachment 32 is attached as Exhibit D.

Note: The attached by-laws for Achievement First Brownsville Charter School are in draft form. These by-laws are similar to adopted versions that govern the Achievement First Brooklyn schools, specifically Achievement First Bushwick Charter School which was authorized by the Board of Trustees of the State University of New York.

Attachment 33

Code of Ethics

In response to Question 33, attached in Exhibit H please find a copy of the following policies:

- **Trustee, Officer and Employee Code of Conduct and Ethics**
- **Conflict of Interest Policy**
- **Complaint Procedures for Accounting and Auditing Matters**

The applicants for Achievement First Brownsville Charter School have established these policies based on the understanding of New York State law. The Board of Trustees may vote to amend these policies as long as it still is consistent with New York State law.

The Board of Trustees shall conduct or direct the affairs of the school and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, and the school's charter and Bylaws. The Board may delegate aspects of the management of the activities of the school to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Not more than 40 percent of the people serving on the Board of Trustees of the school may be compromised of: 1) people currently being compensated by the school for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; 2) any sister, brother, ancestor, descendent, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person; or 3) voting members who are affiliated with any single entity other than the school itself.

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: 1) a "self-dealing transaction" (see below); 2) a conflict of interest, or 3) indemnification of that Trustee uniquely.

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 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 Corporation, if the transaction: 1) is approved or authorized by the Board in good faith and without unjustified favoritism; and 2) 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.

A Trustee or officer having an interest in a contract, other transaction, or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full, and frank disclosure of his or her interest to the Board prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is an employee, Trustee, or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the school. Trustees representing any not-for-profit corporation proposing to do business with the school shall disclose the nature and extent of such business propositions.

Only trustees, officers and employees of for-profit corporations having a business relationship with the school that fits into the following categories will be permitted to serve as a voting member of the school's Board of Trustees: 1) individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys; 2) individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to the school; 3) individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization; or 4) members of the faculty of the school.

In no instance shall a trustee, officer, or employee of a for-profit educational management organization having a business relationship with the school serve as a voting member of the Board of Trustees for the duration of such business relationship.

Trustees, officers, or employees of any partner organization with the school other than a for-profit management organization shall hold no more than 40 percent of total seats comprising the Board of Trustees.

Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If it occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in these matters will be reflected in the Board minutes.

Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

Trustees shall not use their position with the school to acquire any gift or more that is not available to a similarly situated person, unless that gift is for the use of the school.

Trustees, officers, or employees never may ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

When in final draft form, the Code of Ethics and Conflicts of Interest policy documents will be distributed to all covered persons including employees upon hiring by the school, and to all officers and trustees upon appointment to the Board of Trustees. If amendments are made to the Code of Ethics, all employees, officers and trustees shall receive an updated copy. Time will be allotted at an appropriate board and staff meeting to explain the Code. The Superintendent shall serve as the Compliance Officer to ensure compliance with the Code of Ethics; one Trustee shall be appointed to oversee the Superintendent in this role.

School Policies

Save herein all Attachment/Exhibits responding to Request Numbers 34 - 41.

Attachment 34

Student Admissions Policy

As a public school, Achievement First Brownsville Charter School is open to children who are eligible under the laws of New York State for admission to a public school. The school follows all applicable state and federal laws in admitting students. Achievement First Brownsville Charter School does not discriminate on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, ancestry, religion, or any other grounds that would be unlawful.

Publicity and Outreach

Achievement First Brownsville Charter School will engage in an intensive recruiting effort in the winter and early spring of 2007-08. In January and February of 2008, Achievement First Brownsville Charter School will contact all parents of children entering fifth grade in 2008-2009 who live in surrounding zip codes to the school facility. We will send these parents a letter introducing Achievement First Brownsville Charter School and invite them to an Open House to learn more about the Achievement First Brownsville Charter School Program before the lottery takes place. We will also use our parent networks, other community partners, and the local media, local television stations and local radio stations to spread the word about Achievement First Brownsville Charter School. All recruitment, admissions, and enrollment materials will be translated in English and Spanish, the predominant language in the communities to be served. The school will use its best efforts to provide materials to all parents in their home language.

The Application

Families interested in enrolling a child at Achievement First Brownsville Charter School are required to submit a completed application or reapplication form. The applications are made available at the school's information sessions and at the school. The application is fairly simple, requesting basic biographical, contact, gender, and other important information (e.g., school currently attending). There are no fees associated with the filing of an application, nor are there any tuition charges for attending the school. The application will be available in both English and Spanish, and the school will make staff or volunteers available to any parent or guardian who needs help completing the application, including translators if necessary.

Special Requirements for Kindergarten

For enrollment in kindergarten, only students who turn 5 years old by December 1st of the matriculation year are eligible for kindergarten.

The First Year

For the first year of operation, Achievement First Brownsville Charter School will open admission to children eligible to enroll in fifth grade only.

Timeline

The application process begins in early January with several information sessions and the distribution of applications. Applications are due by March 31, 2008. If the school receives more applications than allotted spaces by this deadline, then the school will hold a public lottery, tentatively scheduled for April 16, 2008, to allocate available slots. If fewer applications than spaces available are received during this first round, those students who applied by the first round deadline are admitted to the school. In this case, a second round of information sessions will be held in April and May to allocate any remaining spaces and to establish a waiting list. Information sessions may be held and students may be added to the waiting list on a continuing basis.

Enrollment Lottery

If the number of eligible applications for admission exceeds the spaces available for students, the school will hold our first blind, random lottery on Wednesday, April 16, 2008. The lottery will be conducted as follows: the names of child applicants will be printed on labels, which will be placed in a covered box with a hole in the top, wide enough for withdrawing the slips of paper. Siblings will have their names written on two labels each, marked with a red dot for identification purposes, with one slip being put in the box and one left out. The conductor of the lottery will withdraw slips one at a time, announcing the name of each child and posting it on

a bulletin board for the audience to see. When a sibling label is chosen, a slot will also be reserved for the child's sibling(s). This process will occur until all currently available spots are filled. Then, the remaining slips will be sorted in the same manner to create the waiting list in each grade. This waiting list will be used to fill empty spaces as necessary. This random and publicly held lottery is audited by a disinterested independent organization. All applicants are notified of the time and the place of the lottery and are invited to attend.

From Achievement First Brownsville Charter School's pool of applicants, 84 fifth grade students will be selected at random. The following criteria are used in the lottery:

In the School's First Year

- Preference is given to students living in the New York City School District;
- If space remains, students from outside the local school district are admitted; and
- Once the available spaces are filled by students whose names are drawn or by students whose siblings are selected for enrollment, the remaining applicants are placed on a waiting list in the order in which their names are drawn (students with siblings enrolled in the school receive preference over waiting list candidates who do not have siblings enrolled).

In Subsequent Years

To the extent a vacant space is available in the school:

- First preference is given to students who attended the school the previous year and are returning to the school;
- Second preference is given to siblings of students enrolled in the school;
- Third preference is given to students living in the New York City School District;
- If space remains, students from outside the local school district are admitted; and
- Once the available spaces are filled by students whose names are drawn or by students whose siblings are selected for enrollment, the remaining applicants are placed on a waiting list in the order in which their names are drawn (students with siblings enrolled in the school receive preference over waiting list candidates who do not have siblings enrolled).
- For grade levels in which a "rising" class is filling the seats (for example, a third grade class moving up to fourth grade), the school will fill empty seats to reach the number of students in each grade in the enrollment chart on page 7. The lottery for these empty seats will take place using the procedure outlined above.

Enrollment and Eligibility

Once admitted, parents and students will be encouraged to sign the Achievement First Brownsville Charter School contract that spells out the obligations and responsibilities of students, parents, and the school. Achievement First Brownsville Charter School will function as a powerful partnership between the school, parents, and their children, so we want to be clear from the outset of our expectations and mutual commitments to each other.

All students who are accepted for enrollment or re-enrollment must complete all of the school's enrollment forms by the date required on the forms to secure provisional enrollment. Students forfeit their right to enroll if the forms are not returned by the designated date. In addition, by August 1, parents of provisionally accepted and waitlisted students must submit proof of the child's successful completion of the previous grade (with the exception of kindergarten students). All new students must take the school's baseline assessments. Parents/guardians and students are encouraged to attend information sessions and orientations, sign the Enrollment Form and Family-School Contract, and agree to fulfill their obligations to Achievement First Brownsville Charter School, including adherence to the Code of Conduct.

In addition to the requirements described above, a child is eligible for grades 1-8 only if:

- The student successfully completes the preceding grade by the opening day of school; and
- The parent/guardian and student complete all required forms truthfully.

Vacancies

Barring an unexpectedly high attrition rate, Achievement First Brownsville Charter School plans to accept only a very limited number of students after the fifth grade. To fill any vacancies, however, separate waiting lists are maintained for each grade level.

The random lottery used for student admission also serves to place students in preferential order on these waiting lists. If the school chooses to fill a vacancy, the school contacts the parent or guardian of the student next on the appropriate waiting list. Reasonable attempts are made to contact the family of the first student on the waiting list to determine whether the student remains interested in enrolling at the school before proceeding to the next name on the list. If attempts to contact the student's parents/guardians are unsuccessful, the school may remove that student from the waiting list. Documentation of attempts made to contact the parents/guardians of any student removed from the waiting list are maintained by the school. Waiting lists are not carried over from year to year, but instead the annual admission lotteries are used to create newly randomized waiting lists. The school will send a new enrollment application directly to the parents/guardians of each child on the prior year's waiting list.

Achievement First Brownsville Charter School does not discriminate on the basis of gender, ethnicity, sexual orientation, or any other basis. In accord with the sense of Team and Family in our school, siblings of enrolled students will be given admissions preference. No other forms of special treatment or preference will be given in the admissions process except those outlined above.

Attachment 35

Discipline Policies – Regular Education Students

Student Safety and Discipline: Regular Education Students

At AF Brownsville, we have exceptionally high standards for student conduct. We will not make excuses for our students. From the moment AF Brownsville students board their busses and all through the day, they will act in a way that befits an AF Brownsville student – respectful of themselves and others. This will not happen magically. It will take enormous planning, teaching, practice, and reinforcement of positive behaviors.

At AF Brownsville, much of the power of our culture will be rooted in the clarity and consistency of our expectations. Behavior expectations will be common from classroom to classroom. All AF Brownsville students will look sharp in their uniforms. All AF Brownsville students will learn and practice common courtesies (please, thank you, and proper greetings). All AF Brownsville students will practice good table manners at breakfast and lunch, and learn how to chat quietly with friends. In class, all AF Brownsville students will sit at their desks and SLANT (Sit up straight, Listen, Ask/Answer questions, Nod, Track the speaker).

While a strong, productive culture will be the foundation of student discipline, we will use several different approaches to managing inappropriate behaviors. AF Brownsville teachers will be trained in an array of student discipline techniques. They will identify and address the antecedent causes of behavior. Teachers will manage minor disruptions in their classrooms and teach the common routines and behaviors necessary for our students to be successful. The AF Brownsville advisory system will enable teachers to build strong, supportive and respectful relationships with students. Teachers will use the AF Brownsville values (Respect, Enthusiasm, Achievement, Citizenship, Hard Work) as opportunities for teachable moments and positive reinforcement. Frequent parent contacts will provide opportunities for teachers and parents to work together to problem-solve when behavior problems occur.

AF Brownsville will have a strict disciplinary policy. We believe that children do what you let them, and we will raise the bar of behavior by setting high expectations and enforcing them with PIC (Persistence, Insistence, Consistence). Our high expectations will be crystal clear to our students, and poor behavior choices will be addressed quickly and effectively. We will establish a positive, caring, warm-demanding atmosphere where students feel safe and successful.

At AF Brownsville our approach to discipline will be primarily preventative. Teachers will use a range of lower-level consequences (non-verbal cues, conferencing with student, loss of privileges) before resorting to more serious consequences. However, we will have clear policies governing suspension and expulsion. Certain offenses will result in in-school suspension while other more serious violations will result in out-of-school suspensions. Only the most egregious violations – those that put students and/or the school in grave physical danger – will be considered grounds for expulsion.

Students who are suspended will be required to make appropriate amends for their actions before being welcomed back into our community. Suspended students will also be responsible for making up all missed work within an agreed upon timetable. In case of severe or repeated violations, the AF Brownsville Principal may recommend that a student be expelled. The Board has the right to expel any student who the Board has cause to believe has engaged in conduct on school grounds or at a school-sponsored activity which endangers persons or property, is seriously disruptive of the educational process, or violates a publicized policy of the Board of AF-Brownsville. Expulsion only takes place after a hearing of a designated panel of the Board of Trustees. Under federal law, if a student is in possession of a) a dangerous weapon, b) drugs, or c) alcohol on school property, on the school bus, or at a school-sponsored function, then the student will be recommended for expulsion. Likewise, if a student physically assaults a staff member, the Principal will likely recommend the student for expulsion.

Code of Conduct

AF Brownsville provides a safe and structured environment that promotes students' academic and social development. The school's disciplined environment is largely responsible for the school's academic success. Students who fail to meet the clearly defined standards for appropriate and acceptable conduct are not allowed to disrupt the education of others. Students are held accountable through clear consequences for violating the school's rules.

Disciplinary Offenses

A disciplinary offense is a violation of the Code of Conduct that occurs while the student is: at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity. School-related disciplinary offenses may also include serious misconduct outside the school where evidence exists that the student's continued presence would have a substantial detrimental effect on the school.

Disciplinary offenses result in consequences subject to the discretion of the Principal or his/her designee(s) and may include loss of Scholar Dollars, detention, community service, loss of school privileges, Homework Center, Saturday Detention, in-school suspension, out-of-school suspension, and/or expulsion. The list of punishable offenses is not exhaustive, but provides examples of prohibited conduct. These rules and regulations may be supplemented by teachers' rules for classes and other school events. Repeated infractions resulting in loss of Scholar Dollars and/or detention may lead to suspension and repeated suspensions may lead to expulsion. Suspended students are not entitled to participate in school activities. In addition, any breaches of state or federal law may be handled in cooperation with the New York City Police Department or other authorities.

Procedures for Disciplinary Action: Consequences other than Suspension or Expulsion

If a student commits an offense that calls for the assignment of a time-out, detention, community service project, Saturday Detention, or other in-school disciplinary action (other than in-school suspension), any staff member may impose an appropriate consequence. When this occurs:

- The staff member addresses the conduct and assigns an appropriate consequence;
- The staff member may refer the matter to the Principal for review and possible additional disciplinary action;
- The staff member may call the parent or guardian of the student;
- Consequences are implemented at the discretion of this staff member;
- If necessary, the student is removed from class;
- Students are responsible for transportation home when they are assigned to detention or Homework Club and for transportation to and from Saturday Detention; and
- If the incident is not resolved or occurs again, further disciplinary action is taken; a parent or guardian may be required to meet with the Principal or his/her designee(s) regarding infractions prior to a student's return to school.

Procedures and Due Process for Disciplinary Action: Short-Term Suspension

If a student commits an offense that calls for short-term suspension (10 days or less), the student is afforded the due process rights required by *Goss v. Lopez*, 419 U.S. 565 (1975). Such student is subject to the following:

- If necessary, the student is immediately removed from class and/or school;
- The student is entitled to respond to the charges against him/her;
- The Principal or his/her designee addresses the conduct and assigns an appropriate consequence;
- The parent/guardian is notified by the Principal or his/her designee; and
- A parent or guardian may be required to meet with the Principal or his/her designee(s) regarding infractions prior to a student's return to school.

When a suspension from school transportation amounts to suspension from attending school because of the distance between home and school and the unavailability of alternative transportation, the school will make appropriate arrangements for the student's education.

Procedures and Due Process for Disciplinary Action: Long-Term Suspension or Expulsion

If a student commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken:

- If necessary, the student is immediately removed from class and/or school;
- The parent/guardian is notified by the Principal or his/her designee;
- The school sets a hearing date; the student and/or his parent/guardian are notified in writing of the:
 - charges and a statement of the evidence;

- date, time and place of a hearing; and
- notice of the right at the hearing to be represented by legal counsel (at the student's/parent's own expense) and present evidence and question witnesses;
- After hearing the case, the Principal or his/her designee issues a written decision to be sent to the student, the parent/guardian, the school's Board of Trustees, and the student's permanent record;
- Any student who is expelled or given a long-term suspension (more than 10 days) has the right to appeal the decision in writing to the Board of Trustees within 10 days of the date of expulsion;
- Any appeal is heard, at the discretion of the Board Chairperson, by the full Board of Trustees or by a Trustee subcommittee (of one or more Trustees designated by the Board Chairperson); in such a case, the school sets a hearing date and the student and/or his/her parent/guardian are notified in writing of the:
 - charges and a statement of the evidence;
 - date, time and place of a hearing; and
 - notice of the right at the hearing to be represented by legal counsel (at the student's/parent's own expense) and present evidence and question witnesses.

Alternative Instruction

AF Brownsville will provide alternative instruction to students who have been recommended for expulsion, or have been suspended in or out of school, within 24 hours of such suspension or expulsion, while awaiting a determination by the Board of Trustees. The alternative instruction will begin no later than the day after the determination is made to expel a student. The alternative instruction will occur during the school day at the student's home or the nearest public library. This alternative instruction will continue for the duration of the time the student awaits disposition on his or her expulsion hearing. The school will provide alternative instruction to expelled students to the extent required by law.

Record-Keeping

AF Brownsville will maintain written records of all suspensions and expulsions, including the name of the student, a description of the offending behavior, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Attachment 36

Discipline Policies – Students with Disabilities

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

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

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

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

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

Achievement First Brownsville Charter School shall work with the district to ensure that the CSE of the student's district of residence meets within seven days of notification of any of the following:

1. The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
2. The commission of any infraction resulting from the student's disability.
3. The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year, if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of five days.

Attachment 37

Dress Code Policy

Achievement First Brownsville Charter School students will be required to wear uniforms. These uniforms will serve several purposes:

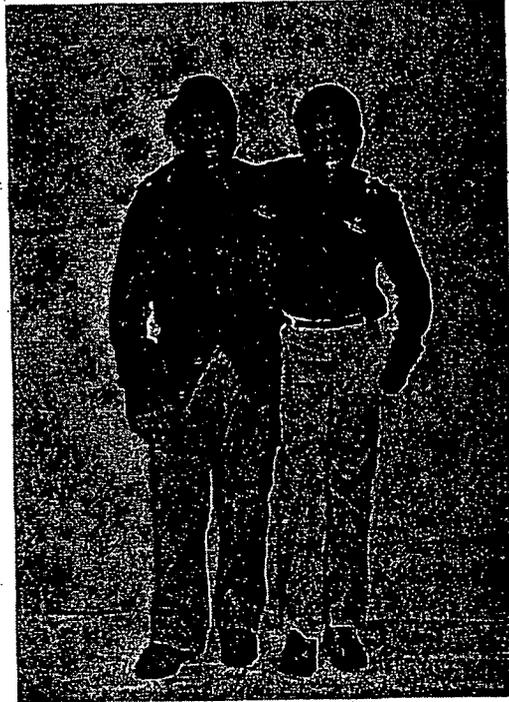
- They will denote and symbolize our students' identities as part of a special group of children of whom great things are expected;
- They will relieve financially strapped parents of the burden of purchasing an entire wardrobe of school clothing and minimize the differences in economic background between children;
- They will reduce the stress level associated with children's desires to keep up with expensive fashion trends; and
- They will minimize distractions to learning in our school.

With few exceptions, students will be required to wear their school uniforms at all times when on campus. Students must also wear their uniforms as they travel to and from school. There may be occasions during which students will be permitted to dress down for certain field trips or school activities. Students will be given specific dress guidelines for these activities. Students will not be admitted to class if they arrive in attire that does not meet the requirements of the school uniform policy. In such cases, the student will wait in the school office until a family member can bring them the appropriate clothing.

The requirements of our uniform policy will be made clear to parents in information sessions before and after our lottery. It will also be clearly delineated in the school's Family Handbook. Subsequent to our lottery, families new to the school will receive information from the school regarding the costs of and procedure for ordering uniforms. While the intent of our uniform policy is in part to alleviate financial pressure on parents to buy their children the latest fad clothing for school, there may be instances in which families truly cannot afford to buy uniforms. No student will be denied access to the school because a family cannot afford to purchase the uniform. Achievement First Brownsville Charter School will keep reserves on hand to assist families who cannot afford uniforms. We have identified Flynn and O'Hara as a cost-effective and reliable uniform vendor in Brooklyn. Families will be able to purchase uniforms through Flynn and O'Hara prior to and throughout the school year. Boys will be required to wear khaki pants and white shirts with maroon ties. Girls will have the option of wearing either: (a) khaki pants, white shirts and maroon ties, or (b) khaki jumpers with white shirts and tights and maroon ties. Both boys and girls are to wear plain black sneakers and black belts, should they chose to wear belts. Sweaters will also be made available in the same maroon color.

In further response to Question 37, attached please find pictures of middle school students at Achievement First Crown Heights and Achievement First Endeavor Charter School wearing uniforms similar to the uniform proposed for Achievement First Brownsville Charter School.

Achievement First Brownsville Charter School
Proposed Student Uniforms



Attachment 38 (Exhibit E)
Freedom of Information Law (FOIL) Policy

Achievement First Brownsville Charter School's Freedom of information policy is attached as Exhibit E.

Attachment 39 (Exhibit F)

New York State Open Meetings Law Policy

Pursuant to the New York Charter School Act (2854(1)(e)), Achievement First Brownsville Charter School will comply with all provisions of Article 7 of the New York Public Officers Law. Our Open Meetings Policy is attached as Exhibit F.

Attachment 40

Board of Trustees Complaint Policy

Achievement First Brownsville Charter School is committed to maintaining clear policies to ensure accountability, including a formal complaint policy. The school will ensure that all parents and staff members are well informed of the steps to make a complaint as well as the steps they may take if/when an issue is left unaddressed. Information detailing this process will be sent to all parents each year and the information will be on file with the Director of School Operations. The policy mirrors Education Law section 2855, which covers the school's formal complaint process. This policy will be distributed in the school's annual Family Handbook and Faculty Handbooks.

Any individual or group may bring complaints to the AF Brownsville Board of Trustees. Complaints will be submitted to the Board of Trustees at least one week prior to the next Board meeting. Complaints submitted later will be addressed at the subsequent meeting of the Board of Trustees. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. Every effort will be made to address respectfully each matter to the satisfaction of the individual or group that presented the complaint. The Board, as necessary, may direct the Principal or other responsible party to act upon the complaint and report to the Board. The Board of Trustees shall render a determination in writing if appropriate or required. All discussions of complaints submitted to the Board will be documented by incorporating them into the minutes of the meeting. The school will ensure that all parents are well informed of the steps to make a complaint as well as the steps they may take if/when an issue is left unaddressed. Information detailing this process will be sent to all parents each year and the information will be on file with the School Manager.

In accordance with Education Law § 2855(4), if after presentation of such a complaint to the Board of Trustees, the individual or group determines that the Board has not adequately addressed the complaint, and the complaint constitutes a violation of law or the school's charter, that individual or group may present the complaint to the School's charter authorizer, the State University of New York (SUNY) through the Charter Schools Institute (CSI), which shall investigate and respond to the requests. If, after presentation of the complaint to the Board of Trustees, the individual or group remains unsatisfied, they may present the complaint to the State Education Department Board of Regents. SUNY's Trustees and the State Education Department Board of Regents shall have the power and the duty to issue appropriate remedial orders to the board of trustees of the school under their jurisdiction to effectuate the provisions applicable under Education Law.

Attachment 41

Dissolution

In the event of closure or dissolution of AF Brownsville, the Board of Trustees shall manage the dissolution process in accordance with Education Law § 2851(2)(i), the school's charter and any closure plans of the authorizer including the most recent dissolution plan provided by the Charter Schools Institute. In anticipation of dissolution, the school is committed to establishing an escrow in the amount of \$75,000 to pay for audit and legal expenses that could potentially be associated with any dissolution that could occur with this charter. This process shall commence with a meeting of Board representatives and the Charter Schools Institute or other appropriate staff at the State University of New York to discuss and finalize a 30-day timeline for dissolution that is based on the following template:

Days 1-5

1. AF Brownsville shall deliver the current list of students attending the school to the regional superintendent and to school district central offices.
2. The Principal of AF Brownsville shall conduct a meeting with the regional superintendent to discuss openings and availability for students being displaced by the closure or dissolution.
3. Board Representatives of AF Brownsville shall conduct a meeting with the school manager and auditors to begin process of identifying assets required for transfer.

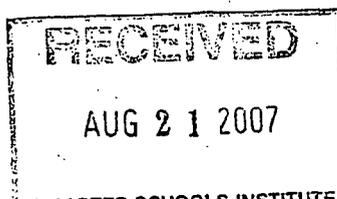
Days 5-15

4. AF-Brownsville shall transfer student records to:
New York City Department of Education
52 Chambers Street
New York, New York 10007
5. AF Brownsville shall provide written notice to key NYCDOE central office departments such as transportation, food services and school safety of the closure in order to ensure adequate time for modifications to existing bus routes, school safety procedures regarding ingress and egress to a new building for a large number of relocating students, or other support services required for current students of AF Brownsville being relocated into other school buildings.
6. AF Brownsville shall notify all parents in writing of the closure of the school, and explain possible relocation options including contact information, basic school facts, and maps displaying locations of possible relocation schools targeted by the Regional superintendent's office for transfer.
7. AF Brownsville shall notify in writing school principals in surrounding schools of the closure and provide contact information for school personnel handling transfer.

Days 15-30

8. AF Brownsville shall host an information session for families and introduce them to personnel from receiving schools and assist with all transfer processes.
9. A list of students attending the school and their known preferences for relocation will be sent to the school district offices.
10. Parents of the enrolled students shall be notified of the transfer of their student's records to the Department of Education.
11. AF Brownsville shall conduct a final meeting with Charter School Institute or the appropriate State University of New York personnel to ensure that each child has been properly enrolled in a local public school or has confirmed their enrollment in a non-public school.

Pursuant to Education Code § 220, the remaining assets of AF Brownsville, and after satisfaction of outstanding debts and liquidation of assets, shall be transferred to another charter school within the school district where the school is located or secondarily directly to the New York City Department of Education.



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Attachment 42 (Exhibit G)
Personnel Policies

AF Brownsville Personnel Policies have been submitted as Exhibit G.

Attachment 43

School Leader Description

Recruitment/Selection/Hiring/Firing School Leaders

Achievement First has developed a rigorous principal selection process, in order to attract and hire top school leaders from across the country. Working with the leadership of KIPP and New Leaders for New Schools, Achievement First's leadership and talent development team worked to develop a set of selection criteria driven by the core competencies we hope our school leaders will demonstrate and embrace. This year's process ensued over two days in early June, and was preceded by months of preliminary vetting by Achievement First's recruitment team. A selection committee comprised of 8 educators and leaders from Achievement First, and other highly reputed educational agencies, reviewed applications, interviewed 9 candidates, and conducted a number of teaching, coaching, and family rapport-building simulations. At the end of the process, the selection committee sat down together and reviewed the strengths and weaknesses of the 9 school principal candidates who they observed. Among the nine candidates we are considering one candidate for the helm of Achievement First Brownsville Charter School. We are now in conversations with this individual, and the Board of Trustees in conjunction with Achievement First will decide whether to extend an offer to participate in a one-year Principal-in-Residence program in preparation for becoming founding principals of AF Brownsville's middle school program.

Final selection for the principal will come before the full AF Brownsville Board of Trustees. The AF Brownsville board will hold final authority over the hiring and firing of the school's executive director (principal), and will be responsible for renewing his/her contract on an annual basis. Yearly, the Board will work with Achievement First leadership to ensure that a thorough evaluation of the school leader is completed. Since the Principal works at AF Brownsville on a yearly contract, those Principals deemed by Achievement First and the Board to have successfully led the school will be offered contracts for the next school year. Each division of the school (elementary school, middle school, and high school) will have a separate principal and will be referred to as an academy. The Principal will be the decision-maker for his or her academy, and each Principal will supervise an Academic Dean and Dean of Students; these three leaders (Principal, Dean of Students, Academic Dean) will supervise all teachers in the division, though the Principal will have final authority over the employment and supervision of all staff.

Principal Residency

Once identified, co-CEO and Superintendent Doug McCurry, along with co-CEO and President Dacia Toll, will spend the one full academic year working very closely with the principal candidate to ensure that he or she is completely ready to take on the leadership of her own high-performing charter school. AF's year-long training opportunity is set up to allow principals-in-residence to build on their already extensive experience by visiting other successful charter schools, fully immersing themselves in the AF model, and practicing all of the leadership skills necessary to do an outstanding job. Each principal candidate will likely serve in the position as a Dean of Students or Academic Dean in an existing school prior to the opening of the new charter school.

In addition to duties as Dean of Students or Academic Dean, in preparation of opening the new school the principal candidate will be responsible for completing the following:

- Shadowing of Achievement First School Principals and Deans (Brooklyn and Connecticut)
- Observing and then conducting interim assessment teacher debriefs on school data
- Observing and then running staff meetings, professional development for staff, and Morning Circle and Town Meeting celebrations
- Participating once a month in formal principal training seminars and attending the monthly AF principal meetings and annual principal retreat
- Conducting formal observations with teachers and Achievement First Superintendent, Doug McCurry
- Teaching a minimum of three weeks in different content areas (math, reading, textual analysis, and writing). These weeks of teaching are to ensure a high level of proficiency with the Achievement First instructional model (including aims, lesson structure, I-WE-YOU).
- Visiting other high performing elementary schools in New York City as well as across the country

- Fully participating in teacher recruitment and interview processes for Achievement First Brownsville Charter School.
- Reaching out to the communities we intend to serve.

Core School Leader Competencies

As described above, we are focused on hiring a school leader that is able to run a successful school. When considering leadership we value the candidate's ability to serve in three distinct roles: as a leader of people by running a successful instructional staff; as a leader who sets the "no-excuses" school culture; and an instructional leader who has a thorough understanding of curriculum, instruction, and what it takes to produce high levels of student achievement. In addition to these three areas, below please find the core school leadership competencies that we value in each potential school leader.

Commitment to Mission/Vision

- Conveys strong sense of urgency; strong commitment to mission and a belief in the potential of all children to excel academically
- Makes decisions guided by what's best for students, motivated by love and respect for students and their families; builds strong personal relationships with kids and parents
- Conveys an inspirational vision for the school
- Exudes energy and optimism; conveys strong belief that we will prevail

Focus on Excellence

- Demonstrates persistence, determination, and relentless drive to achieve goals and results; not satisfied with so-so but rather sets high expectations and is focused on achieving excellence in all areas
- Takes personal responsibility for results; takes initiative; does not wait for others to fix problems; no excuses
- Demonstrates grit, tenacity, and self-reliance; will overcome challenges and setbacks
- Focused on results; obsessed with data and interim indicators of success
- Demonstrates willingness to confront difficult situations and brutal facts head-on and willingness to hold others accountable for ensuring the success of all kids

People-Orientation / Interpersonal Skills

- Demonstrates real empathy and genuine caring about others and the impact of decisions on others
- Exudes personal warmth and openness
- Builds strong relationships with teachers and colleagues and is able to foster an environment in which others do the same
- Is a good listener, non-judgmental, inclusive
- Has a sense of humor, fun to be around
- Has a track record of being an effective team player
- Demonstrates good emotional intelligence; reads people and situations accurately and reacts accordingly; understands the perspectives of others

Constant Learning

- Demonstrates self-awareness, humility, and a commitment to personal growth; accurately identifies personal strengths and weaknesses; understands how he/she is perceived by others
- Actively seeks feedback and uses it to improve performance
- Willing to admit mistakes/shortcomings and address them; reflective
- Seeks mentors, thought-partners, and professional development

Communication

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- Possesses written and verbal skills to communicate with clarity, conciseness and appropriateness to multiple audiences
 - Has a strong, leader-like presence, inspires confidence; calm under pressure
 - Persuasive; able to influence others to achieve outcomes

Organization & Planning

- Plans ahead; works the plan
- Demonstrates excellent follow-up and follow-through
- Focuses on both the big picture and on details
- Possesses strong personal organization and time-management skills
- Effectively multi-tasks
- Anticipates problems before they arise and plans preventatively
- Serves as an effective project manager; delegates effectively, setting others up for success

Problem-Solving

- Leads the team through a problem-solving process with high levels of buy in and effectiveness
- Demonstrates systematic, analytic, problem-solving skills
 - Identifies and accurately prioritizes problems and key issues
 - Defines the opportunity/problem in clear, compelling, actionable terms
 - Analyzes and diagnoses complex issues and develops effective solutions to solve a variety of problem
 - Identifies concrete outcomes/metrics as a way to evaluate results
- Accurately identifies factors that make school organizations strong and weak

Character

- Impeccably demonstrates integrity, honesty, REACH values, and a willingness to stand up for personal beliefs
- Makes sacrifices for the good of students and staff; has a very strong work ethic
- Talks about our work, students, families, and communities in an impeccably respectful way
- Has a strong track record of effectively engaging with students and families to develop strong character, not just academics
- Demonstrates professionalism (dress, body language, speech)

People Leadership

- Has experience effectively managing people and leading teams
 - Sets clear vision and goals
 - Mobilizes adults to take action; builds a sense of team
 - Regularly provides specific positive reinforcement for team and individual efforts
 - Gives effective feedback and has "difficult conversations" that result in improved performance
 - Facilitates meetings effectively to achieve desired outcomes; structures opportunities for shared reflection and problem-solving;
 - Engages and empowers others to take responsibility to achieve results
- Operates effectively during times of uncertainty and is able to overcome adversity

Instructional Leadership

- Has a proven track record of outstanding student achievement results
- Demonstrates knowledge of exemplary teaching and the capacity to distinguish among poor, mediocre, and outstanding teaching; good instructional eye to identify "big rocks" in lessons; able to deliver targeted, actionable feedback

- Able to lead coherent alignment of curriculum, assessment, instruction & professional development; personal approach is consistent with the AF model
- Uses data to inform instruction and continuously improve student achievement
- Possesses adequate content knowledge in math and/or language arts
- Able to design and lead high-quality professional development

Attachment 44
Collective Bargaining

Request 43 is inapplicable as Achievement First Brownsville Charter School is starting with less than 250 students in year one, and will have less than 250 students in its second year of operation.

Fiscal Soundness

Save herein all Attachments/Exhibits responding to Request Numbers 45 - 50.

Attachment 45

Start-Up Budget

The start-up costs for the charter will be borne by Achievement First, Inc., the Charter Management Organization that will have a contractual agreement with the Charter to provide services to it.

It has been our practice for Achievement First to provide all start-up services free of charge to the charter in our past New York Charters in Crown Heights, East New York, Bushwick and Fort Greene (Endeavor).

The financial obligations of the charter thus begin in Year 1, starting on July 1 of the year in which the charter will start operating.

The services provided by Achievement First include hiring all personnel, including paying the salary of anyone hired before July 1 of the year the charter will start operating. Additionally, it includes locating and securing a facility, performing student recruitment, and developing the first year curriculum.

Achievement First's revenues come from a combination of management fees from the currently operating charters, of which there are seven, and private philanthropy.

Attachment 46
First Year Annual Budget

Attached please find a copy of the first year annual budget for Achievement First Brownsville Charter School.

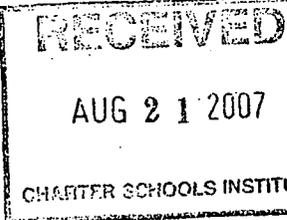
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Attachement #48: First Year Budget

Academy: AF Brownsville
 Basis: Cash (Note that the 6 year budget is done on partial accrual basis - the last two columns show the reconciliation between the two)
 Assumptions: please see the 6 year budget

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	July	August	Sept	October	Nov	Dec	January	Feb	March	April	May	June	Total Cash Flow	Budget	Variance Cash Flow to Budget	Notes
4000 - REVENUE - PUBLIC																
4100 - General Operating Revenue																
4110 - Per Pupli Operating Revenue	158,620		158,620		158,620		158,620		158,620		158,620		951,720	951,720	-	
4112 - State Softw, Libr & TextBk Fund										4,932			4,932	4,932	-	
Total 4100 - General Operating Revenue	158,620		158,620		158,620		158,620		158,620	4,932	158,620		956,652	956,652	-	
4200 - Public Start-up Funding																
4220 - NYC Start-up Supplement (DYCD)				118,830			11,490						129,328	129,328	-	
4221 - Federal Charter Start-up Grant				35,000				140,000					175,000	175,000	-	
Total 4200 - Public Start-up Funding				151,830			11,490	140,000					303,328	303,328	-	
4300 - Other Public Revenues																
4310 - Title I						6,930							6,930	34,650	(27,720)	balance comes in post June 30th
4315 - Title II						375							375	1,675	(1,500)	balance comes in post June 30th
4330 - Other Title Money				17									17	87	(69)	balance comes in post June 30th
4340 - Student Meal Program					535	535	535	535	535	535	535	535	4,283	4,283	-	
4345 - eRate - Internet and Telephone												12,506	12,506	12,506	-	
Total 4300 - Other Public Revenues				17	535	7,840	535	535	535	535	535	13,042	24,111	53,400	(29,289)	
4400 - Special Education Funding																
4410 - City/State Special Ed Funding	3,408		3,408		3,408		3,408		3,408		3,408		20,448	20,448	-	
4420 - Fed Fnding for Students w/Disab										9,236			9,236	9,236	-	
Total 4400 - Special Education Funding	3,408		3,408		3,408		3,408		3,408	9,236	3,408		29,684	29,684	-	
Total 4000 - REVENUE - PUBLIC	162,028		162,028	161,847	162,663	7,840	174,062	140,636	162,663	14,703	162,663	13,042	1,313,776	1,343,066	(29,289)	
4800 - REVENUE - PRIVATE																
Total 4800 - Operating Grants	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	175,000	175,000	-	
Total 4800 - REVENUE - PRIVATE	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	14,583	175,000	175,000	-	
4900 - OTHER REVENUE																
4960 - Interest Income	417	417	417	417	417	417	417	417	417	417	417	417	5,000	5,000	-	
4970 - Miscellaneous Income																
Total 4900 - OTHER REVENUE	417	417	417	417	417	417	417	417	417	417	417	417	5,000	5,000	-	
Total 4000 - REVENUE - PUBLIC	177,028	18,000	177,028	166,847	177,563	22,640	189,062	166,636	177,563	29,703	177,563	28,042	1,493,776	1,623,066	(29,289)	
6000 - PERSONNEL EXPENSES																
6100 - Salaries and Wages																
Teachers		25,930	25,930	25,930	25,930	25,930	25,930	25,930	25,930	25,930	25,930	25,930	285,229	311,158	(25,930)	July salary accrual
Leaders	25,750	25,750	25,750	25,750	25,750	25,750	25,750	25,750	25,750	25,750	25,750	25,750	309,000	309,000	-	
Ops/Support	10,982	10,982	10,982	10,982	10,982	10,982	10,982	10,982	10,982	10,982	10,982	10,982	131,789	131,789	-	
Paraprofessionals																
Mentor payments																
6165 - Afterschool Salaries Aca/Tutor			649	649	649	649	649	649	649	649	649	649	6,489	6,489	-	
6168 - Satur Schl Salaries			252	252	252	252	252	252	252	252	252	252	2,524	2,524	-	
Bus monitors			773	773	773	773	773	773	773	773	773	773	7,725	7,725	-	
Summer fellows														6,180	(6,180)	July salary accrual
Total 6100 - Salaries and Wages	36,732	62,662	64,336	64,336	64,336	64,336	64,336	64,336	64,336	64,336	64,336	64,336	742,766	774,864	(32,110)	July salary accrual
Total 6200 - Bonuses														25,750	(25,750)	July salary accrual
Fica-Med	2,809	4,794	4,922	4,922	4,922	4,922	4,922	4,922	4,922	4,922	4,922	4,922	56,820	59,277	(2,457)	July salary accrual
Health benefits	2,515	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	4,292	49,723	51,500	(1,777)	July salary accrual
Dental	274	468	468	468	468	468	468	468	468	468	468	468	5,422	5,816	(394)	July salary accrual
Short-term disability	227	387	387	387	387	387	387	387	387	387	387	387	4,469	4,649	(180)	July salary accrual
Long-term disability	227	387	387	387	387	387	387	387	387	387	387	387	4,489	4,649	(160)	July salary accrual
Life insurance	61	103	103	103	103	103	103	103	103	103	103	103	1,197	1,240	(43)	July salary accrual
Worker's compensation	235	400	400	400	400	400	400	400	400	400	400	400	4,838	4,804	(34)	July salary accrual
State Unemployment Insurance	219	373	373	373	373	373	373	373	373	373	373	373	4,326	4,481	(155)	July salary accrual
Retirement												15,000	15,000	-		
6500 - Taxes & Benefits	6,566	11,205	11,333	11,333	11,333	11,333	11,333	11,333	11,333	11,333	11,333	26,333	145,104	151,218	(5,112)	
Total 6000 - PERSONNEL EXPENSES	43,269	73,667	76,669	76,669	76,669	76,669	76,669	76,669	76,669	76,669	76,669	96,669	886,859	961,631	(82,972)	
6000 - NON-PERSONNEL EXPENSES (OTPS)																
6100 - Services and Activities																
Escrow	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000	25,000	-	
6110 - Debt Service																
6111 - Bank Charges	14	14	14	14	14	14	14	14	14	14	14	14	173	173	-	
6115 - AF Management Fee			23,793			23,793			23,793			23,793	95,172	95,172	-	AF allows school to pay based on cash needs.
6120 - Payroll Admin Fees	94	94	94	94	94	94	94	94	94	94	94	94	1,133	1,133	-	
6125 - Accounting Services	378	378	378	378	378	378	378	378	378	378	378	378	4,532	4,532	-	
6128 - Audit														15,450	(15,450)	Audit accrual
6128 - Legal																
6130 - Insurance - Commercl Liab & D&D	469	469	469	469	469	469	469	469	469	469	469	469	5,824	5,824	-	



	July	August	Sept.	October	Nov	Dec	January	Feb	March	April	May	June	Total Cash Flow	Budget	Variance Cash Flow to Budget	Notes
6140 - Dues and Subscriptions	34	34	34	34	34	34	34	34	34	34	34	34	412	412		
6145 - Principal's Discretionary Fund	541	541	541	541	541	541	541	541	541	541	541	541	6,489	6,489		
6146 - Staff Appreciation			335	335	335	335	335	335	335	335	335	335	3,348	3,348		
6147 - Professional Development			670	670	670	670	670	670	670	670	670	670	6,895	6,895		
6150 - Field Trips (Elementary)				1,947	1,947	1,947	1,947	1,947	1,947	1,947	1,947	1,947	19,487	19,487		
6151 - Field Trips (Middle/High)				771	771	771	771	771	771	771	771	771	7,709	7,709		
6152 - Food Service(Daily Lunch/Staff)				433	433	433	433	433	433	433	433	433	4,326	4,326		
6156 - Afterschool (Non-Salary) Other				346	346	346	346	346	346	346	346	346	3,461	3,461		
6161 - Scoring Svcs; Student Assessment				130	130	130	130	130	130	130	130	130	1,288	1,288		
6162 - Student Trans. (non field trip)		5,000											5,000	10,815	(5,815) Expense accrued for July	
6163 - Staff Travel (non-PD)	9	9	9	9	9	9	9	9	9	9	9	9	103	103		
6165 - Parent Activities				43	43	43	43	43	43	43	43	43	433	433		
6166 - Staff Recruitment (TFA fees)				5,150									5,150	5,150		
6170 - Special Ed. Svcs (Consultant)				3,090	3,090	3,090	3,090	3,090	3,090	3,090	3,090	3,090	30,900	30,900		
6172 - Temp Staff - Substitute Teachers				52	52	52	52	52	52	52	52	52	515	515		
6173 - Temp Staff - Admin/Operations	649	649	649	649									2,598	2,598		
6175 - Postage & Shipping	108	108	108	108	108	108	108	108	108	108	108	108	1,288	1,288		
6178 - Printing and Photocopying	17	17	17	17	17	17	17	17	17	17	17	17	206	206		
6180 - Telephone Service	137	137	137	137	137	137	137	137	137	137	137	137	1,648	1,648		
6181 - Cellular Phone Service	343	343	343	343	343	343	343	343	343	343	343	343	4,120	4,120		
6182 - Internet Access/Email Service	822	822	822	822	822	822	822	822	822	822	822	822	9,885	9,885		
6190 - Other Services	36	36	36	36	36	36	36	36	36	36	36	36	433	433		
Total 6100 - Services and Activities	5,736	10,736	42,493	13,650	12,901	38,694	12,901	12,901	38,694	12,901	12,901	38,694	247,103	268,368	(21,265)	
6300 - Physical Plant																
6318 - Site Improvements	5,150	5,150											10,300	10,300		
6316 - Tech. Infrastructure	6,755	6,755											17,510	17,510		
6320 - Space Use/Building Permits	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	17,304	17,304		
Total 6300 - Physical Plant	15,347	15,347	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	1,442	45,114	45,114		
6500 - Supplies and Equipment																
6505 - Assessment Materials				433	433	433	433	433	433	433	433	433	3,893	3,893		
6510 - Curricula (Textbooks & non-AF)			16,223		24,334	24,334							64,890	64,890		
6515 - Curricula (AF Publications)			1,298		1,947	1,947							5,191	5,191		
6525 - Other Instructional Supplies			3,245		4,867	4,867							12,978	12,978		
6530 - Music Supplies			242	242	242	242	242	242	242	242	242	242	2,423	2,423		
6531 - Orchestra Supplies			4,835	4,835	4,835	4,835	4,835	4,835	4,835	4,835	4,835	4,835	48,350	48,350		
6535 - Classroom Libraries			1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	1,038	10,382	10,382		
6540 - Admin & Office Supplies			885	885	885	885	885	885	885	885	885	885	8,852	8,852		
6545 - Student Snacks			1,298		1,947	1,947							5,191	5,191		
6546 - Medical & Emergency Supplies	14	14	14	14	14	14	14	14	14	14	14	14	173	173		
6548 - Classroom Discretionary Fund			193		290	290							773	773		
6550 - Furniture and Furnishings				23,793									23,793	23,793		
6555 - Copier Lease			885		1,298	1,298							3,481	3,481		
6560 - Signage/School Culture Mat.			1,082		1,082	1,082			1,082			1,082	4,326	4,326		
6565 - Uniforms			144				144				144		433	433		
6570 - Staff Computer Sys and Software						20,600							20,600	20,600		
6574 - Student Information System			130		130	130	130	130	130	130	130	130	1,298	1,298		
6580 - Other Equipment / Objects - per new staff			3,090		4,835	4,835							12,380	12,380		
6590 - Supplies and Equipment - Other			649		973	973							2,598	2,598		
Total 6500 - Supplies and Equipment	14	14	35,019	21,150	47,647	48,729	28,102	7,357	8,439	7,357	7,602	8,439	229,762	229,762		
Total 6000 - NON-PERSONNEL EXPENSES (OTPS)	21,097	28,087	78,948	48,143	61,991	88,868	42,445	21,701	48,576	21,701	21,846	48,678	621,978	643,244	(21,265)	
Contingency (1.25%)	805	1,250	1,933	1,523	1,721	2,032	1,478	1,217	1,528	1,217	1,219	1,710	17,835	18,888	(1,053)	
Total Expense	65,200	101,214	158,548	123,335	139,381	184,568	119,591	89,587	123,773	89,587	98,733	138,980	1,429,474	1,613,763	(85,290)	
Summary																
Cash Balance - Start of Month	177,028	111,828	25,814	48,085	89,607	127,790	38,084	105,535	182,484	186,274	97,390	178,220				
New Cash In During Month		15,000	177,028	188,847	177,583	22,840	189,082	155,535	177,583	29,703	177,583	28,042				
Line of Credit - Cash In/(Out)						50,000			(50,000)							
Total Expenses During Month	65,200	101,214	158,548	123,335	139,381	184,568	119,591	89,587	123,773	89,733	98,733	138,980				
Cash At End of Month	111,828	25,814	48,085	89,607	127,790	38,084	105,535	182,484	186,274	97,390	178,220	65,302				

Attachment 47
Five Year Budget Plan

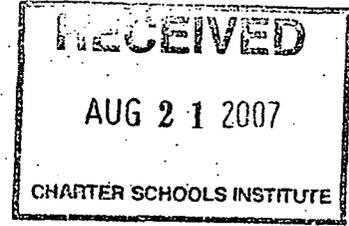
Attached please find a copy of the five-year budget plan for Achievement First Brownsville Charter School.

Attachment #47: Five year budget

Academy: AF Brownsville
 Basis: Partial cash/partial accrual -- capital investments are not accrued, but teacher salaries are (e.g., full 12 months of salary are included despite 11 months falling in fiscal year)

Start year	2008	2009	2010	2011	2012
End year	2009	2010	2011	2012	2013
Enrollment	84	165	411	557	643

Staffing	Teachers	5	12.5	34	47.5	52.5
Leaders	3	3	6	8	7	7
Ops/Support	2	3	5	7	7	7
Paraprofessionals	0	1	1	3	4	4



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Financials

Income

4000 - REVENUE - PUBLIC						Assumptions					
4100 - General Operating Revenue						NOTE: ALL USE 2007-2008 AS BASE YEAR WITH 3% INFLATION, UNLESS OTH					
4110 - Per Pupil Operating Revenue	\$	951,720	\$	1,925,534	\$	4,940,219	\$	7,019,798	\$	8,225,050	Based on \$11,000 per pupil in 2007-2008
4112 - State Softw, Libr & TextBk Fund	\$	4,932	\$	9,978	\$	25,599	\$	38,375	\$	42,621	\$57 per pupil in 2007-2008
Total 4100 - General Operating Revenue	\$	956,652	\$	1,935,511	\$	4,965,818	\$	7,058,174	\$	8,267,670	
4200 - Public Start-up Funding											
4220 - NYC Start-up Supplement (DYCD)	\$	128,328	\$	38,068	\$	109,537	\$	73,041	\$	35,356	\$90,000 in first year of a school + \$391/elem. student, \$443/MS student, \$475/Hs stu
4221 - Federal Charter Start-up Grant	\$	175,000	\$	175,000	\$	175,000	\$	-	\$	-	\$175,000 per year for 3 years (NO INFLATION FACTOR)
Total 4200 - Public Start-up Funding	\$	303,328	\$	213,068	\$	284,537	\$	73,041	\$	35,356	
4300 - Other Public Revenues											
4310 - Title I	\$	34,650	\$	68,063	\$	169,538	\$	233,888	\$	268,063	\$550 per free/reduced lunch student (NO INFLATION FACTOR)
4315 - Title II	\$	1,875	\$	4,688	\$	12,750	\$	17,813	\$	19,688	\$375 per teacher (NO INFLATION FACTOR)
4330 - Other Title Money	\$	87	\$	175	\$	449	\$	638	\$	748	\$1 per student (NO INFLATION FACTOR)
4340 - Student Meal Program	\$	4,283	\$	8,685	\$	22,231	\$	31,589	\$	37,013	Recover \$2 per meal for 50% of non-free reduced students
4345 - eRate - Internet and Telephone	\$	12,506	\$	14,850	\$	22,499	\$	27,136	\$	29,731	80% of phone, internet, cell costs
Total 4300 - Other Public Revenues	\$	53,400	\$	96,440	\$	227,467	\$	311,063	\$	353,241	
4400 - Special Education Funding											
4410 - City/State Special Ed Funding	\$	20,448	\$	41,371	\$	108,143	\$	150,824	\$	178,719	\$7,876 per student <20%, \$14,479 per student >20% and <60%
4420 - Fed Fnding for Students w Disab	\$	9,236	\$	18,686	\$	47,943	\$	68,124	\$	79,820	\$1,525 per eligible student - 7% of students eligible
Total 4400 - Special Education Funding	\$	29,684	\$	60,057	\$	154,085	\$	218,948	\$	258,539	
Total 4000 - REVENUE - PUBLIC	\$	1,343,065	\$	2,305,077	\$	5,831,907	\$	7,859,226	\$	8,912,806	
4800 - REVENUE - PRIVATE											
Total 4850 - Operating Grants	\$	175,000	\$	225,000	\$	500,000	\$	350,000	\$	200,000	Private philanthropy
Total 4800 - REVENUE - PRIVATE	\$	175,000	\$	225,000	\$	500,000	\$	350,000	\$	200,000	
4900 - OTHER REVENUE											
4980 - Interest Income	\$	5,000	\$	5,465	\$	11,755	\$	12,596	\$	16,030	5% interest on starting balance of \$100,000, growing at 3% per year
Total 4900 - OTHER REVENUE	\$	5,000	\$	5,465	\$	11,755	\$	12,596	\$	16,030	
Total Income	\$	1,523,065	\$	2,535,542	\$	6,143,663	\$	8,021,821	\$	9,128,836	

Expense

5000 - PERSONNEL EXPENSES											
5100 - Salaries and Wages											
Teachers	\$	311,158	\$	801,233	\$	2,278,980	\$	3,272,453	\$	3,909,283	Based on staffing (see above) -- avg. salary based on 10-15% above DOE scale
Leaders	\$	309,000	\$	318,270	\$	655,638	\$	675,305	\$	796,421	Based on staffing (see above) -- avg. salary based on 10-15% above DOE scale
Ops/Support	\$	131,789	\$	194,224	\$	244,788	\$	391,002	\$	402,732	Based on staffing (see above) -- avg. salary based on 10-15% above DOE scale
Paraprofessionals	\$	-	\$	38,988	\$	40,158	\$	124,087	\$	170,413	Based on staffing (see above) -- avg. salary based on 10-15% above DOE scale
6155 - Afterschool Salaries Aca/Tutor	\$	8,489	\$	13,387	\$	20,853	\$	28,383	\$	29,214	\$10 per hour, 8 hours per grade per week for 20 weeks (middle and high school only)
6158 - Satur Schl Salaries	\$	2,524	\$	5,198	\$	8,032	\$	11,030	\$	11,381	\$35 per hour, 4 hours per week per grade (middle and high school only)
Bus monitors	\$	7,725	\$	7,957	\$	16,391	\$	25,324	\$	34,778	1 per 300 students, \$250 per week, 30 weeks
Summer fellows	\$	6,180	\$	6,365	\$	13,113	\$	13,508	\$	13,911	\$3,000 stipend, 2 per academy
Total 5100 - Salaries and Wages	\$	774,884	\$	1,385,603	\$	3,275,759	\$	4,541,070	\$	5,389,094	
Total 5200 - Bonuses	\$	25,750	\$	38,601	\$	83,047	\$	105,235	\$	118,507	\$1,000 per staff - attendance bonus
Fica-Med	\$	59,277	\$	105,999	\$	250,598	\$	347,392	\$	410,659	7.65% of salaries
Health benefits	\$	51,500	\$	103,438	\$	251,327	\$	357,349	\$	408,644	\$5,000 per employee
Dental	\$	5,818	\$	11,280	\$	27,408	\$	38,970	\$	44,564	\$545 per employee
Short-term disability	\$	4,649	\$	8,314	\$	19,655	\$	27,248	\$	32,209	0.6% of salaries
Long-term disability	\$	4,649	\$	8,314	\$	19,655	\$	27,248	\$	32,209	0.6% of salaries
Life Insurance	\$	1,240	\$	2,217	\$	5,241	\$	7,266	\$	8,589	0.18% of salaries
Worker's compensation	\$	4,804	\$	8,591	\$	20,310	\$	28,155	\$	33,282	0.62% of salaries

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State Unemployment Insurance	\$ 4,481	\$ 8,999	\$ 21,865	\$ 31,089	\$ 35,552	\$435 per staff
Retirement	\$ 15,000	\$ 29,250	\$ 69,000	\$ 95,250	\$ 105,750	\$2,500 per staff, 60% of staff
6500 - Taxes & Benefits	\$ 151,218	\$ 286,401	\$ 685,056	\$ 859,984	\$ 1,111,457	
Total 6000 - PERSONNEL EXPENSES	\$ 951,631	\$ 1,708,605	\$ 4,043,883	\$ 5,606,269	\$ 6,596,058	
6000 - NON-PERSONNEL EXPENSES (OTPS)						
6100 - Services and Activities						
Escrow	\$ 25,000	\$ 25,000	\$ 25,000	\$ -	\$ -	\$25,000 per year for first 3 years of charter
6110 - Debt Service	\$ -	\$ -	\$ -	\$ -	\$ -	None expected since funding gaps expected to be filled through philanthropy
6111 - Bank Charges	\$ 173	\$ 350	\$ 898	\$ 1,278	\$ 1,495	\$2 per student
6115 - AF Management Fee	\$ 95,172	\$ 182,553	\$ 494,022	\$ 701,980	\$ 822,505	10% of per pupil revenue
6120 - Payroll Admin Fees	\$ 1,133	\$ 2,278	\$ 5,529	\$ 7,862	\$ 8,980	\$110 per employee
6125 - Accounting Services	\$ 4,532	\$ 4,888	\$ 9,616	\$ 9,904	\$ 10,202	\$5,000 per academy
6128 - Audit	\$ 16,450	\$ 15,914	\$ 16,391	\$ 16,883	\$ 17,389	\$15,000 per year
6130 - Insurance - Commercial Liab & D&O	\$ 5,624	\$ 11,378	\$ 29,182	\$ 41,481	\$ 48,603	\$65 per student
6140 - Dues and Subscriptions	\$ 412	\$ 828	\$ 2,011	\$ 2,859	\$ 3,268	\$40 per staff
6145 - Principal's Discretionary Fund	\$ 6,489	\$ 13,129	\$ 33,683	\$ 47,862	\$ 56,080	\$75 per student
6146 - Staff Appreciation	\$ 3,348	\$ 6,723	\$ 16,336	\$ 23,228	\$ 28,562	\$325 per staff
6147 - Professional Development	\$ 6,895	\$ 13,447	\$ 32,673	\$ 46,455	\$ 53,124	\$650 per staff
6150 - Field Trips (Elementary)	\$ -	\$ -	\$ 9,179	\$ 14,013	\$ 18,954	\$50 per student
6151 - Field Trips (Middle/High)	\$ 19,487	\$ 39,386	\$ 59,745	\$ 80,530	\$ 82,946	\$225 per student
6152 - Food Service(Daily Lunch/Bfast)	\$ 7,709	\$ 15,597	\$ 40,016	\$ 58,860	\$ 68,623	\$2 per meal for non-free/reduced
6156 - After-school (Non-Salary) Other	\$ 4,326	\$ 8,752	\$ 15,112	\$ 20,898	\$ 22,223	\$10/elementary student, \$50/middle student, \$100/HS student
6160 - Student Incentive Prog & Trips	\$ 3,461	\$ 7,002	\$ 12,457	\$ 17,119	\$ 18,537	\$40 per student, 25% participation
6161 - Scoring Svcs; Student Assessmnt	\$ 1,288	\$ 2,628	\$ 6,737	\$ 9,572	\$ 11,216	\$15 per student
6162 - Student Trans. (non field trip)	\$ 10,815	\$ 21,881	\$ 66,139	\$ 79,770	\$ 93,466	\$125 per student
6163 - Staff Travel (non-PD)	\$ 103	\$ 207	\$ 503	\$ 715	\$ 817	\$10 per staff
6165 - Parent Activities	\$ 433	\$ 875	\$ 2,246	\$ 3,191	\$ 3,739	\$5 per student
6168 - Staff Recruitment (TFA fees)	\$ 5,150	\$ 5,305	\$ 10,927	\$ 11,255	\$ 11,593	\$2,500 per hire
6170 - Special Ed. Svcs (Consultant)	\$ 30,900	\$ 31,827	\$ 65,564	\$ 33,785	\$ 34,778	\$30,000 per year per academy when full time person not yet on staff
6172 - Temp Staff - Substitute Teachers	\$ 515	\$ 1,034	\$ 2,513	\$ 3,573	\$ 4,088	\$50 per staff
6173 - Temp Staff - Admin/Operations	\$ 2,596	\$ 5,251	\$ 13,473	\$ 19,145	\$ 22,432	\$30 per student
6175 - Postage & Shipping	\$ 1,298	\$ 2,626	\$ 6,737	\$ 9,572	\$ 11,216	\$15 per student
6178 - Printing and Photocopying	\$ 206	\$ 414	\$ 1,005	\$ 1,429	\$ 1,635	\$20 per staff member
6180 - Telephone Service	\$ 1,648	\$ 3,310	\$ 8,042	\$ 11,435	\$ 13,077	\$160 per staff member
6181 - Cellular Phone Service	\$ 4,120	\$ 5,082	\$ 9,616	\$ 11,705	\$ 12,984	\$800 per leadership member, ops member
6182 - Internet Access/Email Service	\$ 9,865	\$ 10,161	\$ 10,466	\$ 10,779	\$ 11,103	\$798 per month
6190 - Other Services	\$ 433	\$ 875	\$ 2,246	\$ 3,191	\$ 3,739	\$5 per student
Total 6100 - Services and Activities	\$ 268,388	\$ 448,486	\$ 998,073	\$ 1,298,110	\$ 1,493,382	
6300 - Physical Plant						
6315 - Site Improvements	\$ 10,300	\$ -	\$ 10,927	\$ -	\$ -	\$10,000 per new academy
6316 - Tech. Infrastructure	\$ 17,510	\$ -	\$ 18,576	\$ -	\$ -	\$17,000 per new academy
6320 - Space Use/Building Permits	\$ 17,304	\$ 35,010	\$ 89,822	\$ 127,633	\$ 149,548	\$200 per student
Total 6300 - Physical Plant	\$ 45,114	\$ 35,010	\$ 119,325	\$ 127,633	\$ 149,548	
6500 - Supplies and Equipment						
6505 - Assessment Materials	\$ 3,893	\$ 7,877	\$ 20,210	\$ 28,717	\$ 33,848	\$45 per student
6510 - Curricula (Textbooks & non-AF)	\$ 64,890	\$ 80,045	\$ 233,161	\$ 212,637	\$ 182,847	\$500 per new student, \$150 per existing student
6515 - Curricula (AF Publications)	\$ 5,191	\$ 8,721	\$ 23,341	\$ 29,038	\$ 31,718	\$70 per new student, \$50 per existing student
6525 - Other Instructional Supplies	\$ 12,976	\$ 20,910	\$ 56,549	\$ 67,969	\$ 72,721	\$150 per new student, \$80 per existing student
6530 - Music Supplies	\$ 2,423	\$ 3,854	\$ 10,051	\$ 11,392	\$ 11,734	\$28 per new student, \$14 per existing student
6531 - Orchestra Supplies	\$ 48,350	\$ 10,609	\$ 5,484	\$ 5,628	\$ 5,796	\$45K in first year of middle or high school, \$10K in second year, \$5 each year after
6535 - Classroom Libraries	\$ 10,382	\$ 13,877	\$ 39,489	\$ 39,573	\$ 37,143	\$120 per new student, \$40 per existing student
6540 - Admin & Office Supplies	\$ 8,652	\$ 13,940	\$ 37,699	\$ 45,313	\$ 48,481	\$100 per new student, \$60 per existing student
6545 - Student Snacks	\$ 5,191	\$ 10,503	\$ 28,947	\$ 38,290	\$ 44,884	\$60 per student
6546 - Medical & Emergency Supplies	\$ 173	\$ 350	\$ 898	\$ 1,278	\$ 1,495	\$2 per student
6548 - Classroom Discretionary Fund	\$ 773	\$ 1,989	\$ 5,573	\$ 8,018	\$ 9,129	\$150 per teacher
6550 - Furniture and Furnishings	\$ 23,793	\$ 25,859	\$ 78,430	\$ 59,849	\$ 41,299	\$275 per new student, \$25 per existing student
6555 - Copier Lease	\$ 3,461	\$ 7,002	\$ 17,964	\$ 25,527	\$ 29,909	\$40 per student
6560 - Signage/School Culture Mat.	\$ 4,326	\$ 4,519	\$ 13,891	\$ 9,935	\$ 6,164	\$50 per new student, \$2.50 per existing student
6565 - Uniforms	\$ 433	\$ 875	\$ 2,246	\$ 3,191	\$ 3,739	\$5 per student
6570 - Staff Computer Sys and Software	\$ 20,800	\$ 20,157	\$ 57,915	\$ 54,587	\$ 36,227	\$2,000 per new staff, 25% annual replacement
6571 - Student Computer Sys & Software	\$ -	\$ 37,132	\$ 47,807	\$ 9,848	\$ 43,473	\$35K lab in years 1 and 3 of middle and HS -- \$25% annual replacement
6572 - Waterford Computers	\$ -	\$ -	\$ 91,789	\$ 47,271	\$ 36,517	\$500 per new elementary student, \$25% replacement
6573 - Waterford Software License	\$ -	\$ -	\$ 68,285	\$ 70,344	\$ -	Years 1 and 2 of elementary
6574 - Student Information System	\$ 1,298	\$ 2,626	\$ 6,737	\$ 9,572	\$ 11,216	\$15 per student
6580 - Other Equipment / Objects - per new staff	\$ 12,380	\$ 12,094	\$ 34,749	\$ 32,752	\$ 21,736	\$1200 per new staff
6500 - Supplies and Equipment - Other	\$ 2,596	\$ 3,815	\$ 10,769	\$ 12,206	\$ 12,572	\$30 per new student, \$15 per existing student

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Total 6500 - Supplies and Equipment	\$	229,782	\$	286,654	\$	889,952	\$	822,937	\$	722,430	
Total 6000 - NON-PERSONNEL EXPENSES (OTPS)	\$	543,244	\$	770,150	\$	2,007,351	\$	2,248,679	\$	2,365,358	
Contingency (1.25%)	\$	18,688	\$	30,984	\$	75,640	\$	88,187	\$	112,018	1.25% of expenses
Total Expense	\$	1,513,763	\$	2,509,740	\$	6,126,854	\$	7,853,135	\$	9,073,434	
Net Income	\$	9,301	\$	25,603	\$	16,808	\$	68,667	\$	55,402	
Beginning cash balance	\$	100,000	\$	109,301	\$	135,104	\$	151,912	\$	220,599	Initial \$100,000 provided through philanthropy
Ending cash balance	\$	109,301	\$	135,104	\$	151,912	\$	220,599	\$	278,001	

Attachment 48

Fiscal Soundness - Supporting Evidence

The approach to budgeting process is the same used in that of our other four New York Charters: AF Crown Heights, AF East New York, AF Bushwick and AF Endeavor (Fort Greene). In addition to using the same approach, the assumptions were refined based on actual financial performance of AF Crown Heights and AF East New York for 2005-2006 and 2006-2007 and AF Bushwick and AF Endeavor (Fort Greene) for 2006-2007.

We feel confident that the assumptions are conservative and appropriate based on the fact that the two charters granted in 2005 both finished the 2005-2006 fiscal year with a surplus larger than that budgeted, and all four charters are projected to complete the 2006-2007 fiscal year with a surplus larger than that budgeted.

In addition, for the first time we have worked into the budgets a contingency fund to provide additional resources in case actual expenses exceed budgeted amounts.

In terms of start-up funds, our existing charters have all received significant private philanthropy prior to start-up and have also secured lines of credit from Bank of America of \$200,000 prior to charter. We expect to receive the same for the new charter.

Achievement First Inc. has created a set of fiscal policies that have been adopted by all of our charters, and which we would expect to be adopted by the new charter. These are attached.

Attachment 49

Programmatic & Fiscal Audit Performance

We acknowledge that our charter school is subject to the same programmatic audits required of other public schools in New York State. We will conduct audits for the first fiscal year and subsequent fiscal years, and they will be conducted in accordance with auditing standards generally accepted in the United States of America and Government Auditing Standards issued by the Comptroller General of the United States. We will select a recognized audit firm through an RFP process, with the decisions on auditor to be made by the charter's finance committee. We have completed audits on our two New York charter's started in 2005 (AF Crown Heights and AF East New York) and received clean audit opinions for each. We used the firm GJK for these audits. Achievement First Inc. conducts internal audits of the charter as part of our internal control policies and to prepare for the annual external audit.

To ensure compliance with the New York State Charter Schools Act, the Board of Trustees for the Achievement First Brownsville Charter School will conduct programmatic and fiscal audits annually. These audits will be produced in the school's annual report. Specifically, the annual report will include a school report card that highlights student achievement including city and state comparative data, attendance rates, discipline information, a student and staff profile, and fiscal performance data. This report will be made available to the public.

Achievement First Brownsville Charter School will also develop a school accountability plan as part of our charter agreement with the SUNY Charter School Institute. This plan, outlining academic and fiscal goals for the school, as well as specific metrics by which progress towards these goals will be assessed, will be developed in conjunction with the Charter School Institute during our first year of operations. It will include academic performance measures—including comparative measures, criterion-referenced measures, and value-added measures—and measures of the school's organizational viability.

Programmatic Audit:

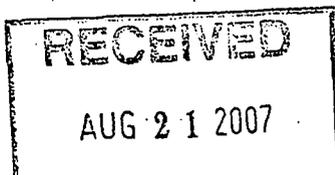
Each year, Achievement First Brownsville Charter School will submit an annual report to the SUNY Charter School Institute and the New York Board of Regents in accordance with the New York State Charter Schools Law. This report will include all information on the comparative academic and fiscal performance of the school required in the *School Report Card* mandated under New York State Education Law (8 NYCRR 119.3). At a minimum, this information will include the following:

- The school's federal and state revenue sources
- Expenditures for salaries, capital expenses, student services, and other categories
- Graduation and drop-out rates
- Student suspensions
- Standardized test data
- Student enrollment data including departures
- Data on students with limited English proficiency

In addition, the annual report will include a discussion of progress made towards the school's academic goals.

Fiscal Audit:

To ensure fiscal compliance, Achievement First Brownsville Charter School will retain an independent, certified public accountant to conduct a rigorous and an in-depth annual audit of all our financial records pursuant to the New York State Charter School Law. The Audit & Finance Committee of the Board of Trustees will interview and make a recommendation to the full board for decision. Once the audit is complete, the Board will publish the results in the school's annual report. All information reported will adhere to generally accepted accounting procedures (GAAP) and will be in compliance with applicable standards set forth by the Comptroller General of the United States. Funding for this audit is included in the school's financial plan



Attachment 50

Insurance Coverage

Achievement First Brownsville Charter School plans to develop a comprehensive plan for insurance coverage. The school's coverage will include:

- Commercial Automobile Coverage including non-owned and hired automobile insurance;
- Educators Legal Liability Insurance including Directors and Officers insurance for Officers and Board Trustees, Educators Legal Liability, Employee Benefits Errors & Omissions, and Employment Practices Coverage;
- Employee benefits such as health, dental, vision, and life insurance;
- Commercial General Liability insurance to protect the school against personal injury; bodily injury; property damage; and libel and slander claims;
- Commercial Property insurance that protects the building, equipment, valuable documents, property of others on our premises, etc.;
- Umbrella liability insurance that provides excess protection and increases the limits of the Property and Directors and Officers policies; and
- Workman's Compensation insurance.

According to pre-existing insurance coverage for a similar school to AF Brownsville (i.e. Achievement First Bushwick Charter School), AF Brownsville expects to secure the following types of policies and coverage amounts:

Type	Limits	
General Liability	Each Occurrence	\$ 1,000,000
	Damage to rented premises	\$ 300,000
	Medical Exp (Any one person)	\$ 10,000
	Personal & Adv Injury	\$ 1,000,000
	General Aggregate	\$ 1,000,000
	Products -Comp/Op Agg.	\$ 2,000,000
Automobile Liability (hired and non-owned autos) Excess/Umbrella Liability (occurrence)	Combined Single Limit (each accident)	\$ 1,000,000
	Each Occurrence	\$ 5,000,000
	Aggregate	\$ 5,000,000
Workers Compensation and Employers Liability	Each Accident	\$ 500,000
	Disease -- Each Employee	\$ 500,000
	Disease -- Policy Limit	\$ 500,000
Educators Legal Liability	Each Claim	\$ 1,000,000
Directors and Officers Liability	Aggregate (claim)	\$ 1,000,000

School Facilities

Save herein all Attachments/Exhibits responding to Request Numbers 51 - 54.

Attachment 51

Facility Location

The applicants and Board of Trustees intend to open Achievement First Brownsville Charter School in the Brownsville community. This neighborhood is located in New York City Department of Education's Region 5, Community School District 23.

Attachment 52 (a)

Facility Description

The applicants and Board of Trustees of Achievement First Brownsville Charter School have not identified a specific facility in the Brownsville community. However, Achievement First and the Board of Trustees are working with NYC Department of Education's Office of New Schools to identify under-utilized public school buildings for opening in fall 2008. In addition, Achievement First will continue to meet with legislators and community agencies in addition to real estate brokers to discuss the availability of leased space for this school. These conversations will continue until a suitable long-term space is identified. Our goal is to ensure that the facility has been identified on or before May 1, 2008, in time for successful school opening in August.

Attachment 52 (b)

Plans for Identifying Facility

The school's budget is based on the NYC Department of Education's indication that it will seek appropriate facilities at the cost of \$1/year. Consistent with our existing schools in Brooklyn, the New York City Department of Education's Office of New Schools has generously agreed to offer facilities to Achievement First Brownsville Charter School. Community engagement is currently underway to confirm the availability of the space and secure local support. DOE has indicated that there are several under-utilized facilities in District 16, and we intend to fully investigate the availability of this space.

In the event that we will have to secure non-DOE facilities the Board of Trustees will exhaust all means to locate an appropriate facility. AF has established many short and long term relationships with New York's philanthropic community. As the organization grows and builds a relationship with funders in New York, AF will seek funding for the school's capital needs.

In the long term, it is our goal to occupy our own permanent site. Our financial plans reflect this intent. We have already begun looking for sites suitable for a permanent home. In particular, we will seek to work with Civic Builders to locate and develop a permanent building.

Attachment 52 (c)
Use of Public School Facility

The applicant and Board of Trustees are aware that Achievement First has schools in existing public school facilities, and think this is a favorable solution to identifying school space. There are a significant number of underutilized school facilities in and around central Brooklyn, and we are hopeful that in partnership with the Department of Education, we are able to identify available sites. However, the Board realizes that there are no promises or guarantees of available space in existing Department of Education-school facilities. Provided that we are unable to find suitable space to open on the proposed date, we will use every effort to find a suitable facility through other channels.

Attachment 53

Description of Lease

The budget line item for the lease or mortgage of a facility for AF Brownsville Charter School is \$0.00. Our expectation and understanding with the Chancellor and Department of Education is that the department will fully cover the cost of facility, by allowing us rent-free space inside a Department of Education space. Given this intent to co-occupy under-utilized space within the DOE, the Board of Trustees and the existing public school leaders will work collaboratively to develop a co-occupancy agreement that will allow for the optimal shared use of DOE facilities.

Should AF Brownsville enter into an ownership or lease agreement, the provisions in the Code of Ethics and Conflict of Interest documents will govern these transactions to ensure that potential conflicts of interest are addressed or avoided.

Attachment 54
Proposed Facility Layout

Achievement First Brownsville Charter School will make the greatest use of available space in an existing public school building.

Attached in Exhibit H please find a copy of the template that Achievement First utilizes to determine space needs for school start-up.

Miscellaneous

Save herein all Attachments/Exhibits responding to Request Numbers 55 - 61.

Attachment 55

Food Services

In accordance with state and federal law, Achievement First Brownsville Charter School plans to feed our students healthy and nutritious breakfasts, snacks and lunches every school day of the year. We will strive to provide our students with nutritious snacks and meals that develop in our students healthy eating habits. The school plans to contract either with an independent food service provider or the New York City Department of Education. At least initially, we anticipate that breakfasts, lunches, and snacks will be prepared off-site and served to students in a manner which follows state and federal guidelines. As the designated point person, AF Brownsville's Director of School Operations will work with the food services provider to arrange for the arrival, delivery, and disposal of all food. The Director of Operations will also work with the provider to handle food services logistics and weekly reporting and compliance. In planning for the school we have determined that a very high proportion of students in neighboring schools are eligible for free or reduced Lunch. Under the Provision II program of the National School Lunch and Breakfast Program, AF Brownsville aims to provide free meals to all students, regardless of their ability to pay. Students who are eligible for free lunch will not be required to pay for meals; students eligible for reduced lunch we will collect a fraction of the cost; and students ineligible altogether parents will be invoiced monthly for all meals.

Attachment 56

Health Services

AF Brownsville is committed to providing a learning environment where our students feel safe, supported and sustained, not only intellectually, but also physically and emotionally. We realize that a child who is hungry, cold, or ill will struggle to learn, no matter how motivated they are. To this end, we plan to take several steps to ensure the health and welfare of our students

First and foremost, AF Brownsville will provide the health services required by law. Pursuant to section 912 of the New York State Education Law, the school will look to New York City Department of Health & Mental Hygiene to provide a nurse to oversee the health services program and to ensure that the school complies with all State health services requirements including immunization and diagnostic testing requirements. Under the NYC Department of Education's guidelines, as a middle school, AF Brownsville will qualify for nursing services. If the school is co-located in a Department of Education facility, we will anticipate sharing on-site nursing staff. (AF Brownsville may also choose to augment these professional services and personnel.) If nursing services are not already available on-site, AF Brownsville will contract independently for services. The nurse will be responsible for disbursing medications, treating students who are ill or injured, training the staff in first aid and CPR, and maintaining student health records. In addition, hearing and vision testing will be conducted on all new students by a qualified individual.

AF Brownsville will abide by all New York State immunization requirements. Each new student must have a certificate of immunization at the time of registration or not later than the 14th day of school. Student health forms will be provided to parents during the AF Brownsville's enrollment period, which immediately follows the school lottery. Prior to the start of the academic year, parents/guardians must present documentation that their child has received all required doses of vaccines or are waiting to receive the subsequent doses at the appropriate time intervals. The nurse reviews this documentation to ensure that all mandated immunizations are administered before children are permitted to enter or attend the school. Parents may waive immunization by complying with §2164 of the Public Health Law with respect to exemptions to immunizations of the school's student population. Parents seeking to waive the immunization requirement should submit their request in writing to the school nurse. The nurse will review the request and will advise the Principal, who will make the final decision on whether to grant the waiver request.

At AF Brownsville, we want our students to be successful people, not merely successful scholars. Toward this end, we know that our students must develop as healthy individuals and have the capacities to work and live well in groups and teams. AF Brownsville will provide a school counselor (part-time during year one) to help develop and maintain the emotional and social well-being of our students. Specifically, this person will assist students with peer relationships, developing social skills and self-esteem, resisting peer pressure, resolving conflict, sex education, drug education, managing anger, and understanding themselves and others. These services will be an essential part of the AF Brownsville program. In cases where a student needs additional counseling services, the school counselor will refer the student to an external social service agency or to the school's child study team, or the CSE as appropriate.

Attachment 57

Transportation

The Office of Pupil Transportation Services (OPTS) with the New York City Department of Education is responsible for providing transportation services to eligible AF Brownsville students. Since AF Brownsville is opening with a middle school, students are eligible for bus services if they live more than one mile from the school. This, however, does not guarantee that busing will be provided. According to the OPTS, a single school bus can only travel a distance of five (5) miles. Eligible students electing not to ride the school bus through OPTS, depending on their proximity to the school, may be eligible for reduced or full fare Metrocards. AF Brownsville will work with the school district to provide these services and parents to make a determination of eligibility during the school's enrollment period. AF Brownsville does not plan to provide supplemental transportation services to students ineligible for transportation under §3635 of the Education Law. Parents or guardians of students ineligible for transportation by their school district of residence are responsible for providing transportation for such students.

When AF Brownsville is in session on days when the students' school districts of residence are not in session, the school shall seek arrangements with NYCDOE to provide transportation to eligible students, at cost, pursuant to §2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements. The anticipated costs of such transportation are included in the attached budgets.

Attachment 58

Charter Growth & Expansion

AF Brownsville will open in the fall of 2008 serving 84 fifth grade students. The plan at in the initial term of the charter is to serve 645 students in grades K -3 and 5-8, where both elementary and middle school academies will grow simultaneously. As the school grows, it will be sub-divided into three distinct academies: elementary (K-4), middle (5-8), and high school (9-12). In the third year of operation, we plan to open an elementary school academy with a Kindergarten and first grade of 84 students each.

Pending charter renewal, at full capacity, the elementary academy will serve approximately 327 students, and the middle school will serve approximately 318 students.

Please see enrollment chart for years 1-5 in the response to Attachment 5.

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Attachment 59

Private School Involvement/Potential Issues

Achievement First Brownsville Charter School understands that will serve students in a public school setting. Therefore, AF Brownsville provides assurances that it will not:

- Cultivate or engage the same or substantially the same board of trustees and/or officers as an existing private school;
- Recruit a substantial portion of employees from an existing private school;
- Receive a substantial portion of private school's assets or property; and
- Locate AF Brownsville at the same site as an existing private school.

Attachment 60
Pre-Opening Planning

Attached in Exhibit H please find a checklist for new school start-up.

Attachment 61
Additional Information

All relevant information has been previously stated in this application.

ACADEMIC AND BUSINESS SERVICES AGREEMENT

By and Between

ACHIEVEMENT FIRST, INC. and

ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL.

This Academic and Business Services Agreement (the "Agreement") is made and entered into by and between Achievement First, Inc., a Connecticut not for profit corporation ("AF"), and the Achievement First Bushwick Charter School, a New York education corporation (the "School," and the School together with AF, each a "Party" and collectively the "Parties").

WHEREAS, AF is a charter school management organization;

WHEREAS, on the Effective Date (as defined below) the Authorizer (as defined below) granted the School authority to operate a charter school;

WHEREAS, the School is entering into this Agreement with AF in order to meet its obligations under the Charter Contract (defined below), especially its commitment to providing a high-quality education for the students of Achievement First Bushwick.

WHEREAS, it is the Parties' intention to create a relationship based on trust, common educational objectives, and clear accountability, through which they will work together to bring educational excellence to the School;

WHEREAS, the Parties desire to enter into a written agreement to set forth the terms and conditions of their agreement;

NOW, THEREFORE, in consideration of the recitals and the mutual covenants, representations, warranties, conditions and agreements hereinafter expressed, the Parties agree as follows:

1. DEFINITIONS

"AF" has the meaning set forth in the recitals.

"AF School Model" means the School model based on the AF curriculum, described in the Charter Contract and in the AF School Model Agreement, which is attached as Exhibit A hereto.

"Agreement" has the meaning set forth in the recitals.

"Approved Per Pupil Operating Expense" means the annual per pupil amount of State funds granted to the School. The amount is established and announced for all New York City public schools each year.

"Arbitration Rules" has the meaning set forth in Section 11.2(b).

"Authorizer" means the Board of Trustees of the State University of New York, or the Charter Schools Institute, or both, as the context may require.

"Board of Trustees" means the Board of Trustees of the School.

"Charter Contract" means the School's contract with the Authorizer, which authorizes the School and AF to organize and operate the School, and which includes the final charter application.

"Claims" has the meaning set forth in Section 9.2.

"Confidential Information" has the meaning set forth in Section 8.1.

"Cure Period" has the meaning set forth in Section 10.2(b).

"Derivatives" has the meaning set forth in Section 8.2.

"Director of School Operations" means the senior-most School employee who manages non-instructional operations.

"Dispute" has the meaning set forth in Section 11.2(a).

"Effective Date" is June 27, 2006, the date Board of Trustees of the State University of New York issued the Charter.

"Facility" means a building or other structure, of sufficient size to house the Minimum Enrollment Level, suitable for use by the School and meeting all applicable building codes, zoning ordinances and laws, environmental laws and regulations, and all other laws and regulations applicable to the operation of a School.

"FERPA" has the meaning set forth in Section 6.6.

"Indemnified Claims" has the meaning set forth in Section 9.2.

"Indemnified Party" has the meaning set forth in Section 9.6(a).

"Indemnifying Party" has the meaning set forth in Section 9.6(a).

"IT" has the meaning set forth in Section 4.7.

"Initial Term" has the meaning set forth in Section 10.1.

"Marks" has the meaning set forth in Section 8.3.

"Master Teacher" means a teacher who has mastered the skills appropriate to an enhanced level of teaching competence as described in the AF School Model.

"NYCCCE" has the meaning set forth in Section 11.2(b).

"Party" and "Parties" has the meaning set forth in the recitals.

"Principal" means the person in charge of the day-to-day operation of the School.

"Regulatory Authority" means any United States federal, State or local government, or political subdivision thereof, any authority, agency or commission entitled to exercise any administrative, executive, judicial, legislative, regulatory or taxing authority or power; any court or tribunal (or any department, bureau or division thereof), any arbitrator or arbitral body, or any similar body.

"Renewal Term" has the meaning set forth in Section 10.1.

"School" has the meaning set forth in the recitals.

"School Indemnified Persons" has the meaning set forth in Section 9.2.

"Service Fee" has the meaning set forth in Section 7.4.

"State" means New York State.

"Student Confidential Information" means all personal and academic information and records pertaining to the students of the School.

"Term" has the meaning set forth in Section 10.1.

"Termination Assistance Period" has the meaning set forth in Section 10.7.

"Termination Notice" has the meaning set forth in Section 10.2(b).

"Third Party Claim" has the meaning set forth in Section 9.6.

"Threshold Amount" has the meaning set forth in Section 9.4.

"Use" means the right to load, execute, store, transmit, display, copy, disseminate, reproduce, maintain, modify, enhance, create derivative works, make and cause to be made.

2. REPRESENTATIONS AND WARRANTIES

2.1 Representations and Warranties of AF.

AF represents and warrants as follows:

- (a) Organization and Status. AF is a non-stock, not for profit corporation duly organized under the laws of the state of Connecticut, with the purpose and legal ability to contract to provide educational management services. AF shall notify the School in writing of any change in its corporate status, or if it enters into a

receivership, becomes the subject of a voluntary or involuntary bankruptcy proceeding, or makes an assignment for the benefit of creditors. This notification shall be made as far in advance of any such change(s) as is reasonably practicable. AF shall not change its corporate status such that this Agreement is materially affected.

- (b) **Authority.** AF is authorized to do business in the State. AF has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to consummate the transactions contemplated hereby. This Agreement constitutes a valid and binding obligation of AF, enforceable against AF in accordance with its terms.
- (c) **Full Disclosure.** No representation or warranty of AF herein and no statement, information or certificate furnished or to be furnished by AF pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.
- (d) **Litigation.** There is no suit, claim, action or proceeding now pending or, to the knowledge of AF, threatened before any Regulatory Authority, to which AF is a Party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon AF. No such judgment, order, decree or award has been entered against AF which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of AF, threatened before any Regulatory Authority involving AF which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.
- (e) **Conduct of AF.** AF has complied, and at all times during the Term will comply, with all local, state and federal laws and regulations that are applicable to AF, which include, but are not limited to, the Internal Revenue Code, the non-profit corporation law of Connecticut, all applicable laws of the State of New York, and the Charter Schools Law. AF has maintained and will maintain adequate records of the activities and decisions of AF to ensure and document compliance with all such laws and regulations.
- (f) **AF Financial Status.** AF will make its annual audit and annual report available to the Chair of the Board of Trustees within thirty days after each is completed, and will notify the Chair in writing of the existence of each. AF may comply with this section electronically or by posting to a web-site. In addition, if the School has a bona fide basis for concern about AF's financial condition, it may, not more than twice in a calendar year, request such interim financial statements as may exist at the time of the request.

2.2 Representations and Warranties of the School.

The School represents and warrants as follows:

- (a) Organization and Tax Exempt Status. The School is, and at all times during the Term will be, an education corporation duly organized under the laws of New York, with the purpose and legal ability to contract to operate a charter school and to contract for educational management services. The School shall apply for federal tax-exempt status no later than one year following the execution of the Charter Contract. Should the Internal Revenue Service require changes to this Agreement in conjunction with the School's application for or continuation of tax exempt status, both Parties will take all reasonable steps and agree to all reasonable modifications to effectuate the necessary changes.
- (b) Authority. The School has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to consummate the agreements contemplated hereby and thereby. This Agreement constitutes a valid and binding obligation of the School, enforceable against the School in accordance with its respective terms.
- (c) Litigation. There is no suit, claim, action or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority, to which the School is a Party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon the School. No such judgment, order, decree or award has been entered against the School which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority involving the School which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.
- (d) Full Disclosure. No representation or warranty of the School herein and no statement, information or certificate furnished or to be furnished by the School pursuant hereto or in connection with the agreement contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.
- (e) Conduct of the School and the Board of Trustees. The School has complied, and at all times during the Term will comply, with all local, State and federal laws and regulations that are applicable to the School, which include, but are not limited to, the Internal Revenue Code, the non-profit corporation law of New York, the open records and meetings laws of New York, and the Charter Schools Law. The School has maintained and will maintain adequate records of the activities and decisions of the School to ensure and document compliance with all such laws and regulations. The School agrees to provide AF with copies of all such records

and to allow AF to, at AF's discretion, assist with the preparation and retention of such records.

- (f) Due Authorization. The School is authorized to organize and operate the School and is vested by the Authorizer with all powers necessary to carry out the educational program outlined in the Charter Contract. Regardless of the delegation of any duties to AF, the School shall at all times retain all rights and responsibilities under the Charter Contract.

3. AUTHORITY

3.1 Delegation of Authority to AF.

The School hereby authorizes AF to undertake the functions specified in this Agreement in regards to business and academic services of the School on behalf of the School, it being understood that, at all times, AF remains accountable and subject to the oversight of the School, the Authorizer and State authorities, as provided for in this Agreement and by law. The School also authorizes AF to take such reasonable other actions that may not be expressly set forth in this Agreement, but which are implicit in this Agreement and are necessary in AF's good faith and reasonable judgment to properly and efficiently manage or operate the School, provided such actions are consistent with the Charter Contract, applicable laws and the annual School budget approved by the Board of Trustees.

3.2 AF Authority to Subcontract.

Except to the extent prohibited by law or this Agreement, AF may subcontract any function or service it is obligated to provide hereunder, provided that no such subcontract shall relieve or discharge AF from any obligation or liability under this Agreement.

3.3 Board of Regents Authority.

Nothing in this Agreement shall be construed in any way to limit the authority of the Board of Trustees of the State University of New York, including, but not limited to, the authority to take and enforce action pursuant to Section 2855 of the *New York Charter Schools Act of 1998*, as amended.

3.4 Conflict with Charter.

Subject to Section 13.5, to the extent there are any conflicts between the terms of the Charter Contract and the terms of this Agreement, the terms of the Charter Contract shall control.

4. DUTIES AND OBLIGATIONS OF AF

In exchange for the Service Fee, described in Section 7.4 and paid by the School to AF, AF will provide the services described in this Article 4. In fulfilling its duties and obligations pursuant to this Article 4, AF shall meet the requirements of the Authorizer, the State of New York and the Charter Schools Law of New York. AF may, but is not obligated to, provide

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additional services for additional compensation. AF may perform functions off-site, except as prohibited by State law. AF may utilize web-based systems to provide support and counsel to the School.

In addition to any duties and obligations expressly attributed to AF as set forth in Article 5, AF (and the School) shall have the following duties and obligations:

4.1 Curriculum.

AF shall support the School in implementing the AF curriculum in a manner that is consistent with all applicable laws, including requirements regarding content and subjects of instruction, unless such requirement has been waived by the relevant authorities. AF will provide the School with information and systems for implementing the curriculum, and initial staff training. The curriculum will include scope and sequence, an assessment system, a daily schedule and a variety of curriculum materials and related documents, all of which will be aligned with the New York State Learning Standards.

4.2 Student Evaluation.

AF shall implement student performance evaluation systems, which permit evaluation of the educational progress of each student at the School in accordance with the goals set forth in the Charter Contract and any additional guidelines set forth by the Authorizer. The School shall, with AF's assistance, ensure that the students take all State required standardized tests in accordance with State laws and regulations. The School, with AF's assistance, shall maintain detailed statistical information on the performance of (i) the School as a whole, (ii) each individual student, and (iii) each grade. AF and the School shall cooperate in good faith to identify other measures of and goals for student and School performance, including but not limited to parent, teacher, and student satisfaction.

4.3 Annual Audit.

AF shall cooperate and provide all reasonably requested information, to the extent such information is in possession or under the control of AF, needed to complete an annual audit of the School.

4.4 Budget and Financial Statements.

On or before May 1 of each year, AF, in consultation with the Principal, will provide the School Finance Committee with a projected budget for the next fiscal year, for review and approval by the Board of Trustees. The annual budget for the School shall provide for payment of all operating expenses related to the opening and operation of the School, including, but not limited to: teacher salaries; curriculum materials; reimbursement to AF of certain expenses including AF's Service Fee; the Principal's compensation, including his or her salary and benefit costs; debt payments owing and owed to AF by the School; marketing and public relations costs; supplies; maintenance; staff development; curriculum materials; assessment materials and consulting fees; other third party consulting expenses; accountability plan costs; transportation and travel; printing and duplicating; postage; legal fees; and accounting fees. With respect to

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these items, AF may act as the disbursement agent on behalf of the School to timely pay all such agreed upon budget expenditures out of funds available therefore from the School bank accounts, from which the School shall give AF authority to remit payments. The School shall be the lawful owner of all real and personal property purchased with such funds, except for property covered by Article 8, which property shall be the sole and exclusive property of AF. AF shall have no responsibility to make any purchases on behalf of the School or to act as disbursement agent for the School unless and until the funds for such expenditures are in the School bank accounts to which AF has access.

The budget shall grant certain levels of discretion to the Principal (including, but not limited to, teacher salaries and the Principal's Discretionary Fund, as allocated in the budget) within parameters reasonably established by AF and approved by the Board of Trustees.

The Director of School Operations, with the assistance of and in close consultation with AF, shall prepare bimonthly financial statements for review and approval by the Board of Trustees.

4.5 Principal.

The accountability of AF to the School is an essential foundation of the Parties' relationship, and the performance of the Principal is critical to the School's success. Therefore, AF shall have the authority and responsibility, to the maximum extent consistent with State law, to recruit and supervise the Principal and to hold him or her accountable for the success of the School.

AF shall nominate a maximum of three but not less than two candidates to become the Principal. The Board of Trustees shall vote on whether to accept one of the candidates nominated by AF. If the Board of Trustees votes not to accept any candidate, AF shall nominate a maximum of three but not less than one additional candidate. This process shall be repeated until the Board of Trustees and AF agree that a candidate so nominated meets their shared standards of excellence.

AF shall present the proposed terms of the Principal's employment to the Board of Trustees, including therein the duties and compensation of the Principal. The Board of Trustees shall then vote on the approval of the terms of the Principal's employment.

The Principal shall serve pursuant to a year-to-year contract, which contract may be renewed by the Board of Trustees, subject to approval by AF. If either the Board of Trustees or AF wishes not to renew the Principal's contract, it shall not be renewed. In that event, AF shall nominate a new candidate to become the Principal (and present proposed terms of that Principal's employment), as provided above, until the Board of Trustees and AF agree that a candidate so nominated meets their shared standards of excellence.

AF may recommend termination of the Principal's employment. However, the Board of Trustees shall have the final authority with respect to termination of the Principal.

The Principal shall coordinate the management of the School with, and report on a day to day basis to the AF Superintendent or a designee specified in writing by the AF Superintendent. Notwithstanding the foregoing, the Principal shall be an employee of the School and, as set forth above in this Section 4.5, the Board of Trustees may (1) refuse to renew the Principal's contract and (2) terminate the Principal. AF shall provide to the Board of Trustees an annual report regarding the Principal's performance.

AF will (a) provide an intensive leadership training program for the Principal, (b) conduct a Principal evaluation once per year, using a comprehensive performance assessment model and (c) provide ongoing coaching and training for the Principal.

4.6 Teachers and Other School Personnel.

AF shall support the School in the recruitment of teachers, administrators, and other personnel for the School. Specifically, AF will work to build a pool of qualified applicants through advertising, networking and other methods. AF will conduct preliminary screens of candidates and will forward resumes of promising candidates to the Principal. The Principal shall have the final authority to hire such teachers, administrators, and other personnel. All employees working at the School shall be employees of the School. The Principal shall have the final authority to terminate School employees, although AF may recommend termination of a School employee. If the Principal terminates a School employee, the Principal shall notify the Board of Trustees of such action and the basis for it.

The Principal shall have the authority to determine the compensation of all School employees, within the constraints of the budget adopted by the Board of Trustees.

AF, in conjunction with the Principal, shall perform the following personnel functions:

- (a) determining staffing levels;
- (b) determining staff responsibilities;
- (c) providing counsel as to evaluation and discipline of personnel;
- (d) initial training in AF's methods, curriculum, program, and technology to all teaching personnel, including a two-year sequence of professional development;
- (e) training to all non-teaching personnel as AF, in consultation with the Principal, determines is necessary.

AF will assist the School (specifically the Principal and Academic Dean) to develop the internal capacity to deliver teacher training. AF will continue to work closely with the Principal to jointly plan and deliver ongoing teacher training, especially the more advanced training and opportunities for Master Teachers. Should there be a change in Principal at the School, AF will again become involved more directly in initial teacher training until the new Principal is able to run this training independently.

4.7 Equipment and Information Technology.

AF will manage the School's start-up process, and facilitate the School's purchase, at the School's expense, of desks and other furniture, equipment, library and media materials, and other similar materials and furnishings integral to the operation of a school.

AF will facilitate the School's purchase and procurement of information technology ("IT") equipment and services, including but not limited to:

- (a) Wireless/Broadband capabilities for the School;
- (b) Telephone service, preferably using Voice Over IP (VOIP) technology;
- (c) All hardware associated with telephone and wireless/broadband technology;
- (d) Access to AF's shared server;
- (e) Laptop computers for all staff; and
- (f) Computers for administrators.

All vendor products and services will be paid for by the School, unless otherwise specified by AF. In addition, AF will provide the following computer and IT support to the School:

- (g) maintaining and providing training in the use of a central file server containing electronic curricular and school administration resources;
- (h) providing training in the use of a student information system specifically designed to support the AF program;
- (i) providing all desktop and laptop support to the School staff and students;
- (j) recommending and ensuring the effective implementation of a data back-up protocol;
- (k) selecting and installing a phone system and voicemail support; and
- (l) creating and maintaining a link from AF's website to a page specific to the School.

4.8 AF School Evaluation.

AF will conduct a school evaluation within three years of the Effective Date, and every three years thereafter. The evaluation will be designed as a school inspection by a team of both AF and outside evaluators. The team will observe classes and other school operations, analyze a wide variety of data, review student work samples, meet with a sampling of parents, students, and teachers, and engage in other activities designed to obtain a detailed picture of school and student success in preparation for charter renewal.

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4.9 Fundraising.

AF will conduct fundraising activities on behalf of the School and other charter schools which AF manages. Monies raised from AF fundraising activities specifically for the School shall be given to or used for the benefit of the School. Other monies derived from general AF fundraising activities shall be used or distributed as AF deems appropriate, in its sole discretion, including but not limited to use for the benefit of, or distribution among, the charter schools that AF manages.

4.10 Marketing; Advocacy.

AF will market and advocate for the School.

5. DUTIES AND OBLIGATIONS OF THE SCHOOL

In addition to any duties and obligations expressly attributed to the School as set forth in Article 4, the School (and AF) shall have the following duties and obligations:

5.1 Provision of Suitable School Facilities.

- (a) The initial location of the School shall be at 84 Schaefer Street, Brooklyn, N.Y. 11207. Should the School need to be moved in any subsequent year because of a need for more space, a dispute with the operators of the Facility or other reason, the School shall use its best efforts to provide the charter school with a suitable Facility located in the same general area. AF, if requested by the School, will use commercially reasonable efforts to assist the School in the identification of a Facility. The School will consult with and obtain approval from AF prior to entering into a lease or purchase of a Facility; AF's approval shall not be unreasonably withheld. AF will assist the School in providing Facilities needed to expand the School in the future.
- (b) The School shall procure and maintain insurance, or otherwise hold AF harmless, for damage or loss to the property. AF shall not be liable under any lease or other document pertaining to a facility.

5.2 Annual Audit.

The School shall arrange and pay for an annual audit of the School to be conducted in compliance with State law and regulations, and showing the manner in which funds are spent at the School. The annual audit shall be performed by a certified public accountant selected by the Board of Trustees of the School, who shall consult with AF prior to selecting the certified public accountant.

5.3 Legal Services.

The School shall arrange and, if necessary, pay for its own legal services.

5.4 Accounting, Bookkeeping, Procurement, and other Financial Functions.

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The School shall be responsible and accountable for the following financial, accounting, and bookkeeping functions:

- (a) timely payment of invoices;
- (b) payroll, in accordance with Section 5.5;
- (c) monthly reconciliation of bank statements;
- (d) debit and credit entries, using the financial management software selected by AF; and
- (e) procurement.

AF shall provide initial training to the Director of School Operations in the use of the financial management software selected by AF, and shall provide support and oversight as may pertain to the functions listed above. AF shall also work closely with the Director of School Operations to ensure accurate and timely financial reporting to the Board of Trustees and funding agencies, including but not limited to the New York City Department of Education and the State Education Department of New York.

5.5 Payroll, Employee Salaries and Benefits.

The School shall be responsible and accountable for the funding and payment of the salaries, fringe benefits, and State and federal payroll taxes for all individuals employed at the School. All such payments shall be made on a timely basis, in accordance with all State and federal laws and regulations, including all tax requirements.

5.6 Power and Authority.

The School shall not take any action that unreasonably interferes with the power and authority granted to AF under this Agreement to carry out its duties under this Agreement, and shall not grant to any other person or entity any authority which might unreasonably interfere with AF's discharge of such duties.

5.7 State and Federal Waivers.

The School shall, with AF's assistance, timely apply for and support the waiver of any federal or State rules or regulations that interfere with the AF School Model.

6. OPERATION OF THE SCHOOL

6.1 Students with Special Needs.

The School recognizes its obligation to provide an appropriate education to all students enrolled in the School, regardless of special need, in accordance with the requirements of the *Individuals with Disabilities Education Act (IDEA)* and Section 504 of the *Rehabilitation Act of 1973*. As required by law, the School shall be open to individuals with handicapping conditions

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and other special needs. AF may, on behalf of the School, subcontract as necessary and appropriate to a municipal, public or private contractor or otherwise for the provision of special education services, subject to approval by the School, which shall not be unreasonably withheld. Any cost, fee or expense associated with such subcontract will be paid by the School.

6.2 Recruitment and Admission.

AF and the School shall be jointly responsible for the recruitment of students and the administration of the lottery. The School and AF shall encourage applications that will result in a student body reflecting the racial, ethnic, academic, and economic diversity of the community of Brooklyn which the School most directly serves.

Application by or for students shall be voluntary, and shall be in writing. Admission shall be open to all individuals who reside within the State, on a space-available basis without regard to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, academic achievement, or any other basis that would be illegal if used by a public school district. If there are more applications for enrollment for any grade in the School than there are spaces available for such grade, students shall be selected using a random selection process, provided however, to the extent permitted by law, preference for enrollment will be given first to students who were enrolled in the School in the previous year, then to siblings of current students, and then to students residing the school district in which the School is located.

6.3 School Day and Year for Students.

The normal school day shall be approximately eight hours. The normal school year will consist of approximately 180 days of regular instruction for students, as well as 15 days of summer academy during which the school day may be shorter (for a total of 195 school days). The School's calendar shall be developed annually by the Principal in consultation with AF, and shall extend from on or about September 6 to on or about July 31, with scheduled vacations. AF may extend the school year, subject to the School's approval and available funds.

6.4 School Policies.

The School and AF are committed to the success of the educational program set forth in the AF School Model (attached as Exhibit A hereto) and related documents, which are part of the Charter Contract, and which are incorporated by reference herein. Consequently, AF shall make reasonable recommendations to the School concerning calendar, policies, rules, regulations, procedures, personnel, and budget, to enable the School to implement the AF School Model; and the School shall exercise good faith in considering and adopting AF's recommendations, so that AF's School Model may be properly implemented.

6.5 Due Process.

The School shall provide students due process hearings in conformity with the requirements of State and federal law regarding discipline, special education, confidentiality and access to records. The Principal shall have the authority to suspend a student as provided for in

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the Charter Contract or in subsequent policies adopted by the Board of Trustees. Only the Board of Trustees may expel a student, based on a recommendation by the Principal.

6.6 Family Educational Rights and Privacy Act.

The School hereby designates employees of AF as agents of the School having a legitimate educational interest such that they are entitled access to education records under 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act ("FERPA"). AF, its officers and employees shall comply with FERPA at all times.

7. FINANCIAL ARRANGEMENTS

7.1 Funding Eligibility.

The Director of School Operations and Principal shall be responsible for complying with applicable requirements for the purpose of receiving or maintaining the School's eligibility to receive from the New York City, State, and federal governments all applicable funds to which the School is entitled. The School shall apply for all State aid or other monies it is eligible to receive from the Authorizer. AF shall provide such assistance to the School in the preparation or review of State aid applications and reports as the School may request. The School shall permit AF to review any such applications and reports prior to their submission, and AF shall have the right to assume control of the application and report process if and to the extent it deems it appropriate to do so.

7.2 Donations and Grants.

Both the School and AF may solicit and receive grants and donations consistent with the mission of the School.

7.3 Extracurricular Fees.

Consistent with local practice and as allowed by law, the School may charge fees to students for extra services such as summer activities, extracurricular clubs and after school athletics.

7.4 Service Fee.

- (a) For each school year covered by this Agreement (those school years being five successive 12-month periods, each beginning on July 1, and the first beginning on July 1, 2006), the School shall pay AF a service fee equal to eight percent of: the average number of students enrolled during that school year, times the Approved Per Pupil Operating Expense (the "Service Fee"). The Service Fee shall be based on an estimate of the number of students expected to be enrolled in that school year. At the end of that school year, if the estimated enrollment differs from the actual enrollment, the Service Fee shall be adjusted accordingly and (i) for the first four school years, the amount equal to the difference between the estimated Service Fee and the actual Service Fee shall be added to or subtracted from, as

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appropriate, the first invoice of the following school year (*i.e.*, in accordance with Section 7.4(b), the October invoice) and (ii) for the final school year of the Term, the amount equal to the difference between the estimated Service Fee and the actual Service Fee shall be paid by the appropriate party to the other party no later than the first day of October following such school year.

- (b) Subject to Section 7.4(a) and Section 7.4(c), the Service Fee shall be due and payable in four equal installments on the fifteenth day of October, January, April and July.
- (c) If AF fails to meet its obligation to raise the dollar amount of private funds to which it agreed as part of the School's approved budget for any school year and if the School's budgeted expenses exceed its revenue for that year, the fourth (July) payment with respect to that year (or such smaller portion of the fourth payment as is equal to the difference between revenue and budgeted expenses for that year) shall be deferred until the school shall obtain sufficient resources to meet the budgeted expenses, including the full Service Fee, for that year.

7.5 AF Not Required to Make Loans or Advances.

AF shall have no obligation to advance or loan any funds to the School.

8. PROPRIETARY AND CONFIDENTIAL INFORMATION

8.1 Confidential Information.

"Confidential Information" means:

- (a) any and all technical and non-technical information, whether communicated orally or in writing, including, without limitation, patent, copyright, trade secret and proprietary information, techniques, sketches, drawings, models, inventions, know-how, processes, formulae, apparatus, equipment and biological materials related to the current, future and proposed products, services, or projects of AF, and includes, without limitation, information concerning research, experimental work, development, design details and specifications, engineering, financial information, procurement requirements, purchasing, manufacturing, customer lists, business forecasts and sales and marketing plans, and any Derivatives of the foregoing whether created by AF or the School;
- (b) any instructional materials, training materials, curriculum and lesson plans, and any other materials developed by AF, its employees, agents or subcontractors, any individual working for or supervised by AF, or any individual employed by the School working primarily at the School;
- (c) any information that AF treats or maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally;

- (d) any information disclosed by AF to the School or known by the School as a result of the relationship created by this Agreement, which information is not generally known or publicly available and that in any way relates to AF's products; services; techniques or know-how; trade secrets; ideas; processes; computer programs; documents; materials; business information; marketing materials (including costs, pricing, and customer lists); and
- (e) all information received in confidence from third parties by AF.

"Confidential Information" shall not include Student Confidential Information.

8.2 Derivatives.

"Derivatives" means:

- (a) for copyrightable or copyrighted material, any translation, abridgement, revision or other form in which an existing work may be recast, transformed or adapted;
- (b) for patentable or patented material, any improvement thereon; and
- (c) for material which is protected by trade secret, any new material derived from such existing trade secret material, including new material which may be protected by copyright, patent, trade secret, and/or any other recognized proprietary right.

8.3 Marks.

"Marks" means all trademarks, service marks, design marks, trade names, domain names, registrations and applications for registration thereof, and any common law rights pertaining thereto, belonging to AF. Such materials shall include, but are not limited to, "Achievement First" and "Achievement First Bushwick Charter School."

8.4 Treatment of Marks.

- (a) Ownership of Marks. All Marks, whether created by AF or the School, remain the property of AF, and no license or other right to use, modify and/or sell the Marks is granted or implied hereby, except as set forth in Section 8.4(b).
- (b) License to the School. AF hereby grants to the School, solely as may reasonably be required in connection with the performance of this Agreement, a nonexclusive, nontransferable, limited right to Use the Marks during the Term. The School may grant its agents, subcontractors, vendors and consultants the right to Use the Marks, solely as may be reasonably necessary in connection with the performance of this Agreement, and provided such agents, subcontractors, vendors and consultants comply with the terms of this Article 8.
- (c) Cease of Use of Marks. Upon termination or expiration of this Agreement, the School will not have any right to make any use whatsoever of the Marks. To the

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extent that the School's corporate name, curriculum or any other materials include any of the Marks, including but not limited to the AF name, and unless expressly agreed to in writing by AF, the School shall immediately upon termination or expiration of this Agreement (i) return to AF or destroy such materials as may be returned or destroyed and (ii) change such name and/or materials so that they do not include any of the Marks, or any portion of the Marks.

8.5 Treatment of Confidential Information.

- (a) Ownership of Confidential Information. All Confidential Information and any Derivatives thereof, whether created by AF or the School, remain the property of AF, and no license or other right to use, modify and/or sell the Confidential Information and any Derivatives thereof is granted or implied hereby, except as set forth in Section 8.5(b).
- (b) License to the School. AF hereby grants to the School, solely as may reasonably be required in connection with the performance of this Agreement, a nonexclusive, nontransferable, limited right to have access to and Use the Confidential Information during the Term. The School may grant its agents, subcontractors, vendors and consultants the right to have access to and Use the Confidential Information, solely as may be reasonably necessary in connection with the performance of this Agreement, and provided such agents, subcontractors, vendors and consultants agree in writing to comply with the terms of this Article 8.
- (c) Use of Third Party Proprietary Information. The School will not knowingly infringe upon, or permit any of its employees or agents to knowingly infringe upon, any rights of any third party or knowingly violate the patent, copyright, trademark, trade secret, or other proprietary right of any third party in connection with the performance of this Agreement, and if the School becomes aware of any such infringement or alleged instance of infringement, the School agrees to notify AF promptly in writing.
- (d) Disclosure of Confidential Information. The School acknowledges that prior to the Term, AF may have disclosed, and during the Term AF may disclose, Confidential Information to the School, including that information which is currently in existence as well as that which may be created in the future.
 - (i) The School agrees that it will not at any time or in any manner, directly or indirectly, disclose any Confidential Information to any third party without the prior written consent of AF. AF agrees that it shall not unreasonably withhold such written authorization.
 - (ii) The School shall treat all Confidential Information with the same degree of care as a reasonable and prudent person would accord his or her own confidential information, and shall use its best efforts to assure that it, its employees and its agents do not disclose or Use such Confidential

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Information, other than as may be reasonably necessary in connection with the performance of this Agreement.

- (iii) To the extent a final order from a Regulatory Authority requires the School to disclose any Confidential Information, the School shall not be considered in breach of this Section 8.5(d); provided that the School provides prior notice to AF, if permitted by the Regulatory Authority.
- (e) Return of Confidential Information. Any and all Confidential Information and any Derivatives thereof, including all written and electronic copies, in the School's possession or control shall be returned to AF promptly upon termination or expiration of this Agreement or upon request by AF. All materials furnished by AF to the School in connection with any Confidential Information and any Derivatives thereof, including all written and electronic copies, shall be returned to AF promptly upon termination or expiration of this Agreement or upon request by AF. Upon such return, the School will not have any right to Use the AF Confidential Information, nor any Derivatives thereof, nor such materials.
- (f) Rights to Confidential Information. Except as required for the Parties' performance hereunder, nothing in this Agreement shall be construed to require AF to provide, or to entitle the School to obtain, any Confidential Information or any rights therein.

8.6 Specific Performance.

In addition to all of the remedies otherwise available to AF, including, but not limited to, recovery of damages and reasonable attorneys' fees incurred in the enforcement of this Article 8, AF shall have the right to injunctive relief to restrain and enjoin any actual or threatened breach of the provisions of this Article 8. All of AF's remedies for breach of this Article 8 shall be cumulative and the pursuit of one remedy shall not be deemed to exclude any other remedies. The School acknowledges and agrees that AF's rights under this Article 8 are special and unique and that any violation of this Article 8 by the School would not be adequately compensated by money damages alone.

9. INDEMNIFICATION AND INSURANCE

9.1 Representations and Warranties.

All representations and warranties hereunder shall be deemed to be material and relied upon by the Parties with or to whom the same were made, notwithstanding any investigation or inspection made by or on behalf of such Party or Parties.

9.2 Indemnification of the School.

AF shall hold the School and its trustees, officers, successors, assigns, and agents (the "School Indemnified Persons") harmless and indemnify each of them from and against any and all claims, losses, damages, liabilities, penalties, fines, expenses or costs ("Claims"), plus

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reasonable attorneys' fees and expenses incurred in connection with Claims and/or enforcement of this Agreement, plus interest from the date incurred through the date of payment at the prime lending rate of *The Wall Street Journal*, New York edition, from time to time prevailing (collectively, the "Indemnified Claims"), incurred or to be incurred by any School Indemnified Person resulting from or arising out of (i) AF's gross negligence or willful misconduct or (ii) any breach or violation of AF's representations, warranties, covenants, or agreements contained in this Agreement.

9.3 Indemnification of AF.

The School shall hold AF and its affiliates and the shareholders, directors, officers, partners, successors, assigns, and agents of each of them harmless and indemnify each of them from and against any and all Indemnified Claims incurred or to be incurred by any of them resulting from or arising out of (i) the School's gross negligence or willful misconduct or (ii) any breach or violation of the School's representations, warranties, covenants and agreements contained in this Agreement.

9.4 Limitation on Claims of the School.

Notwithstanding anything in this Agreement to the contrary, there shall be no liability for any Claim and AF shall have no obligations or liabilities pursuant to Section 9.2 :

- (a) until the aggregate of the Claims suffered or incurred by the School exceeds five thousand dollars (\$5,000) (the "Threshold Amount"). After the Threshold Amount has been met there shall be liability for the aggregate amount of all Claims;
- (b) to the extent such liabilities exceed the Service Fee paid to AF during the academic year in which the action or omission giving rise to the Claim occurred;
- (c) if such liabilities are covered by insurance, to the extent the amount of such liabilities exceeds the amount of any insurance proceeds received for the insured event (under insurance policies referenced in this Agreement) giving rise to the liabilities; and
- (d) if the claim for indemnification is made pursuant to Section 9.2, to the extent that AF can demonstrate that the School had, prior to the Closing, actual knowledge that the applicable representation or warranty was untrue or incomplete or had been breached or that the applicable covenant had been breached or was unfulfilled prior to the Closing.

9.5 Limitation on Claims of AF.

Notwithstanding anything in this Agreement to the contrary, there shall be no liability for any Claim and the School shall have no obligations or liabilities pursuant to Section 9.3:

- (a) until the aggregate of the Claims suffered or incurred by AF exceeds the Threshold Amount: provided, however, that the limitation in this clause (a) shall not apply to Claims relating to misuse of intellectual property (including breach of Article 8). After the Deductible has been met there shall be liability for the aggregate amount of all Claims;
- (b) to the extent such liabilities exceed the Service Fee paid by the School during the academic year in which the action or omission giving rise to the Claim occurred; provided, however, that the limitation in this clause (b) shall not apply to Claims or other liabilities relating to misuse of intellectual property (including breach of Article 8);
- (c) if such liabilities are covered by insurance, to the extent the amount of such liabilities exceeds the amount of any insurance proceeds received for the insured event (under insurance policies referenced in this Agreement) giving rise to the liabilities; provided, however, that the limitation in this clause (c) shall not apply to Claims or other liabilities relating to misuse of intellectual property (including breach of Article 8); and
- (d) if the claim for indemnification is made pursuant to Section 9.3, to the extent that the School can demonstrate that AF had, prior to the Closing, actual knowledge that the applicable representation or warranty was untrue or incomplete or had been breached prior to the Closing.

9.6 Indemnification of Third-Party Claims.

The obligations and liabilities of any Party to indemnify the other under this Article 9 with respect to a Claim relating to or arising from third parties (a "Third Party Claim") shall be subject to the following terms and conditions:

- (a) Notice and Defense. The Party to be indemnified (the "Indemnified Party") will give the Party from whom indemnification is sought (the "Indemnifying Party") prompt written notice of any such Claim, and the Indemnifying Party may undertake the defense thereof by representatives chosen by it. Failure to give notice shall not affect the Indemnifying Party's duty or obligations under this Article 9 except to the extent the Indemnifying Party is prejudiced thereby. If the Indemnifying Party undertakes the defense of a Third Party Claim, then the Indemnifying Party shall be deemed to accept that it has an indemnification obligation under this Article 9 with respect to such Third Party Claim, unless it shall in writing reserve the right to contest its obligation to provide indemnity with respect to such Third Party Claim. So long as the Indemnifying Party is defending any such Third Party Claim actively and in good faith, the Indemnified Party shall not settle such Claim. The Indemnified Party shall make available to the Indemnifying Party or its representatives all records and other materials required by them and in the possession or under the control of the Indemnified Party, for the use of the Indemnifying Party and its representatives in defending

any such Claim, and shall in other respects give reasonable cooperation in such defense.

- (b) Failure to Defend. If the Indemnifying Party, within thirty (30) days after notice of any such Claim, fails to dispute the obligation of the Indemnifying Party with respect to such Claim and fails to defend such Claim actively and in good faith, then the Indemnified Party will (upon written notice to the Indemnifying Party) have the right to undertake the defense, compromise or settlement of such Claim or consent to the entry of a judgment with respect to such Claim, on behalf of and for the account and risk of the Indemnifying Party, and the Indemnifying Party shall thereafter have no right to challenge the Indemnified Party's defense, compromise, settlement or consent to judgment therein.
- (c) Indemnified Party's Rights. Anything in this Article 9 to the contrary notwithstanding, (i) if there is a reasonable probability that a Claim may materially and adversely affect the Indemnified Party other than as a result of money damages or other money payments, the Indemnified Party shall have the right to defend, compromise or settle such Claim, and (ii) the Indemnifying Party shall not, without the written consent of the Indemnified Party, settle or compromise any Claim or consent to the entry of any judgment which does not include as an unconditional term thereof the giving by the claimant or the plaintiff to the Indemnified Party of a release from all liability in respect of such Claim.

9.7 Payment.

The Indemnifying Party shall promptly pay the Indemnified Party any amount due under this Article 9. Upon judgment, determination, settlement or compromise of any third party claim, the Indemnifying Party shall pay promptly on behalf of the Indemnified Party, and/or to the Indemnified Party in reimbursement of any amount theretofore required to be paid by it, the amount so determined by judgment, determination, settlement or compromise and all other Claims of the Indemnified Party with respect thereto, unless in the case of a judgment an appeal is made from the judgment. If the Indemnifying Party desires to appeal from an adverse judgment, then the Indemnifying Party shall post and pay the cost of the security or bond to stay execution of the judgment pending appeal. Upon the payment in full by the Indemnifying Party of such amounts, the Indemnifying Party shall succeed to the rights of such Indemnified Party, to the extent not waived in settlement, against the third party who made such third party claim.

9.8 Adjustment of Liability.

In the event an Indemnifying Party is required to make any payment under this Article 9 in respect of any damages, liability, obligation, loss, claim, or other amount indemnified hereunder, such Indemnifying Party shall pay the Indemnified Party an amount which is equal to the sum of (i) the amount of such damages, liability, obligation, loss, claim or other amount, minus (ii) the amount of any insurance proceeds the Indemnified Party actually receives with respect thereto, minus (iii) any third party payments actually received by the Indemnified Party with respect to such damages, liability, obligation, loss, claim or other amount after demand or

notice to such third party from the Indemnifying Party (with the consent of the Indemnified Party which will not be unreasonably withheld).

9.9 Loans from AF to the School.

Any loan or advance made by AF to the School shall not be subject to the foregoing provisions of this Article 9, and shall instead be subject to the terms of such loan or advance.

10. TERM AND RATIFICATION; TERMINATION

10.1 Term and Ratification.

This Agreement shall have an initial term commencing on July 1, 2006 and ending on June 30, 2011 (the "Initial Term"). Beginning on July 1, 2011, the Agreement shall be renewed automatically for additional terms ending on the later of (i) June 30 of each year and the (ii) expiration of any renewal term of the Charter Contract (each a "Renewal Term" and, collectively with the Initial Term, the "Term"). unless written notice of intent to terminate or renegotiate is given by either Party not later than the December 31 prior to the end of the Initial Term or the December 31 prior to the end of any Renewal Term. Neither giving such notice nor engaging (or failing to engage) in such negotiations shall extend the Term of this Agreement, which shall not, in any event, extend beyond the latest date on which any renewal term of the Charter Contract granted by the Authorizer remains effective. The School hereby retroactively authorizes and ratifies all action taken by AF on the School's behalf or in contemplation of the terms of this Agreement prior to commencement of the Initial Term of this Agreement.

10.2 Termination by the School.

The School may terminate this Agreement in accordance with the following provisions:

- (a) Termination for Cause. Subject to the provisions of subparagraph (b) below, the School may terminate this Agreement for cause at any time during the Term. For purposes of this Section 10.2, the term "for cause" shall mean:
 - (i) AF becomes insolvent, enters into receivership, is the subject of a voluntary or involuntary bankruptcy proceeding, or makes an assignment for the benefit of creditors;
 - (ii) After the School has conducted a financial audit, an outside auditor or another neutral third party determines that AF has misappropriated or otherwise materially mismanaged the School's funds under this Agreement;
 - (iii) a Regulatory Authority has revoked any license which may be required for AF to carry on its business and perform its obligations and functions under this Agreement;

- (iv) the School fails to meet school-wide Adequate Yearly Progress, as that term is defined in the federal No Child Left Behind Act of 2001, for two years in a row, provided however, that this termination provision shall not be effective until July 1, 2009;
 - (v) subject to Section 5.7, AF violates any provision of law with respect to the School from which the School was not specifically exempted and which results in material adverse consequences to the School;
 - (vi) AF materially breaches any of the material terms and conditions of this Agreement;
 - (vii) the Authorizer revokes its Charter Contract with the School;
 - (viii) the State revokes the Charter Contract between the Authorizer and the School pursuant to State statute; or
 - (ix) subject to Section 5.7, the enactment or repeal of any federal, State or local law, the promulgation or withdrawal of any regulation, or the issuance of any court or administrative decision or order (any such enactment, repeal, promulgation, withdrawal, or issuance being an "Action"), where the substance or consequence of such Action is that this Agreement, the operation of the School in conformity with this Agreement, or the School's Charter Contract with the Authorizer materially violates the School's, the Authorizer's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or materially violates any contract or agreement to which the School was a party on the Effective Date.
- (b) AF Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 10.2(a), the School shall give AF written notice of its basis for terminating the Agreement (a "Termination Notice"). The Termination Notice shall specify the section of this Agreement upon which the School is relying on for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, AF shall have 60 business days to remedy the breach (the "Cure Period"). If the breach is not corrected within the Cure Period, the School may immediately terminate the Agreement.
- (c) Deferral of Termination for Waivers. Notwithstanding the foregoing provisions of this Section 10.2, in the event that federal or State rules or regulations, existing as of the Effective Date or thereafter enacted, interfere with the AF School Model, the School's termination right under Section 10.2(b) shall be deferred for a period of time as may be reasonably required to apply for and support a waiver as contemplated by Section 5.7. Upon either (i) failure of the Parties' good faith efforts to obtain such a waiver or (ii) the determination of AF, in its sole discretion, that such waiver is (a) unnecessary, (b) highly unlikely to be obtained

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or (c) not in the best interests of AF and the School, the School's right to terminate, and AF's right to cure, will be restored as set forth in Section 10.2(a) and Section 10.2(b).

10.3 Termination by AF.

AF may terminate this Agreement in accordance with the following provisions:

- (a) Termination For Cause. Subject to the provisions of subparagraph (b) below, AF may terminate this Agreement for cause at any time during the Term. For purposes of this Section 10.3, the term "for cause" shall mean that:
 - (i) the School materially breaches any of the material terms and conditions of this Agreement;
 - (ii) the School fails to comply with a material provision of its Bylaws;
 - (iii) subject to Section 5.7, the School violates any provision of law with respect to the School from which the School was not specifically exempted and which results in material adverse consequences to AF or to the School;
 - (iv) the School takes any action which materially interferes with the ability of AF to perform under this Agreement;
 - (v) the School refuses or willfully fails to follow any material direction of AF related to implementation of the AF School Model;
 - (vi) the Authorizer revokes its Charter Contract with the School;
 - (vii) subject to Section 5.7, the State revokes the Charter Contract between the Authorizer and the School pursuant to State statute; or
 - (viii) the enactment or repeal of any federal, State or local law, the promulgation or withdrawal of any regulation, or the issuance of any court or administrative decision or order (any such enactment, repeal, promulgation, withdrawal, or issuance being an "Action"), where the substance or consequence of such Action is that this Agreement, the operation of the School in conformity with this Agreement, or the School's Charter Contract with the Authorizer materially violates the School's, the Authorizer's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or materially violates any contract or agreement to which AF was a party on the Effective Date.

- (b) School Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 10.3(a), AF shall give the School a Termination Notice

specifying the Section of this Agreement upon which AF is relying for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, the School shall have 60 business days to remedy the breach. If the breach is not corrected within the cure period, AF may immediately terminate the Agreement.

- (c) Deferral of Termination for Waivers. Notwithstanding the foregoing provisions of this Section 10.3, in the event that federal or State rules or regulations, existing as of the Effective Date or thereafter enacted, interfere with the AF School Model, AF's termination right under Section 10.3(b) shall be deferred for a period of time as may be reasonably required to apply for and support a waiver as contemplated by Section 5.7. Upon either (i) failure of the Parties' good faith efforts to obtain such a waiver or (ii) the determination of AF, in its sole discretion, that such waiver is (a) unnecessary, (b) highly unlikely to be obtained or (c) not in the best interests of AF and the School, the AF's right to terminate, and the School's right to cure, will be restored as set forth in Section 10.2(a) and Section 10.2(b).

10.4 Termination Upon Agreement of the Parties.

This Agreement may be terminated upon written agreement of the Parties.

10.5 Avoidance of Disruptions to Students.

Notwithstanding the foregoing provisions of this Article 10, each Party shall use its good faith best efforts to avoid a termination of the Agreement that becomes effective during the school year because of the disruption of such termination to the educational program and the students. Therefore, in the event this Agreement is terminated by either Party prior to the end of the Term, absent unusual and compelling circumstances, the termination will not become effective until the end of the school year.

10.6 Payments.

Upon termination of this Agreement, (a) the School shall pay AF any previously unpaid portion of the Service Fee for services performed by AF until the time of termination, and (b) AF shall pay to the School any outstanding money raised specifically for the school.

10.7 Assistance Following Termination by AF.

In the event of termination of this Agreement by AF, AF shall provide reasonable assistance to the School for the shorter of the remainder of the current School year or 90 days after the effective date of termination of the Agreement (the "Termination Assistance Period"), to assist in the transition to another plan for management of the School, whether by the School itself or with another charter management organization. During the Termination Assistance Period, AF will be entitled to receive and the School shall continue to pay AF's Service Fee and shall reimburse AF for all expenses incurred by AF in providing such transition assistance.

10.8 Records upon Termination.

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Upon termination or expiration of this Agreement for any reason, AF shall give to the School all student, fiscal and other School records.

11. GOVERNING LAW, DISPUTE RESOLUTION, JURY WAIVER, AND VENUE

11.1. Governing Law.

This Agreement shall be governed by, construed, interpreted and enforced in accordance with the laws of New York, without giving effect to the principles of conflict of laws thereof; provided, however, that the *Federal Arbitration Act*, to the extent applicable and inconsistent, will supersede the laws of New York and shall govern.

11.2 Alternative Dispute Resolution.

(a) Good Faith Negotiation of Disputes. The parties agree to cooperate in good faith in all actions relating to this Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes. If, nevertheless, a dispute should arise in connection with this Agreement, either Party may give notice to the other Party of intent to negotiate, and the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner. In the event any dispute or Claim arising out of or relating to this Agreement or the relationship resulting in or from this Agreement (a "Dispute"), except for a Claim by AF relating to its intellectual property rights (including under Article 8), is unable to be resolved by the Parties (or if one of the Parties refuses to participate in such negotiations) within twenty calendar days from delivery of the notice of intent to negotiate, either Party may give written notice to the other of a demand for arbitration, whereupon the Dispute shall be resolved in accordance with the following alternative dispute resolution procedure.

(b) Binding Arbitration Except With Respect to Intellectual Property and Loans from AF to the School. Any Dispute, except for a Claim by AF relating to its intellectual property rights (including under Article 8) or the School's repayment of a loan or advance from AF to the School, will be resolved by binding arbitration in accordance with the Commercial Arbitration Rules of The American Arbitration Association (the "Arbitration Rules"), except as stated below in this clause (b). A Claim by AF relating to its intellectual property rights (including under Article 8) or the School's repayment of loan or advance from AF to the School shall not be subject to arbitration absent further agreement by the parties. Within fifteen calendar days following the giving by either Party of a written notice of a demand for arbitration, each Party shall designate its panel representative. Within fifteen calendar days of the designation of the second representative to be designated, the representatives designated by the Parties shall designate a neutral third member, who shall serve as the Chairperson. In the event that the representatives are not able to agree on a third member within fifteen calendar days, the Party giving the notice of a demand for arbitration shall also give notice to the New York City Center for Charter Excellence ("NYCCCE"), requesting that they designate the third panel member, who shall

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serve as the Chairperson. If the NYCCCE is unwilling or unable to designate a third panel member within fifteen calendar days of being requested to do so, the Party representatives shall do so within fifteen additional calendar days. The arbitrators shall convene a hearing as soon as possible thereafter. Each Party may present witnesses, documentary, and other evidence on its behalf, but strict rules of evidence shall not apply. The arbitrators may permit the filing of briefs upon request of either Party. The arbitrators shall issue a written opinion concerning the Dispute, together with their award, within 30 days following the close of the hearing.

- (c) Notices. All notices, demands, claims, responses, requests and documents will be sufficiently given or served if delivered in the manner described in Article 12 of this Agreement.
- (d) No Punitive Damages Notwithstanding anything to the contrary in the Arbitration Rules or otherwise, the arbitrators are not empowered to award punitive damages.
- (e) Expense Shifting For Arbitration Avoidance. Notwithstanding anything to the contrary in the Arbitration Rules or otherwise, and except for a Claim by AF relating to its intellectual property rights (including under Article 8) or the School's repayment of a loan or advance from AF to the School, which Claim is not subject to arbitration, no Party may seek judicial relief regarding any Dispute. In the event a Party violates this provision by bringing any action for judicial relief in the first instance without pursuing arbitration prior thereto, such Party will be liable to the other Party for, among other things, all of the other Party's costs and expenses (including, without limitation, court costs and attorneys' fees) incurred to stay or dismiss such judicial action and/or remove or remand it to arbitration. It shall not be a violation of this arbitration provision for the Party entitled to collect such costs and expenses to seek to have them included in a judicial order of dismissal, removal, or remand. In the alternative, such Party may seek an immediate and separate award of such costs and expenses at the outset of the arbitration, which the arbitrators must grant, and the Party may seek immediately to confirm such award of costs and expenses. In addition, if either Party brings any judicial action to vacate or modify any award rendered pursuant to arbitration, or opposes a judicial action to confirm such award, and the Party bringing such action to vacate or modify or opposing confirmation of such award does not prevail, the Party bringing such action to vacate or modify such award or opposing confirmation of such award shall pay all of the costs and expenses (including, without limitation, court costs and attorneys' fees) incurred by the other Party in defending against the action to vacate or modify such award or in pursuing confirmation of such award. The cost-shifting provisions of the preceding sentence shall apply equally to appeals of judicial decisions to which the preceding sentence applies. It shall not be a violation of this arbitration provision for the Party entitled to collect such costs and expenses to seek to have them included in a judicial order dealing with confirmation, vacation, or

modification of an award, or any order on an appeal to which the preceding sentence applies.

11.3 Waiver of Jury Trial.

The Parties knowingly and willingly waive the right to a jury trial with respect to any Dispute, whether or not subject to the foregoing arbitration provision, and including any Dispute within the foregoing arbitration provision but found not to be subject to arbitration for any reason.

11.4 Venue When Judicial Resort is Authorized.

Any action to confirm an arbitral award rendered pursuant to Section 11.2 shall be brought in the courts of New York located in the School's county or the courts of the United States serving New York City. The Parties agree that this Agreement concerns transactions involving commerce among the several states and, except as otherwise provided in Section 11.2(e), hereby irrevocably waive any objection which either may now or hereafter have to personal jurisdiction or the laying of venue for confirmation of an arbitral award in the courts referred to in the preceding sentence. The Parties hereby further irrevocably waive and agree not to plead or claim in any such court that any such action or proceeding brought in any such court has been brought in an inconvenient forum. Nothing herein shall limit the right of either Party, following the confirmation of an arbitral award, to seek to enforce such award in any appropriate state or federal court. Nothing herein shall limit the right of either Party to seek redress with respect to any Dispute not subject to the foregoing arbitration provision (including any Dispute within the foregoing arbitration provision but found not to be subject to arbitration for any reason) in any state or federal court.

12. NOTICE

All notices, demands, consents or other communications ("notices") which either Party may be required or desire to give to the other Party shall be in writing and shall be deemed delivered when (a) personally delivered, (b) if mailed, five business days after deposit in the United States mail, postage prepaid, certified or registered mail, return receipt requested, (c) if delivered by a reputable overnight carrier, one business day after delivery to such carrier, or (d) if delivered by facsimile, on the date the facsimile transmission is confirmed, provided that, on such date, a separate copy is also delivered pursuant to clause (b) or (c). Delivery by mail, overnight carrier or facsimile shall be addressed to the Parties as follows:

AF:

Dacia Toll, President
Achievement First, Inc.
790 East New York Avenue
Brooklyn, NY 11207
Tel: (718) 774-0906 (ext. 11)
Fax: (718) 804-0131

The School:

Dean Deborah Shanley
Chair, AF Bushwick Board of Trustees
Brooklyn College School of Education
2111 James Hall
2900 Bedford Avenue
Brooklyn, NY 11210-2889
Tel: (718) 951 5214
Fax: (718) 951-4816

Any Party may change its address for notice by notice given in accordance with the foregoing provisions. Notwithstanding the manner of delivery, whether or not in compliance with the foregoing provisions, any notice, demand or other communication actually received by a Party shall be deemed delivered when so received.

13. INTERPRETATION AND CONSTRUCTION; AMENDMENT

13.1 Recitals and Exhibits.

The recitals and exhibits to this Agreement are hereby incorporated herein as an integral part of this Agreement. In the event of a conflict between the terms and provisions of this Agreement and the terms and provisions of any exhibit, the terms and provisions of this Agreement shall control.

13.2 Defined Terms and Use of Terms.

All defined terms used in this Agreement shall be deemed to refer to the masculine, feminine, neuter, singular and/or plural, in each instance as the context and/or particular facts may require. Use of the terms "hereunder," "herein," "hereby," and similar terms refer to this Agreement.

13.3 Section Headings.

The headings in this Agreement are for the convenience of the parties only, and shall have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.

13.4 Counterparts.

This Agreement may be executed in Counterparts, each of which shall be deemed to be an original and both together shall be deemed to be one and the same Agreement.

13.5 Entire Agreement.

This Agreement constitutes the entire agreement between the Parties with respect to the subject matter herein, as of the Effective Date, and there are no understandings of any kind except as expressly set forth herein. Further, any and all prior understandings and agreements

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between the Parties, expressed or implied, written or oral, including the Term Sheet that forms a part of the Charter Contract, are superseded by this Agreement.

13.6 Modifications and Amendments; No Parol Evidence.

This Agreement may be altered, changed, added to, deleted from or modified only by agreement in writing approved by the Board of Trustees and by AF's Board of Directors. Accordingly, no course of conduct or custom shall constitute an amendment to or modification of this Agreement, and any attempt to amend or modify this Agreement orally, or in a writing not so approved, shall be void. This Agreement may not be modified, supplemented, explained, or waived by parol evidence.

13.7 Severability.

In case any one or more of the provisions or parts of a provision contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other provision or part of a provision of this Agreement in such jurisdiction, but this Agreement shall be reformed and construed in any such jurisdiction as if such invalid or illegal or unenforceable provision or part of a provision had never been contained herein and such provision or part shall be reformed so that it would be valid, legal, and enforceable to the maximum extent permitted in such jurisdiction.

13.8 Negotiated Agreement.

The provisions of this Agreement were negotiated by the Parties and this Agreement shall be deemed to have been drafted by both of the Parties, notwithstanding any presumptions at law to the contrary.

14. MISCELLANEOUS

14.1 Breach and Waiver.

No failure on the part of any Party to enforce the provisions of this Agreement shall act as a waiver of the right to enforce any provision. Further, no waiver of any breach of this Agreement shall (a) be effective unless it is in writing and executed by the Party charged with the waiver, or (b) constitute a waiver of a subsequent breach, whether or not of the same nature. All waivers shall be strictly and narrowly construed. No delay in enforcing any right or remedy as a result of a breach of this Agreement shall constitute a waiver thereof. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

14.2 No Third Party Beneficiary Rights.

With the exception of the Authorizer, no third party, whether a constituent of the School, a member of the community, a student or parent of a student of the School or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, the

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School or AF in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

14.3 Inspection and Access to Records.

Upon reasonable notice, the Parties shall make available to each other and to the Authorizer for inspection and copying, all books, records, and documents relating to the Parties' obligations and performance under this Agreement.

14.4 Assignment.

This Agreement, including without limitation, the rights granted herein, may not be assigned, delegated, transferred, pledged, or hypothecated by either Party, whether voluntarily or involuntarily without the prior written consent of the other Party; provided, however, that AF may assign its rights and obligations under this Agreement to a State not-for-profit organization that is (1) related to AF by legal, beneficial or equitable ownership or other means of control (such as parent/subsidiary or corporations under common control) and (2) dedicated to managing charter schools in the State. This Agreement shall inure to the benefit of and shall be binding upon the Parties and their successors and assigns, and the name of a Party appearing herein shall be deemed to include the name of such Party's successors and assigns to the extent necessary to carry out the intent of this Agreement.

14.5 No Partnership.

This Agreement does not constitute, and shall not be construed as constituting, a partnership or joint venture between the Parties.

14.6 Further Assurances.

The Parties agree to execute and deliver, or cause to be executed and delivered from time to time such other documents and will take such other actions as the other Party reasonably may require to more fully and efficiently carry out the terms of this Agreement.

15. SURVIVAL

The provisions of Articles 2, 8, 9, 11, 12, 13 and this Article 15, Sections 3.3, 3.4, 10.6, 10.7, 10.8, 14.1, 14.2, 14.3, 14.4 and 14.5, and any other sections or exhibits to this Agreement that by their nature extend beyond the expiration or termination of this Agreement shall survive any expiration or termination of this Agreement; provided that any provision that is stated to extend for a specified period of time shall survive only for such specified period of time.

- SIGNATURES ARE ON THE FOLLOWING PAGE -

IN WITNESS WHEREOF, the Parties have caused this Agreement to be signed and delivered by their duly authorized representatives.

THIS AGREEMENT CONTAINS A BINDING ARBITRATION PROVISION WHICH MAY BE ENFORCED BY THE PARTIES

ACHIEVEMENT FIRST, INC.

By: [Signature]
Title: President
Date: 8/21/06

ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL

By: [Signature]
Title: Chairwoman
Date: 8/21/06

ACADEMIC AND BUSINESS SERVICES AGREEMENT

By and Between

ACHIEVEMENT FIRST, INC. and

ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL

This Academic and Business Services Agreement (the "Agreement") is made and entered into by and between Achievement First, Inc., a Connecticut not for profit corporation ("AF"), and the Achievement First Endeavor Charter School, a New York education corporation (the "School," and the School together with AF, each a "Party" and collectively the "Parties").

WHEREAS, AF is a charter school management organization;

WHEREAS, on the Effective Date (as defined below) the Authorizer (as defined below) granted the School authority to operate a charter school;

WHEREAS, the School is entering into this Agreement with AF in order to meet its obligations under the Charter Contract (defined below), especially its commitment to providing a high-quality education for the students of Achievement First Endeavor.

WHEREAS, it is the Parties' intention to create a relationship based on trust, common educational objectives, and clear accountability, through which they will work together to bring educational excellence to the School;

WHEREAS, the Parties desire to enter into a written agreement to set forth the terms and conditions of their agreement;

NOW, THEREFORE, in consideration of the recitals and the mutual covenants, representations, warranties, conditions and agreements hereinafter expressed, the Parties agree as follows:

1. DEFINITIONS

"AF" has the meaning set forth in the recitals.

"AF School Model" means the School model based on the AF curriculum, described in the Charter Contract and in the AF School Model Agreement, which is attached as Exhibit A hereto.

"Agreement" has the meaning set forth in the recitals.

"Approved Per Pupil Operating Expense" means the annual per pupil amount of State funds granted to the School. The amount is established and announced for all New York City public schools each year.

"Arbitration Rules" has the meaning set forth in Section 11.2(b).

"Authorizer" means the Board of Regents of the State University of New York, or the Charter Schools Institute, or both, as the context may require.

"Board of Trustees" means the Board of Trustees of the School.

"Charter Contract" means the School's contract with the Authorizer, which authorizes the School and AF to organize and operate the School, and which includes the final charter application.

"Claims" has the meaning set forth in Section 9.2.

"Confidential Information" has the meaning set forth in Section 8.1.

"Cure Period" has the meaning set forth in Section 10.2(b).

"Derivatives" has the meaning set forth in Section 8.2.

"Director of School Operations" means the senior-most School employee who manages non-instructional operations.

"Dispute" has the meaning set forth in Section 11.2(a).

"Effective Date" is January 10, 2006, the date Board of Regents of the State University of New York issued the Charter.

"Facility" means a building or other structure, of sufficient size to house the Minimum Enrollment Level, suitable for use by the School and meeting all applicable building codes, zoning ordinances and laws, environmental laws and regulations, and all other laws and regulations applicable to the operation of a School.

"FERPA" has the meaning set forth in Section 6.6.

"Indemnified Claims" has the meaning set forth in Section 9.2.

"Indemnified Party" has the meaning set forth in Section 9.6(a).

"Indemnifying Party" has the meaning set forth in Section 9.6(a).

"IT" has the meaning set forth in Section 4.7.

"Initial Term" has the meaning set forth in Section 10.1.

"Marks" has the meaning set forth in Section 8.3.

"Master Teacher" means a teacher who has mastered the skills appropriate to an enhanced level of teaching competence as described in the AF School Model.

"NYCCCE" has the meaning set forth in Section 11.2(b).

"Party" and "Parties" has the meaning set forth in the recitals.

"Principal" means the person in charge of the day-to-day operation of the School.

"Regulatory Authority" means any United States federal, State or local government, or political subdivision thereof, any authority, agency or commission entitled to exercise any administrative, executive, judicial, legislative, regulatory or taxing authority or power, any court or tribunal (or any department, bureau or division thereof), any arbitrator or arbitral body, or any similar body.

"Renewal Term" has the meaning set forth in Section 10.1.

"School" has the meaning set forth in the recitals.

"School Indemnified Persons" has the meaning set forth in Section 9.2.

"Service Fee" has the meaning set forth in Section 7.4.

"State" means New York State.

"Student Confidential Information" means all personal and academic information and records pertaining to the students of the School.

"Term" has the meaning set forth in Section 10.1.

"Termination Assistance Period" has the meaning set forth in Section 10.7.

"Termination Notice" has the meaning set forth in Section 10.2(b).

"Third Party Claim" has the meaning set forth in Section 9.6.

"Threshold Amount" has the meaning set forth in Section 9.4.

"Use" means the right to load, execute, store, transmit, display, copy, disseminate, reproduce, maintain, modify, enhance, create derivative works, make and cause to be made.

2. REPRESENTATIONS AND WARRANTIES

2.1 Representations and Warranties of AF.

AF represents and warrants as follows:

- (a) Organization and Status. AF is a non-stock, not for profit corporation duly organized under the laws of the state of Connecticut, with the purpose and legal ability to contract to provide educational management services. AF shall notify the School in writing of any change in its corporate status, or if it enters into a

receivership, becomes the subject of a voluntary or involuntary bankruptcy proceeding, or makes an assignment for the benefit of creditors. This notification shall be made as far in advance of any such change(s) as is reasonably practicable. AF shall not change its corporate status such that this Agreement is materially affected.

- (b) Authority. AF is authorized to do business in the State. AF has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to consummate the transactions contemplated hereby. This Agreement constitutes a valid and binding obligation of AF, enforceable against AF in accordance with its terms.
- (c) Full Disclosure. No representation or warranty of AF herein and no statement, information or certificate furnished or to be furnished by AF pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.
- (d) Litigation. There is no suit, claim, action or proceeding now pending or, to the knowledge of AF, threatened before any Regulatory Authority, to which AF is a Party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon AF. No such judgment, order, decree or award has been entered against AF which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of AF, threatened before any Regulatory Authority involving AF which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.
- (e) Conduct of AF. AF has complied, and at all times during the Term will comply, with all local, state and federal laws and regulations that are applicable to AF, which include, but are not limited to, the Internal Revenue Code, the non-profit corporation law of Connecticut, all applicable laws of the State of New York, and the Charter Schools Law. AF has maintained and will maintain adequate records of the activities and decisions of AF to ensure and document compliance with all such laws and regulations.
- (f) AF Financial Status. AF will make its annual audit and annual report available to the Chair of the Board of Trustees within thirty days after each is completed, and will notify the Chair in writing of the existence of each. AF may comply with this section electronically or by posting to a web-site. In addition, if the School has a bona fide basis for concern about AF's financial condition, it may, not more than twice in a calendar year, request such interim financial statements as may exist at the time of the request.

2.2 Representations and Warranties of the School.

The School represents and warrants as follows:

- (a) Organization and Tax Exempt Status. The School is, and at all times during the Term will be, an education corporation duly organized under the laws of New York, with the purpose and legal ability to contract to operate a charter school and to contract for educational management services. The School shall apply for federal tax-exempt status no later than one year following the execution of the Charter Contract. Should the Internal Revenue Service require changes to this Agreement in conjunction with the School's application for or continuation of tax exempt status, both Parties will take all reasonable steps and agree to all reasonable modifications to effectuate the necessary changes.
- (b) Authority. The School has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to consummate the agreements contemplated hereby and thereby. This Agreement constitutes a valid and binding obligation of the School, enforceable against the School in accordance with its respective terms.
- (c) Litigation. There is no suit, claim, action or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority, to which the School is a Party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon the School. No such judgment, order, decree or award has been entered against the School which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority involving the School which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.
- (d) Full Disclosure. No representation or warranty of the School herein and no statement, information or certificate furnished or to be furnished by the School pursuant hereto or in connection with the agreement contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.
- (e) Conduct of the School and the Board of Trustees. The School has complied, and at all times during the Term will comply, with all local, State and federal laws and regulations that are applicable to the School, which include, but are not limited to, the Internal Revenue Code, the non-profit corporation law of New York, the open records and meetings laws of New York, and the Charter Schools Law. The School has maintained and will maintain adequate records of the activities and decisions of the School to ensure and document compliance with all such laws and regulations. The School agrees to provide AF with copies of all such records

and to allow AF to, at AF's discretion, assist with the preparation and retention of such records.

- (f) Due Authorization. The School is authorized to organize and operate the School and is vested by the Authorizer with all powers necessary to carry out the educational program outlined in the Charter Contract. Regardless of the delegation of any duties to AF, the School shall at all times retain all rights and responsibilities under the Charter Contract.

3. AUTHORITY

3.1 Delegation of Authority to AF.

The School hereby authorizes AF to undertake the functions specified in this Agreement in regards to business and academic services of the School on behalf of the School, it being understood that, at all times, AF remains accountable and subject to the oversight of the School, the Authorizer and State authorities, as provided for in this Agreement and by law. The School also authorizes AF to take such reasonable other actions that may not be expressly set forth in this Agreement, but which are implicit in this Agreement and are necessary in AF's good faith and reasonable judgment to properly and efficiently manage or operate the School, provided such actions are consistent with the Charter Contract, applicable laws and the annual School budget approved by the Board of Trustees.

3.2 AF Authority to Subcontract.

Except to the extent prohibited by law or this Agreement, AF may subcontract any function or service it is obligated to provide hereunder, provided that no such subcontract shall relieve or discharge AF from any obligation or liability under this Agreement.

3.3 Board of Regents Authority.

Nothing in this Agreement shall be construed in any way to limit the authority of the Board of Regents of the State University of New York, including, but not limited to, the authority to take and enforce action pursuant to Section 2855 of the *New York Charter Schools Act of 1998*, as amended.

3.4 Conflict with Charter.

Subject to Section 13.5, to the extent there are any conflicts between the terms of the Charter Contract and the terms of this Agreement, the terms of the Charter Contract shall control.

4. DUTIES AND OBLIGATIONS OF AF

In exchange for the Service Fee, described in Section 7.4 and paid by the School to AF, AF will provide the services described in this Article 4. In fulfilling its duties and obligations pursuant to this Article 4, AF shall meet the requirements of the Authorizer, the State of New York and the Charter Schools Law of New York. AF may, but is not obligated to, provide

additional services for additional compensation. AF may perform functions off-site, except as prohibited by State law. AF may utilize web-based systems to provide support and counsel to the School.

In addition to any duties and obligations expressly attributed to AF as set forth in Article 5, AF (and the School) shall have the following duties and obligations:

4.1 Curriculum.

AF shall support the School in implementing the AF curriculum in a manner that is consistent with all applicable laws, including requirements regarding content and subjects of instruction, unless such requirement has been waived by the relevant authorities. AF will provide the School with information and systems for implementing the curriculum, and initial staff training. The curriculum will include scope and sequence, an assessment system, a daily schedule and a variety of curriculum materials and related documents, all of which will be aligned with the New York State Learning Standards.

4.2 Student Evaluation.

AF shall implement student performance evaluation systems, which permit evaluation of the educational progress of each student at the School in accordance with the goals set forth in the Charter Contract and any additional guidelines set forth by the Authorizer. The School shall, with AF's assistance, ensure that the students take all State required standardized tests in accordance with State laws and regulations. The School, with AF's assistance, shall maintain detailed statistical information on the performance of (i) the School as a whole, (ii) each individual student, and (iii) each grade. AF and the School shall cooperate in good faith to identify other measures of and goals for student and School performance, including but not limited to parent, teacher, and student satisfaction.

4.3 Annual Audit.

AF shall cooperate and provide all reasonably requested information, to the extent such information is in possession or under the control of AF, needed to complete an annual audit of the School.

4.4 Budget and Financial Statements.

On or before May 1 of each year, AF, in consultation with the Principal, will provide the School Finance Committee with a projected budget for the next fiscal year, for review and approval by the Board of Trustees. The annual budget for the School shall provide for payment of all operating expenses related to the opening and operation of the School, including, but not limited to: teacher salaries; curriculum materials; reimbursement to AF of certain expenses including AF's Service Fee; the Principal's compensation, including his or her salary and benefit costs; debt payments owing and owed to AF by the School; marketing and public relations costs; supplies; maintenance; staff development; curriculum materials; assessment materials and consulting fees; other third party consulting expenses; accountability plan costs; transportation and travel; printing and duplicating; postage; legal fees; and accounting fees. With respect to

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these items, AF may act as the disbursement agent on behalf of the School to timely pay all such agreed upon budget expenditures out of funds available therefore from the School bank accounts, from which the School shall give AF authority to remit payments. The School shall be the lawful owner of all real and personal property purchased with such funds, except for property covered by Article 8, which property shall be the sole and exclusive property of AF. AF shall have no responsibility to make any purchases on behalf of the School or to act as disbursement agent for the School unless and until the funds for such expenditures are in the School bank accounts to which AF has access.

The budget shall grant certain levels of discretion to the Principal (including, but not limited to, teacher salaries and the Principal's Discretionary Fund, as allocated in the budget) within parameters reasonably established by AF and approved by the Board of Trustees.

The Director of School Operations, with the assistance of and in close consultation with AF, shall prepare bimonthly financial statements for review and approval by the Board of Trustees.

4.5 Principal.

The accountability of AF to the School is an essential foundation of the Parties' relationship, and the performance of the Principal is critical to the School's success. Therefore, AF shall have the authority and responsibility, to the maximum extent consistent with State law, to recruit and supervise the Principal and to hold him or her accountable for the success of the School.

AF shall nominate a maximum of three but not less than two candidates to become the Principal. The Board of Trustees shall vote on whether to accept one of the candidates nominated by AF. If the Board of Trustees votes not to accept any candidate, AF shall nominate a maximum of three but not less than one additional candidate. This process shall be repeated until the Board of Trustees and AF agree that a candidate so nominated meets their shared standards of excellence.

AF shall present the proposed terms of the Principal's employment to the Board of Trustees, including therein the duties and compensation of the Principal. The Board of Trustees shall then vote on the approval of the terms of the Principal's employment.

The Principal shall serve pursuant to a year-to-year contract, which contract may be renewed by the Board of Trustees, subject to approval by AF. If either the Board of Trustees or AF wishes not to renew the Principal's contract, it shall not be renewed. In that event, AF shall nominate a new candidate to become the Principal (and present proposed terms of that Principal's employment), as provided above, until the Board of Trustees and AF agree that a candidate so nominated meets their shared standards of excellence.

AF may recommend termination of the Principal's employment. However, the Board of Trustees shall have the final authority with respect to termination of the Principal.

The Principal shall coordinate the management of the School with, and report on a day to day basis to the AF Superintendent or a designee specified in writing by the AF Superintendent. Notwithstanding the foregoing, the Principal shall be an employee of the School and, as set forth above in this Section 4.5, the Board of Trustees may (1) refuse to renew the Principal's contract and (2) terminate the Principal. AF shall provide to the Board of Trustees an annual report regarding the Principal's performance.

AF will (a) provide an intensive leadership training program for the Principal, (b) conduct a Principal evaluation once per year, using a comprehensive performance assessment model and (c) provide ongoing coaching and training for the Principal.

4.6 Teachers and Other School Personnel.

AF shall support the School in the recruitment of teachers, administrators, and other personnel for the School. Specifically, AF will work to build a pool of qualified applicants through advertising, networking and other methods. AF will conduct preliminary screens of candidates and will forward resumes of promising candidates to the Principal. The Principal shall have the final authority to hire such teachers, administrators, and other personnel. All employees working at the School shall be employees of the School. The Principal shall have the final authority to terminate School employees, although AF may recommend termination of a School employee. If the Principal terminates a School employee, the Principal shall notify the Board of Trustees of such action and the basis for it.

The Principal shall have the authority to determine the compensation of all School employees, within the constraints of the budget adopted by the Board of Trustees.

AF, in conjunction with the Principal, shall perform the following personnel functions:

- (a) determining staffing levels;
- (b) determining staff responsibilities;
- (c) providing counsel as to evaluation and discipline of personnel;
- (d) initial training in AF's methods, curriculum, program, and technology to all teaching personnel, including a two-year sequence of professional development;
- (e) training to all non-teaching personnel as AF, in consultation with the Principal, determines is necessary.

AF will assist the School (specifically the Principal and Academic Dean) to develop the internal capacity to deliver teacher training. AF will continue to work closely with the Principal to jointly plan and deliver ongoing teacher training, especially the more advanced training and opportunities for Master Teachers. Should there be a change in Principal at the School, AF will again become involved more directly in initial teacher training until the new Principal is able to run this training independently.

4.7 Equipment and Information Technology.

AF will manage the School's start-up process, and facilitate the School's purchase, at the School's expense, of desks and other furniture, equipment, library and media materials, and other similar materials and furnishings integral to the operation of a school.

AF will facilitate the School's purchase and procurement of information technology ("IT") equipment and services, including but not limited to:

- (a) Wireless/Broadband capabilities for the School;
- (b) Telephone service, preferably using Voice Over IP (VOIP) technology;
- (c) All hardware associated with telephone and wireless/broadband technology;
- (d) Access to AF's shared server;
- (e) Laptop computers for all staff; and
- (f) Computers for administrators.

All vendor products and services will be paid for by the School, unless otherwise specified by AF. In addition, AF will provide the following computer and IT support to the School:

- (g) maintaining and providing training in the use of a central file server containing electronic curricular and school administration resources;
- (h) providing training in the use of a student information system specifically designed to support the AF program;
- (i) providing all desktop and laptop support to the School staff and students;
- (j) recommending and ensuring the effective implementation of a data back-up protocol;
- (k) selecting and installing a phone system and voicemail support; and
- (l) creating and maintaining a link from AF's website to a page specific to the School.

4.8 AF School Evaluation.

AF will conduct a school evaluation within three years of the Effective Date, and every three years thereafter. The evaluation will be designed as a school inspection by a team of both AF and outside evaluators. The team will observe classes and other school operations, analyze a wide variety of data, review student work samples, meet with a sampling of parents, students, and teachers, and engage in other activities designed to obtain a detailed picture of school and student success in preparation for charter renewal.

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4.9 Fundraising.

AF will conduct fundraising activities on behalf of the School and other charter schools which AF manages. Monies raised from AF fundraising activities specifically for the School shall be given to or used for the benefit of the School. Other monies derived from general AF fundraising activities shall be used or distributed as AF deems appropriate, in its sole discretion, including but not limited to use for the benefit of, or distribution among, the charter schools that AF manages.

4.10 Marketing; Advocacy.

AF will market and advocate for the School.

5. DUTIES AND OBLIGATIONS OF THE SCHOOL

In addition to any duties and obligations expressly attributed to the School as set forth in Article 4, the School (and AF) shall have the following duties and obligations:

5.1 Provision of Suitable School Facilities.

- (a) The initial location of the School shall be at 850 Kent Avenue, Brooklyn, NY 11205. Should the School need to be moved in any subsequent year because of a need for more space, a dispute with the operators of the Facility or other reason, the School shall use its best efforts to provide the charter school with a suitable Facility located in the same general area. AF, if requested by the School, will use commercially reasonable efforts to assist the School in the identification of a Facility. The School will consult with and obtain approval from AF prior to entering into a lease or purchase of a Facility; AF's approval shall not be unreasonably withheld. AF will assist the School in providing Facilities needed to expand the School in the future.
- (b) The School shall procure and maintain insurance, or otherwise hold AF harmless, for damage or loss to the property. AF shall not be liable under any lease or other document pertaining to a facility.

5.2 Annual Audit.

The School shall arrange and pay for an annual audit of the School to be conducted in compliance with State law and regulations, and showing the manner in which funds are spent at the School. The annual audit shall be performed by a certified public accountant selected by the Board of Trustees of the School, who shall consult with AF prior to selecting the certified public accountant.

5.3 Legal Services.

The School shall arrange and, if necessary, pay for its own legal services.

5.4 Accounting, Bookkeeping, Procurement, and other Financial Functions.

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The School shall be responsible and accountable for the following financial, accounting, and bookkeeping functions:

- (a) timely payment of invoices;
- (b) payroll, in accordance with Section 5.5;
- (c) monthly reconciliation of bank statements;
- (d) debit and credit entries, using the financial management software selected by AF; and
- (e) procurement.

AF shall provide initial training to the Director of School Operations in the use of the financial management software selected by AF, and shall provide support and oversight as may pertain to the functions listed above. AF shall also work closely with the Director of School Operations to ensure accurate and timely financial reporting to the Board of Trustees and funding agencies, including but not limited to the New York City Department of Education and the State Education Department of New York.

5.5 Payroll, Employee Salaries and Benefits.

The School shall be responsible and accountable for the funding and payment of the salaries, fringe benefits, and State and federal payroll taxes for all individuals employed at the School. All such payments shall be made on a timely basis, in accordance with all State and federal laws and regulations, including all tax requirements.

5.6 Power and Authority.

The School shall not take any action that unreasonably interferes with the power and authority granted to AF under this Agreement to carry out its duties under this Agreement, and shall not grant to any other person or entity any authority which might unreasonably interfere with AF's discharge of such duties.

5.7 State and Federal Waivers.

The School shall, with AF's assistance, timely apply for and support the waiver of any federal or State rules or regulations that interfere with the AF School Model.

6. OPERATION OF THE SCHOOL

6.1 Students with Special Needs.

The School recognizes its obligation to provide an appropriate education to all students enrolled in the School, regardless of special need, in accordance with the requirements of the *Individuals with Disabilities Education Act (IDEA)* and Section 504 of the *Rehabilitation Act of 1973*. As required by law, the School shall be open to individuals with handicapping conditions

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and other special needs. AF may, on behalf of the School, subcontract as necessary and appropriate to a municipal, public or private contractor or otherwise for the provision of special education services, subject to approval by the School, which shall not be unreasonably withheld. Any cost, fee or expense associated with such subcontract will be paid by the School.

6.2 Recruitment and Admission.

AF and the School shall be jointly responsible for the recruitment of students and the administration of the lottery. The School and AF shall encourage applications that will result in a student body reflecting the racial, ethnic, academic, and economic diversity of the community of Brooklyn which the School most directly serves.

Application by or for students shall be voluntary, and shall be in writing. Admission shall be open to all individuals who reside within the State, on a space-available basis without regard to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, academic achievement, or any other basis that would be illegal if used by a public school district. If there are more applications for enrollment for any grade in the School than there are spaces available for such grade, students shall be selected using a random selection process, provided however, to the extent permitted by law, preference for enrollment will be given first to students who were enrolled in the School in the previous year, then to siblings of current students, and then to students residing the school district in which the School is located.

6.3 School Day and Year for Students.

The normal school day shall be approximately eight hours. The normal school year will consist of approximately 180 days of regular instruction for students, as well as 15 days of summer academy during which the school day may be shorter (for a total of 195 school days). The School's calendar shall be developed annually by the Principal in consultation with AF, and shall extend from on or about September 6 to on or about July 31, with scheduled vacations. AF may extend the school year, subject to the School's approval and available funds.

6.4 School Policies.

The School and AF are committed to the success of the educational program set forth in the AF School Model (attached as Exhibit A hereto) and related documents, which are part of the Charter Contract, and which are incorporated by reference herein. Consequently, AF shall make reasonable recommendations to the School concerning calendar, policies, rules, regulations, procedures, personnel, and budget, to enable the School to implement the AF School Model; and the School shall exercise good faith in considering and adopting AF's recommendations, so that AF's School Model may be properly implemented.

6.5 Due Process.

The School shall provide students due process hearings in conformity with the requirements of State and federal law regarding discipline, special education, confidentiality and access to records. The Principal shall have the authority to suspend a student as provided for in

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the Charter Contract or in subsequent policies adopted by the Board of Trustees. Only the Board of Trustees may expel a student, based on a recommendation by the Principal.

6.6 Family Educational Rights and Privacy Act.

The School hereby designates employees of AF as agents of the School having a legitimate educational interest such that they are entitled access to education records under 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act ("FERPA"). AF, its officers and employees shall comply with FERPA at all times.

7. FINANCIAL ARRANGEMENTS

7.1 Funding Eligibility.

The Director of School Operations and Principal shall be responsible for complying with applicable requirements for the purpose of receiving or maintaining the School's eligibility to receive from the New York City, State, and federal governments all applicable funds to which the School is entitled. The School shall apply for all State aid or other monies it is eligible to receive from the Authorizer. AF shall provide such assistance to the School in the preparation or review of State aid applications and reports as the School may request. The School shall permit AF to review any such applications and reports prior to their submission, and AF shall have the right to assume control of the application and report process if and to the extent it deems it appropriate to do so.

7.2 Donations and Grants.

Both the School and AF may solicit and receive grants and donations consistent with the mission of the School.

7.3 Extracurricular Fees.

Consistent with local practice and as allowed by law, the School may charge fees to students for extra services such as summer activities, extracurricular clubs and after school athletics.

7.4 Service Fee.

- (a) For each school year covered by this Agreement (those school years being five successive 12-month periods, each beginning on July 1, and the first beginning on July 1, 2006), the School shall pay AF a service fee equal to eight percent of: the average number of students enrolled during that school year, times the Approved Per Pupil Operating Expense (the "Service Fee"). The Service Fee shall be based on an estimate of the number of students expected to be enrolled in that school year. At the end of that school year, if the estimated enrollment differs from the actual enrollment, the Service Fee shall be adjusted accordingly and (i) for the first four school years, the amount equal to the difference between the estimated Service Fee and the actual Service Fee shall be added to or subtracted from, as

appropriate, the first invoice of the following school year (i.e., in accordance with Section 7.4(b), the October invoice) and (ii) for the final school year of the Term, the amount equal to the difference between the estimated Service Fee and the actual Service Fee shall be paid by the appropriate party to the other party no later than the first day of October following such school year.

- (b) Subject to Section 7.4(a) and Section 7.4(c), the Service Fee shall be due and payable in four equal installments on the fifteenth day of October, January, April and July.
- (c) If AF fails to meet its obligation to raise the dollar amount of private funds to which it agreed as part of the School's approved budget for any school year and if the School's budgeted expenses exceed its revenue for that year, the fourth (July) payment with respect to that year (or such smaller portion of the fourth payment as is equal to the difference between revenue and budgeted expenses for that year) shall be deferred until the school shall obtain sufficient resources to meet the budgeted expenses, including the full Service Fee, for that year.

7.5 AF Not Required to Make Loans or Advances.

AF shall have no obligation to advance or loan any funds to the School.

8. PROPRIETARY AND CONFIDENTIAL INFORMATION

8.1 Confidential Information.

"Confidential Information" means:

- (a) any and all technical and non-technical information, whether communicated orally or in writing, including, without limitation, patent, copyright, trade secret and proprietary information, techniques, sketches, drawings, models, inventions, know-how, processes, formulae, apparatus, equipment and biological materials related to the current, future and proposed products, services, or projects of AF, and includes, without limitation, information concerning research, experimental work, development, design details and specifications, engineering, financial information, procurement requirements, purchasing, manufacturing, customer lists, business forecasts and sales and marketing plans, and any Derivatives of the foregoing whether created by AF or the School;
- (b) any instructional materials, training materials, curriculum and lesson plans, and any other materials developed by AF, its employees, agents or subcontractors, any individual working for or supervised by AF, or any individual employed by the School working primarily at the School;
- (c) any information that AF treats or maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally;

- (d) any information disclosed by AF to the School or known by the School as a result of the relationship created by this Agreement, which information is not generally known or publicly available and that in any way relates to AF's products; services; techniques or know-how; trade secrets; ideas; processes; computer programs; documents; materials; business information; marketing materials (including costs, pricing, and customer lists); and
- (e) all information received in confidence from third parties by AF.

"Confidential Information" shall not include Student Confidential Information.

8.2 Derivatives.

"Derivatives" means:

- (a) for copyrightable or copyrighted material, any translation, abridgement, revision or other form in which an existing work may be recast, transformed or adapted;
- (b) for patentable or patented material, any improvement thereon; and
- (c) for material which is protected by trade secret, any new material derived from such existing trade secret material, including new material which may be protected by copyright, patent, trade secret, and/or any other recognized proprietary right.

8.3 Marks.

"Marks" means all trademarks, service marks, design marks, trade names, domain names, registrations and applications for registration thereof, and any common law rights pertaining thereto, belonging to AF. Such materials shall include, but are not limited to, "Achievement First" and "Achievement First Endeavor Charter School."

8.4 Treatment of Marks.

- (a) Ownership of Marks. All Marks, whether created by AF or the School, remain the property of AF, and no license or other right to use, modify and/or sell the Marks is granted or implied hereby, except as set forth in Section 8.4(b).
- (b) License to the School. AF hereby grants to the School, solely as may reasonably be required in connection with the performance of this Agreement, a nonexclusive, nontransferable, limited right to Use the Marks during the Term. The School may grant its agents, subcontractors, vendors and consultants the right to Use the Marks, solely as may be reasonably necessary in connection with the performance of this Agreement, and provided such agents, subcontractors, vendors and consultants comply with the terms of this Article 8.
- (c) Cease of Use of Marks. Upon termination or expiration of this Agreement, the School will not have any right to make any use whatsoever of the Marks. To the

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extent that the School's corporate name, curriculum or any other materials include any of the Marks, including but not limited to the AF name, and unless expressly agreed to in writing by AF, the School shall immediately upon termination or expiration of this Agreement (i) return to AF or destroy such materials as may be returned or destroyed and (ii) change such name and/or materials so that they do not include any of the Marks, or any portion of the Marks.

8.5 Treatment of Confidential Information.

- (a) Ownership of Confidential Information. All Confidential Information and any Derivatives thereof, whether created by AF or the School, remain the property of AF, and no license or other right to use, modify and/or sell the Confidential Information and any Derivatives thereof is granted or implied hereby, except as set forth in Section 8.5(b).
- (b) License to the School. AF hereby grants to the School, solely as may reasonably be required in connection with the performance of this Agreement, a nonexclusive, nontransferable, limited right to have access to and Use the Confidential Information during the Term. The School may grant its agents, subcontractors, vendors and consultants the right to have access to and Use the Confidential Information, solely as may be reasonably necessary in connection with the performance of this Agreement, and provided such agents, subcontractors, vendors and consultants agree in writing to comply with the terms of this Article 8.
- (c) Use of Third Party Proprietary Information. The School will not knowingly infringe upon, or permit any of its employees or agents to knowingly infringe upon, any rights of any third party or knowingly violate the patent, copyright, trademark, trade secret, or other proprietary right of any third party in connection with the performance of this Agreement, and if the School becomes aware of any such infringement or alleged instance of infringement, the School agrees to notify AF promptly in writing.
- (d) Disclosure of Confidential Information. The School acknowledges that prior to the Term, AF may have disclosed, and during the Term AF may disclose, Confidential Information to the School, including that information which is currently in existence as well as that which may be created in the future.
 - (i) The School agrees that it will not at any time or in any manner, directly or indirectly, disclose any Confidential Information to any third party without the prior written consent of AF. AF agrees that it shall not unreasonably withhold such written authorization.
 - (ii) The School shall treat all Confidential Information with the same degree of care as a reasonable and prudent person would accord his or her own confidential information, and shall use its best efforts to assure that it, its employees and its agents do not disclose or Use such Confidential

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Information, other than as may be reasonably necessary in connection with the performance of this Agreement.

(iii) To the extent a final order from a Regulatory Authority requires the School to disclose any Confidential Information, the School shall not be considered in breach of this Section 8.5(d); provided that the School provides prior notice to AF, if permitted by the Regulatory Authority.

(e) Return of Confidential Information. Any and all Confidential Information and any Derivatives thereof, including all written and electronic copies, in the School's possession or control shall be returned to AF promptly upon termination or expiration of this Agreement or upon request by AF. All materials furnished by AF to the School in connection with any Confidential Information and any Derivatives thereof, including all written and electronic copies, shall be returned to AF promptly upon termination or expiration of this Agreement or upon request by AF. Upon such return, the School will not have any right to Use the AF Confidential Information, nor any Derivatives thereof, nor such materials.

(f) Rights to Confidential Information. Except as required for the Parties' performance hereunder, nothing in this Agreement shall be construed to require AF to provide, or to entitle the School to obtain, any Confidential Information or any rights therein.

8.6 Specific Performance.

In addition to all of the remedies otherwise available to AF, including, but not limited to, recovery of damages and reasonable attorneys' fees incurred in the enforcement of this Article 8, AF shall have the right to injunctive relief to restrain and enjoin any actual or threatened breach of the provisions of this Article 8. All of AF's remedies for breach of this Article 8 shall be cumulative and the pursuit of one remedy shall not be deemed to exclude any other remedies. The School acknowledges and agrees that AF's rights under this Article 8 are special and unique and that any violation of this Article 8 by the School would not be adequately compensated by money damages alone.

9. INDEMNIFICATION AND INSURANCE

9.1 Representations and Warranties.

All representations and warranties hereunder shall be deemed to be material and relied upon by the Parties with or to whom the same were made, notwithstanding any investigation or inspection made by or on behalf of such Party or Parties.

9.2 Indemnification of the School.

AF shall hold the School and its trustees, officers, successors, assigns, and agents (the "School Indemnified Persons") harmless and indemnify each of them from and against any and all claims, losses, damages, liabilities, penalties, fines, expenses or costs ("Claims"), plus

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reasonable attorneys' fees and expenses incurred in connection with Claims and/or enforcement of this Agreement, plus interest from the date incurred through the date of payment at the prime lending rate of *The Wall Street Journal*, New York edition, from time to time prevailing (collectively, the "Indemnified Claims"), incurred or to be incurred by any School Indemnified Person resulting from or arising out of (i) AF's gross negligence or willful misconduct or (ii) any breach or violation of AF's representations, warranties, covenants, or agreements contained in this Agreement.

9.3 Indemnification of AF.

The School shall hold AF and its affiliates and the shareholders, directors, officers, partners, successors, assigns, and agents of each of them harmless and indemnify each of them from and against any and all Indemnified Claims incurred or to be incurred by any of them resulting from or arising out of (i) the School's gross negligence or willful misconduct or (ii) any breach or violation of the School's representations, warranties, covenants and agreements contained in this Agreement.

9.4 Limitation on Claims of the School.

Notwithstanding anything in this Agreement to the contrary, there shall be no liability for any Claim and AF shall have no obligations or liabilities pursuant to Section 9.2 :

- (a) until the aggregate of the Claims suffered or incurred by the School exceeds five thousand dollars (\$5,000) (the "Threshold Amount"). After the Threshold Amount has been met there shall be liability for the aggregate amount of all Claims;
- (b) to the extent such liabilities exceed the Service Fee paid to AF during the academic year in which the action or omission giving rise to the Claim occurred;
- (c) if such liabilities are covered by insurance, to the extent the amount of such liabilities exceeds the amount of any insurance proceeds received for the insured event (under insurance policies referenced in this Agreement) giving rise to the liabilities; and
- (d) if the claim for indemnification is made pursuant to Section 9.2, to the extent that AF can demonstrate that the School had, prior to the Closing, actual knowledge that the applicable representation or warranty was untrue or incomplete or had been breached or that the applicable covenant had been breached or was unfulfilled prior to the Closing.

9.5 Limitation on Claims of AF.

Notwithstanding anything in this Agreement to the contrary, there shall be no liability for any Claim and the School shall have no obligations or liabilities pursuant to Section 9.3:

- (a) until the aggregate of the Claims suffered or incurred by AF exceeds the Threshold Amount; provided, however, that the limitation in this clause (a) shall not apply to Claims relating to misuse of intellectual property (including breach of Article 8). After the Deductible has been met there shall be liability for the aggregate amount of all Claims;
- (b) to the extent such liabilities exceed the Service Fee paid by the School during the academic year in which the action or omission giving rise to the Claim occurred; provided, however, that the limitation in this clause (b) shall not apply to Claims or other liabilities relating to misuse of intellectual property (including breach of Article 8);
- (c) if such liabilities are covered by insurance, to the extent the amount of such liabilities exceeds the amount of any insurance proceeds received for the insured event (under insurance policies referenced in this Agreement) giving rise to the liabilities; provided, however, that the limitation in this clause (c) shall not apply to Claims or other liabilities relating to misuse of intellectual property (including breach of Article 8); and
- (d) if the claim for indemnification is made pursuant to Section 9.3, to the extent that the School can demonstrate that AF had, prior to the Closing, actual knowledge that the applicable representation or warranty was untrue or incomplete or had been breached prior to the Closing.

9.6 Indemnification of Third-Party Claims.

The obligations and liabilities of any Party to indemnify the other under this Article 9 with respect to a Claim relating to or arising from third parties (a "Third Party Claim") shall be subject to the following terms and conditions:

- (a) Notice and Defense. The Party to be indemnified (the "Indemnified Party") will give the Party from whom indemnification is sought (the "Indemnifying Party") prompt written notice of any such Claim, and the Indemnifying Party may undertake the defense thereof by representatives chosen by it. Failure to give notice shall not affect the Indemnifying Party's duty or obligations under this Article 9 except to the extent the Indemnifying Party is prejudiced thereby. If the Indemnifying Party undertakes the defense of a Third Party Claim, then the Indemnifying Party shall be deemed to accept that it has an indemnification obligation under this Article 9 with respect to such Third Party Claim, unless it shall in writing reserve the right to contest its obligation to provide indemnity with respect to such Third Party Claim. So long as the Indemnifying Party is defending any such Third Party Claim actively and in good faith, the Indemnified Party shall not settle such Claim. The Indemnified Party shall make available to the Indemnifying Party or its representatives all records and other materials required by them and in the possession or under the control of the Indemnified Party, for the use of the Indemnifying Party and its representatives in defending

any such Claim, and shall in other respects give reasonable cooperation in such defense.

- (b) Failure to Defend. If the Indemnifying Party, within thirty (30) days after notice of any such Claim, fails to dispute the obligation of the Indemnifying Party with respect to such Claim and fails to defend such Claim actively and in good faith, then the Indemnified Party will (upon written notice to the Indemnifying Party) have the right to undertake the defense, compromise or settlement of such Claim or consent to the entry of a judgment with respect to such Claim, on behalf of and for the account and risk of the Indemnifying Party, and the Indemnifying Party shall thereafter have no right to challenge the Indemnified Party's defense, compromise, settlement or consent to judgment therein.
- (c) Indemnified Party's Rights. Anything in this Article 9 to the contrary notwithstanding, (i) if there is a reasonable probability that a Claim may materially and adversely affect the Indemnified Party other than as a result of money damages or other money payments, the Indemnified Party shall have the right to defend, compromise or settle such Claim, and (ii) the Indemnifying Party shall not, without the written consent of the Indemnified Party, settle or compromise any Claim or consent to the entry of any judgment which does not include as an unconditional term thereof the giving by the claimant or the plaintiff to the Indemnified Party of a release from all liability in respect of such Claim.

9.7 Payment.

The Indemnifying Party shall promptly pay the Indemnified Party any amount due under this Article 9. Upon judgment, determination, settlement or compromise of any third party claim, the Indemnifying Party shall pay promptly on behalf of the Indemnified Party, and/or to the Indemnified Party in reimbursement of any amount theretofore required to be paid by it, the amount so determined by judgment, determination, settlement or compromise and all other Claims of the Indemnified Party with respect thereto, unless in the case of a judgment an appeal is made from the judgment. If the Indemnifying Party desires to appeal from an adverse judgment, then the Indemnifying Party shall post and pay the cost of the security or bond to stay execution of the judgment pending appeal. Upon the payment in full by the Indemnifying Party of such amounts, the Indemnifying Party shall succeed to the rights of such Indemnified Party, to the extent not waived in settlement, against the third party who made such third party claim.

9.8 Adjustment of Liability.

In the event an Indemnifying Party is required to make any payment under this Article 9 in respect of any damages, liability, obligation, loss, claim, or other amount indemnified hereunder, such Indemnifying Party shall pay the Indemnified Party an amount which is equal to the sum of (i) the amount of such damages, liability, obligation, loss, claim or other amount, minus (ii) the amount of any insurance proceeds the Indemnified Party actually receives with respect thereto, minus (iii) any third party payments actually received by the Indemnified Party with respect to such damages, liability, obligation, loss, claim or other amount after demand or

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notice to such third party from the Indemnifying Party (with the consent of the Indemnified Party which will not be unreasonably withheld).

9.9 Loans from AF to the School.

Any loan or advance made by AF to the School shall not be subject to the foregoing provisions of this Article 9, and shall instead be subject to the terms of such loan or advance.

10. TERM AND RATIFICATION; TERMINATION

10.1 Term and Ratification.

This Agreement shall have an initial term commencing on July 1, 2006 and ending on June 30, 2011 (the "Initial Term"). Beginning on July 1, 2011, the Agreement shall be renewed automatically for additional terms ending on the later of (i) June 30 of each year and the (ii) expiration of any renewal term of the Charter Contract (each a "Renewal Term" and, collectively with the Initial Term, the "Term"), unless written notice of intent to terminate or renegotiate is given by either Party not later than the December 31 prior to the end of the Initial Term or the December 31 prior to the end of any Renewal Term. Neither giving such notice nor engaging (or failing to engage) in such negotiations shall extend the Term of this Agreement, which shall not, in any event, extend beyond the latest date on which any renewal term of the Charter Contract granted by the Authorizer remains effective. The School hereby retroactively authorizes and ratifies all action taken by AF on the School's behalf or in contemplation of the terms of this Agreement prior to commencement of the Initial Term of this Agreement.

10.2 Termination by the School.

The School may terminate this Agreement in accordance with the following provisions:

- (a) Termination for Cause. Subject to the provisions of subparagraph (b) below, the School may terminate this Agreement for cause at any time during the Term. For purposes of this Section 10.2, the term "for cause" shall mean:
 - (i) AF becomes insolvent, enters into receivership, is the subject of a voluntary or involuntary bankruptcy proceeding, or makes an assignment for the benefit of creditors;
 - (ii) After the School has conducted a financial audit, an outside auditor or another neutral third party determines that AF has misappropriated or otherwise materially mismanaged the School's funds under this Agreement;
 - (iii) a Regulatory Authority has revoked any license which may be required for AF to carry on its business and perform its obligations and functions under this Agreement;

- (iv) the School fails to meet school-wide Adequate Yearly Progress, as that term is defined in the federal No Child Left Behind Act of 2001, for two years in a row, provided however, that this termination provision shall not be effective until July 1, 2009;
- (v) subject to Section 5.7, AF violates any provision of law with respect to the School from which the School was not specifically exempted and which results in material adverse consequences to the School;
- (vi) AF materially breaches any of the material terms and conditions of this Agreement;
- (vii) the Authorizer revokes its Charter Contract with the School;
- (viii) the State revokes the Charter Contract between the Authorizer and the School pursuant to State statute; or
- (ix) subject to Section 5.7, the enactment or repeal of any federal, State or local law, the promulgation or withdrawal of any regulation, or the issuance of any court or administrative decision or order (any such enactment, repeal, promulgation, withdrawal, or issuance being an "Action"), where the substance or consequence of such Action is that this Agreement, the operation of the School in conformity with this Agreement, or the School's Charter Contract with the Authorizer materially violates the School's, the Authorizer's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or materially violates any contract or agreement to which the School was a party on the Effective Date.

(b) AF Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 10.2(a), the School shall give AF written notice of its basis for terminating the Agreement (a "Termination Notice"). The Termination Notice shall specify the section of this Agreement upon which the School is relying on for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, AF shall have 60 business days to remedy the breach (the "Cure Period"). If the breach is not corrected within the Cure Period, the School may immediately terminate the Agreement.

(c) Deferral of Termination for Waivers. Notwithstanding the foregoing provisions of this Section 10.2, in the event that federal or State rules or regulations, existing as of the Effective Date or thereafter enacted, interfere with the AF School Model, the School's termination right under Section 10.2(b) shall be deferred for a period of time as may be reasonably required to apply for and support a waiver as contemplated by Section 5.7. Upon either (i) failure of the Parties' good faith efforts to obtain such a waiver or (ii) the determination of AF, in its sole discretion, that such waiver is (a) unnecessary, (b) highly unlikely to be obtained

or (c) not in the best interests of AF and the School, the School's right to terminate, and AF's right to cure, will be restored as set forth in Section 10.2(a) and Section 10.2(b).

10.3 Termination by AF.

AF may terminate this Agreement in accordance with the following provisions:

- (a) Termination For Cause. Subject to the provisions of subparagraph (b) below, AF may terminate this Agreement for cause at any time during the Term. For purposes of this Section 10.3, the term "for cause" shall mean that:
 - (i) the School materially breaches any of the material terms and conditions of this Agreement;
 - (ii) the School fails to comply with a material provision of its Bylaws;
 - (iii) subject to Section 5.7, the School violates any provision of law with respect to the School from which the School was not specifically exempted and which results in material adverse consequences to AF or to the School;
 - (iv) the School takes any action which materially interferes with the ability of AF to perform under this Agreement;
 - (v) the School refuses or willfully fails to follow any material direction of AF related to implementation of the AF School Model;
 - (vi) the Authorizer revokes its Charter Contract with the School;
 - (vii) subject to Section 5.7, the State revokes the Charter Contract between the Authorizer and the School pursuant to State statute; or
 - (viii) the enactment or repeal of any federal, State or local law, the promulgation or withdrawal of any regulation, or the issuance of any court or administrative decision or order (any such enactment, repeal, promulgation, withdrawal, or issuance being an "Action"), where the substance or consequence of such Action is that this Agreement, the operation of the School in conformity with this Agreement, or the School's Charter Contract with the Authorizer materially violates the School's, the Authorizer's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or materially violates any contract or agreement to which AF was a party on the Effective Date.

- (b) School Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 10.3(a), AF shall give the School a Termination Notice

specifying the Section of this Agreement upon which AF is relying for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, the School shall have 60 business days to remedy the breach. If the breach is not corrected within the cure period, AF may immediately terminate the Agreement.

- (c) Deferral of Termination for Waivers. Notwithstanding the foregoing provisions of this Section 10.3, in the event that federal or State rules or regulations, existing as of the Effective Date or thereafter enacted, interfere with the AF School Model, AF's termination right under Section 10.3(b) shall be deferred for a period of time as may be reasonably required to apply for and support a waiver as contemplated by Section 5.7. Upon either (i) failure of the Parties' good faith efforts to obtain such a waiver or (ii) the determination of AF, in its sole discretion, that such waiver is (a) unnecessary, (b) highly unlikely to be obtained or (c) not in the best interests of AF and the School, the AF's right to terminate, and the School's right to cure, will be restored as set forth in Section 10.2(a) and Section 10.2(b).

10.4 Termination Upon Agreement of the Parties.

This Agreement may be terminated upon written agreement of the Parties.

10.5 Avoidance of Disruptions to Students.

Notwithstanding the foregoing provisions of this Article 10, each Party shall use its good faith best efforts to avoid a termination of the Agreement that becomes effective during the school year because of the disruption of such termination to the educational program and the students. Therefore, in the event this Agreement is terminated by either Party prior to the end of the Term, absent unusual and compelling circumstances, the termination will not become effective until the end of the school year.

10.6 Payments.

Upon termination of this Agreement, (a) the School shall pay AF any previously unpaid portion of the Service Fee for services performed by AF until the time of termination, and (b) AF shall pay to the School any outstanding money raised specifically for the school.

10.7 Assistance Following Termination by AF.

In the event of termination of this Agreement by AF, AF shall provide reasonable assistance to the School for the shorter of the remainder of the current School year or 90 days after the effective date of termination of the Agreement (the "Termination Assistance Period"), to assist in the transition to another plan for management of the School, whether by the School itself or with another charter management organization. During the Termination Assistance Period, AF will be entitled to receive and the School shall continue to pay AF's Service Fee and shall reimburse AF for all expenses incurred by AF in providing such transition assistance.

10.8 Records upon Termination.

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Upon termination or expiration of this Agreement for any reason, AF shall give to the School all student, fiscal and other School records.

11. GOVERNING LAW, DISPUTE RESOLUTION, JURY WAIVER, AND VENUE

11.1 Governing Law.

This Agreement shall be governed by, construed, interpreted and enforced in accordance with the laws of New York, without giving effect to the principles of conflict of laws thereof; provided, however, that the *Federal Arbitration Act*, to the extent applicable and inconsistent, will supersede the laws of New York and shall govern.

11.2 Alternative Dispute Resolution.

(a) Good Faith Negotiation of Disputes. The parties agree to cooperate in good faith in all actions relating to this Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes. If, nevertheless, a dispute should arise in connection with this Agreement, either Party may give notice to the other Party of intent to negotiate, and the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner. In the event any dispute or Claim arising out of or relating to this Agreement or the relationship resulting in or from this Agreement (a "Dispute"), except for a Claim by AF relating to its intellectual property rights (including under Article 8), is unable to be resolved by the Parties (or if one of the Parties refuses to participate in such negotiations) within twenty calendar days from delivery of the notice of intent to negotiate, either Party may give written notice to the other of a demand for arbitration, whereupon the Dispute shall be resolved in accordance with the following alternative dispute resolution procedure.

(b) Binding Arbitration Except With Respect to Intellectual Property and Loans from AF to the School. Any Dispute, except for a Claim by AF relating to its intellectual property rights (including under Article 8) or the School's repayment of a loan or advance from AF to the School, will be resolved by binding arbitration in accordance with the Commercial Arbitration Rules of The American Arbitration Association (the "Arbitration Rules"), except as stated below in this clause (b). A Claim by AF relating to its intellectual property rights (including under Article 8) or the School's repayment of loan or advance from AF to the School shall not be subject to arbitration absent further agreement by the parties. Within fifteen calendar days following the giving by either Party of a written notice of a demand for arbitration, each Party shall designate its panel representative. Within fifteen calendar days of the designation of the second representative to be designated, the representatives designated by the Parties shall designate a neutral third member, who shall serve as the Chairperson. In the event that the representatives are not able to agree on a third member within fifteen calendar days, the Party giving the notice of a demand for arbitration shall also give notice to the New York City Center for Charter Excellence ("NYCCCE"), requesting that they designate the third panel member, who shall

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serve as the Chairperson. If the NYCCCE is unwilling or unable to designate a third panel member within fifteen calendar days of being requested to do so, the Party representatives shall do so within fifteen additional calendar days. The arbitrators shall convene a hearing as soon as possible thereafter. Each Party may present witnesses, documentary, and other evidence on its behalf, but strict rules of evidence shall not apply. The arbitrators may permit the filing of briefs upon request of either Party. The arbitrators shall issue a written opinion concerning the Dispute, together with their award, within 30 days following the close of the hearing.

- (c) Notices. All notices, demands, claims, responses, requests and documents will be sufficiently given or served if delivered in the manner described in Article 12 of this Agreement.
- (d) No Punitive Damages Notwithstanding anything to the contrary in the Arbitration Rules or otherwise, the arbitrators are not empowered to award punitive damages.
- (e) Expense Shifting For Arbitration Avoidance. Notwithstanding anything to the contrary in the Arbitration Rules or otherwise, and except for a Claim by AF relating to its intellectual property rights (including under Article 8) or the School's repayment of a loan or advance from AF to the School, which Claim is not subject to arbitration, no Party may seek judicial relief regarding any Dispute. In the event a Party violates this provision by bringing any action for judicial relief in the first instance without pursuing arbitration prior thereto, such Party will be liable to the other Party for, among other things, all of the other Party's costs and expenses (including, without limitation, court costs and attorneys' fees) incurred to stay or dismiss such judicial action and/or remove or remand it to arbitration. It shall not be a violation of this arbitration provision for the Party entitled to collect such costs and expenses to seek to have them included in a judicial order of dismissal, removal, or remand. In the alternative, such Party may seek an immediate and separate award of such costs and expenses at the outset of the arbitration, which the arbitrators must grant, and the Party may seek immediately to confirm such award of costs and expenses. In addition, if either Party brings any judicial action to vacate or modify any award rendered pursuant to arbitration, or opposes a judicial action to confirm such award, and the Party bringing such action to vacate or modify or opposing confirmation of such award does not prevail, the Party bringing such action to vacate or modify such award or opposing confirmation of such award shall pay all of the costs and expenses (including, without limitation, court costs and attorneys' fees) incurred by the other Party in defending against the action to vacate or modify such award or in pursuing confirmation of such award. The cost-shifting provisions of the preceding sentence shall apply equally to appeals of judicial decisions to which the preceding sentence applies. It shall not be a violation of this arbitration provision for the Party entitled to collect such costs and expenses to seek to have them included in a judicial order dealing with confirmation, vacation, or

modification of an award, or any order on an appeal to which the preceding sentence applies.

11.3 Waiver of Jury Trial.

The Parties knowingly and willingly waive the right to a jury trial with respect to any Dispute, whether or not subject to the foregoing arbitration provision, and including any Dispute within the foregoing arbitration provision but found not to be subject to arbitration for any reason.

11.4 Venue When Judicial Resort is Authorized.

Any action to confirm an arbitral award rendered pursuant to Section 11.2 shall be brought in the courts of New York located in the School's county or the courts of the United States serving New York City. The Parties agree that this Agreement concerns transactions involving commerce among the several states and, except as otherwise provided in Section 11.2(e), hereby irrevocably waive any objection which either may now or hereafter have to personal jurisdiction or the laying of venue for confirmation of an arbitral award in the courts referred to in the preceding sentence. The Parties hereby further irrevocably waive and agree not to plead or claim in any such court that any such action or proceeding brought in any such court has been brought in an inconvenient forum. Nothing herein shall limit the right of either Party, following the confirmation of an arbitral award, to seek to enforce such award in any appropriate state or federal court. Nothing herein shall limit the right of either Party to seek redress with respect to any Dispute not subject to the foregoing arbitration provision (including any Dispute within the foregoing arbitration provision but found not to be subject to arbitration for any reason) in any state or federal court.

12. NOTICE

All notices, demands, consents or other communications ("notices") which either Party may be required or desire to give to the other Party shall be in writing and shall be deemed delivered when (a) personally delivered, (b) if mailed, five business days after deposit in the United States mail, postage prepaid, certified or registered mail, return receipt requested, (c) if delivered by a reputable overnight carrier, one business day after delivery to such carrier, or (d) if delivered by facsimile, on the date the facsimile transmission is confirmed, provided that, on such date, a separate copy is also delivered pursuant to clause (b) or (c). Delivery by mail, overnight carrier or facsimile shall be addressed to the Parties as follows:

AF:

Dacia Toll, President
Achievement First, Inc.
790 East New York Avenue
Brooklyn, NY 11207
Tel: (718) 774-0906 (ext. 11)
Fax: (718) 804-0131

The School:

Dean
School of Education, Brooklyn College
2900 Bedford Avenue
Brooklyn, NY 11210-3889
Tel: (718) 951 5214
Fax: (718) 951-4816

Any Party may change its address for notice by notice given in accordance with the foregoing provisions. Notwithstanding the manner of delivery, whether or not in compliance with the foregoing provisions, any notice, demand or other communication actually received by a Party shall be deemed delivered when so received.

13. INTERPRETATION AND CONSTRUCTION; AMENDMENT

13.1 Recitals and Exhibits.

The recitals and exhibits to this Agreement are hereby incorporated herein as an integral part of this Agreement. In the event of a conflict between the terms and provisions of this Agreement and the terms and provisions of any exhibit, the terms and provisions of this Agreement shall control.

13.2 Defined Terms and Use of Terms.

All defined terms used in this Agreement shall be deemed to refer to the masculine, feminine, neuter, singular and/or plural, in each instance as the context and/or particular facts may require. Use of the terms "hereunder," "herein," "hereby," and similar terms refer to this Agreement.

13.3 Section Headings.

The headings in this Agreement are for the convenience of the parties only, and shall have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.

13.4 Counterparts.

This Agreement may be executed in Counterparts, each of which shall be deemed to be an original and both together shall be deemed to be one and the same Agreement.

13.5 Entire Agreement.

This Agreement constitutes the entire agreement between the Parties with respect to the subject matter herein, as of the Effective Date, and there are no understandings of any kind except as expressly set forth herein. Further, any and all prior understandings and agreements between the Parties, expressed or implied, written or oral, including the Term Sheet that forms a part of the Charter Contract, are superseded by this Agreement.

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13.6 Modifications and Amendments; No Parol Evidence.

This Agreement may be altered, changed, added to, deleted from or modified only by agreement in writing approved by the Board of Trustees and by AF's Board of Directors. Accordingly, no course of conduct or custom shall constitute an amendment to or modification of this Agreement, and any attempt to amend or modify this Agreement orally, or in a writing not so approved, shall be void. This Agreement may not be modified, supplemented, explained, or waived by parol evidence.

13.7 Severability.

In case any one or more of the provisions or parts of a provision contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other provision or part of a provision of this Agreement in such jurisdiction, but this Agreement shall be reformed and construed in any such jurisdiction as if such invalid or illegal or unenforceable provision or part of a provision had never been contained herein and such provision or part shall be reformed so that it would be valid, legal, and enforceable to the maximum extent permitted in such jurisdiction.

13.8 Negotiated Agreement.

The provisions of this Agreement were negotiated by the Parties and this Agreement shall be deemed to have been drafted by both of the Parties, notwithstanding any presumptions at law to the contrary.

14. MISCELLANEOUS

14.1 Breach and Waiver.

No failure on the part of any Party to enforce the provisions of this Agreement shall act as a waiver of the right to enforce any provision. Further, no waiver of any breach of this Agreement shall (a) be effective unless it is in writing and executed by the Party charged with the waiver, or (b) constitute a waiver of a subsequent breach, whether or not of the same nature. All waivers shall be strictly and narrowly construed. No delay in enforcing any right or remedy as a result of a breach of this Agreement shall constitute a waiver thereof. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

14.2 No Third Party Beneficiary Rights.

With the exception of the Authorizer, no third party, whether a constituent of the School, a member of the community, a student or parent of a student of the School or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, the School or AF in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

14.3 Inspection and Access to Records.

Upon reasonable notice, the Parties shall make available to each other and to the Authorizer for inspection and copying, all books, records, and documents relating to the Parties' obligations and performance under this Agreement.

14.4 Assignment.

This Agreement, including without limitation, the rights granted herein, may not be assigned, delegated, transferred, pledged, or hypothecated by either Party, whether voluntarily or involuntarily without the prior written consent of the other Party; provided, however, that AF may assign its rights and obligations under this Agreement to a State not-for-profit organization that is (1) related to AF by legal, beneficial or equitable ownership or other means of control (such as parent/subsidiary or corporations under common control) and (2) dedicated to managing charter schools in the State. This Agreement shall inure to the benefit of and shall be binding upon the Parties and their successors and assigns, and the name of a Party appearing herein shall be deemed to include the name of such Party's successors and assigns to the extent necessary to carry out the intent of this Agreement.

14.5 No Partnership.

This Agreement does not constitute, and shall not be construed as constituting, a partnership or joint venture between the Parties.

14.6 Further Assurances.

The Parties agree to execute and deliver, or cause to be executed and delivered from time to time such other documents and will take such other actions as the other Party reasonably may require to more fully and efficiently carry out the terms of this Agreement.

15. SURVIVAL

The provisions of Articles 2, 8, 9, 11, 12, 13 and this Article 15, Sections 3.3, 3.4, 10.6, 10.7, 10.8, 14.1, 14.2, 14.3, 14.4 and 14.5, and any other sections or exhibits to this Agreement that by their nature extend beyond the expiration or termination of this Agreement shall survive any expiration or termination of this Agreement; provided that any provision that is stated to extend for a specified period of time shall survive only for such specified period of time.

- SIGNATURES ARE ON THE FOLLOWING PAGE -

IN WITNESS WHEREOF, the Parties have caused this Agreement to be signed and delivered by their duly authorized representatives.

THIS AGREEMENT CONTAINS A BINDING ARBITRATION PROVISION WHICH MAY BE ENFORCED BY THE PARTIES

ACHIEVEMENT FIRST, INC.

By: *Dacia Johnson*
Title: *President*
Date: *8/21/06*

ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL

By: *John J. Catena*
Title: *Chairman of the Board of Trustees*
Date: *August 21, 2006*

State of New York)
Department of State) ss:

I hereby certify that the annexed copy has been compared with the original document filed by the Department of State and that the same is a true copy of said original.

Witness my hand and seal of the Department of State on

May 5, 2005



[Handwritten Signature]
Secretary of State

DOS-200 (Rev. 03/02)

Exhibit B-1

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650314000

New York State
Department of State
Division of Corporations, State Records
and Uniform Commercial Code
41 State Street
Albany, NY 12241
www.dos.state.ny.us

APPLICATION FOR AUTHORITY
OF

Achievement First, Inc.
(Insert Name of Foreign Corporation)

Under Section 1304 of the Not-for-Profit Corporation Law

FIRST: The name of foreign corporation is: Achievement First, Inc.

If the name of the corporation does not contain a required word or abbreviation indicating corporate character, the corporation agrees to add the following word or abbreviation to the end of its name for use in this state.

If the corporation's true name is not available for use in this state pursuant to §301 and §302 of the Not-for-Profit Corporation Law, the fictitious name the corporation agrees to use in New York State is:

SECOND: The jurisdiction in which the corporation was organized is: CT
The date of incorporation is: 7/2/2003

THIRD: The corporation is a foreign corporation as defined in section 102(a)(7) of the Not-for-Profit Corporation Law. The corporation is a Type B corporation under Section 201 of the Not-for-Profit Corporation Law.

FOURTH:
A. The purpose or purposes to be pursued in this state and the activities which it proposes to conduct in this state are: To operate and manage one or more charter schools in the State of New York pursuant to management agreements entered into with the nonprofit entity holding the charter. Specifically, pursuant to such management agreements, Achievement First will design curriculum, create and administer interim assessments, hire teachers and leaders, provide professional development to teachers and staff and other "back office" support. Achievement First will promote educational, charitable and scientific purposes.
If the corporation is a Type C corporation, the lawful public or quasi-public objective which each business purpose will achieve is:

The corporation is authorized to conduct the above activities in its jurisdiction of incorporation.

DOC-1888 (Rev. 06/02)

1

11-10
Sec. 2-10

Office of the Secretary of the State of Connecticut

I, the Connecticut Secretary of the State,
and keeper of the seal thereof, DO HEREBY CERTIFY, that

ACHIEVEMENT FIRST, INC.

incorporated under the laws of Connecticut is in existence. The
organization and first annual report has not been filed as of the date
shown below.

Susan B. Gering
Secretary of the State

Date Issued: February 14, 2005

2

The University of the State of New York
Education Department



STATE OF NEW YORK :
: ss.:
COUNTY OF ALBANY :

Pursuant to the provisions of section 216 of the Education Law and section 104(e) of the Not-for-Profit Corporation Law, consent is hereby given to the filing of the annexed application for authority to do business in the State of New York made by and on behalf of Achievement First, Inc., a corporation organized and existing under and by virtue of the laws of the State of Connecticut which will be known in the State of New York as Achievement First, Inc.

This consent to filing, however, shall not be construed as approval by the Board of Regents, the Commissioner of Education or the State Education Department of the purposes or objects of such corporation, nor shall it be construed as giving the officers or agents of such corporation the right to use the name of the Board of Regents, the Commissioner of Education, the University of the State of New York or the State Education Department in its publications or advertising matter.

This consent to filing is granted with the understandings and upon the conditions set forth on the reverse side of this form.

IN WITNESS WHEREOF this instrument is executed and the seal of the State Education Department is affixed this 14th day of March, 2005.

Richard P. Mills
Commissioner of Education

By: *Richard L. Nabozny*

Richard L. Nabozny
Senior Attorney



3

This consent to filing is granted with the understanding that nothing contained in the annexed corporate document shall be construed as authorizing the corporation to engage in the practice of law, except as provided by subdivision 7 of section 495 of the Judiciary Law, or of any of the professions designated in Title VIII of the Education Law, or to conduct a school for any such profession, or to hold itself out to the public as offering professional services.

This consent to filing is granted with the further understanding that nothing contained in the annexed corporate document shall be construed as authorizing the corporation to establish a charter school pursuant to Article 56 of the Education Law. Furthermore, this consent to filing shall not be deemed to constitute an approval or authorization of the Board of Regents to establish a charter school nor shall it be deemed to be, or to take the place of, a charter issued by the Board of Regents to operate such school pursuant to Article 56 of the Education Law.

This consent to filing is granted with the further understanding that nothing contained in the annexed corporate document shall be construed as authorizing the corporation to operate or maintain a charter nursery school, kindergarten, elementary school, secondary school, institution of higher education, cable television facility, educational television station pursuant to section 236 of the Education Law, library, museum, or historical society, or to maintain an historic site.

This consent to filing is granted with the further understanding that nothing contained in the annexed corporate document shall be construed as authorizing the corporation to provide services as an approved supplemental educational services provider pursuant to 8 NYCRR section 120.4 and 20 USC section 6316(e) prior to receiving such approval from the Commissioner of Education. Furthermore, this consent to filing shall not be deemed to constitute such approval of the Commissioner of Education to provide supplemental educational services as an approved provider pursuant to 8 NYCRR section 120.4 and 20 USC section 6316(e).

This consent to filing shall not be deemed to be or to take the place of registration for the operation of a business school in accordance with the provisions of section 5001 of the Education Law, nor shall it be deemed to be, or to take the place of, a license granted by the Board of Regents for the operation of a private school pursuant to the provisions of section 5001 of the Education Law, a license granted by the Commissioner of Motor Vehicles pursuant to the provisions of section 304 of the Vehicle and Traffic Law, a license as an employment agency granted pursuant to section 172 of the General Business Law, or any other license, certificate, registration, or approval required by law.

H

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FIFTH: The county within this state in which the office of the corporation is to be located is: New York County (A county in New York State must be stated. Please note that the corporation is not required to have an actual physical office in this state.)

SIXTH: The Secretary of State is designated as agent of the corporation upon whom process against the corporation may be served. The address to which the Secretary of State shall forward copies of process accepted on behalf of the corporation is: Tina Clark Beamon, Esq.
403 James Street, New Haven, CT 06513

SEVENTH: Please check the appropriate box.

- The corporation has not since its incorporation or since the date its authority to do business in New York was last surrendered, engaged in any activity in this state except as set forth in paragraph (b) of Section 1301 of the Not-for-Profit Corporation Law.
- The consent of the State Tax Commission is attached hereto.

DSC (Signature) Doug McCurry, Executive Dir. (Print Name and Title)

SAC
JB
TJB

APPLICATION FOR AUTHORITY OF Achievement First, Inc. (Print Name of Foreign Corporation) Under Section 1304 of the Not-for-Profit Corporation Law

STATE OF NEW YORK DEPARTMENT OF STATE FILED MAR 14 2005 TAX BY: DSC
NY

Filer's Name: Tina Clark Beamon, Esq. CT Bar 416427
Address: 403 James Street
City, State and Zip Code: New Haven, CT 06513

NOTE: This form was prepared by the New York State Department of State. It does not contain all optional provisions under the law. You are not required to use this form. You may draft your own form or use forms available at legal stationery stores. The Department of State recommends that all documents be prepared under the guidance of an attorney. Attached to the Application for Authority must be a Certificate of Existence from the official who files and maintains corporate records in the jurisdiction of the corporation. (Please Note: This official is generally the Secretary of State and many jurisdictions refer to the Certificate of Existence as a Certificate of Good Standing.) Please be sure to review Section 404 of the Not-for-Profit Corporation Law to determine if any consents or approvals are required to be attached to this application for authority. The certificate must be submitted with a \$135 filing fee.

For Office Use Only

5

635

NYS Dept. of Law

Date
6/20/2005

Type
Bill

Reference

Original Amt.
25.00

Balance Due
25.00
Check Amount

7/8/2005

1314
Payment
25.00
25.00

PAYMENT RECORD

25.00

CASH

504283 (2004)

368



ELIOT SPITZER
Attorney General

STATE OF NEW YORK
OFFICE OF THE ATTORNEY GENERAL

June 20, 2005

ACHIEVEMENT FIRST, INC.
C/O DACIA TOLL
403 JAMES STREET
NEW HAVEN, CT 06513

NOTICE OF NEW REGISTRATION AND FILING DATE

Re: NYS Reg. No.: 21-10-13
Reg. Type: Dual
Filing (and fee) due EACH YEAR: 4.5 months after organization's fiscal year end
Next annual filing period: Fiscal Year Ended 6/30/2005
Due date for next annual filing: 11/15/2005

Dear Sir/Madam:

Your organization is now registered with the New York State Attorney General pursuant to ARTICLE 7-A of the EXECUTIVE LAW (Article 7-A) and SECTION 8-1.4 of the ESTATES, POWERS AND TRUSTS LAW (EPTL).

Use the above NYS Reg. No. on all correspondence, checks and other materials you submit to the Charities Bureau. Use the above Reg. Type to determine which state laws and which parts of our form instructions apply to your organization.

Although your organization is now registered, your registration is incomplete for the following reason(s):

- Your registration submission did not comply with requirements as outlined in the Instructions for Form CHAR410. You must correct the problem by following the instructions below (include a copy of this letter with any submission):

- Submit the required registration fee of \$25 (payable to NYS Dept. of Law).

Organizations that fail to follow registration or filing requirements may be subject to fines. If you have any questions about these requirements, please consult the instructions and forms available on the Charities Bureau website at <http://www.oag.state.ny.us/charities/charities.html>.

Very truly yours,

Registration Section - Charities Bureau /pr

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUL 06 2004

ACHIEVEMENT FIRST INC.
C/O BARBARA B LINDSAY
DAY BERRY & HOWARD LLP
185 ASYKUM ST CITY PLACE I
HARTFORD, CT 06103-0000

Employer Identification Number:
65-1203744
DLN:
17053365056003
Contact Person:
ELIZABETH WAGNER ID# 31380
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Form 990 Required:
Yes
Addendum Applies:
Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

ACHIEVEMENT FIRST INC

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

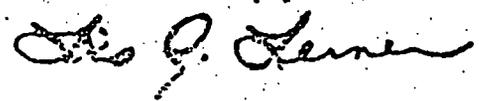
If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,



Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Addendum

Letter 947 (DO/CG)

10(c)

Achievement First, Inc. has been in business since 2003.

NINTH: All corporate powers shall be exercised by or under the authority of, and the activities, property and affairs of the Corporation managed by or under the direction of, its Board of Directors. The initial Directors shall be appointed by the Incorporator. Thereafter the Board of Directors shall be self-perpetuating. The Bylaws shall prescribe the number, terms of office, qualifications (if any) and manner of election of Directors, and such provisions may be amended from time to time in such lawful manner as the Bylaws shall prescribe and as shall not be inconsistent with the provisions of this Certificate of Incorporation.

In addition to the elected Directors, the Executive Director of the Corporation shall serve as a nonvoting *ex officio* member of the Board of Directors of the Corporation and shall not be counted for purposes of quorum and corporate action.

TENTH: In the event of dissolution of the Corporation or the winding up of its affairs, subject to any restrictions on use or transfer that may exist, the assets of the Corporation remaining after all liabilities and obligations have been satisfied or provided for shall be paid over, transferred or conveyed, in accordance with a plan for distribution of assets adopted by the Board of Directors, to the Academy, provided that the organization shall either be: (a) an organization exempt from Federal income taxation under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3) of the Internal Revenue Code that is not a private foundation as defined in Section 509(a) of the Internal Revenue Code ("Tax-Qualified Organization") or (b), in the event that the Academy is not a Tax-Qualified Organization at the time of dissolution of the Corporation, the assets shall be distributed to one or more Tax-Qualified Organizations as determined by the Board of Directors.

Any such assets not so distributed shall be disposed of as determined by a court of competent jurisdiction, exclusively for such purposes, or to such organization or organizations, as said court shall determine, that are exempt from Federal taxation under Section 501(a) of the Internal Revenue Code as organizations described in Section 501(c)(3) of the Internal Revenue Code and are not private foundations as defined in Section 509(a) of the Internal Revenue Code, or to the Federal or a state government or political subdivision thereof for a public purpose.

ELEVENTH: (a) No person who is or was a Director of the Corporation shall be personally liable to the Corporation for monetary damages for breach of duty as a Director in an amount that exceeds the compensation, if any, received by the Director for serving the Corporation during the year of the violation if such breach did not (a) involve a knowing and culpable violation of law by the Director, (b) enable the Director or an associate, as defined in Section 33-840 of the Connecticut General Statutes, to receive an improper personal economic gain, (c) show a lack of good faith and a conscious disregard for the duty of the Director to the Corporation under circumstances in which the Director was aware that his or her conduct or omission created an unjustifiable risk of serious injury to the Corporation, or (d) constitute a sustained and unexcused pattern of inattention that amounted to an abdication of the Director's duty to the Corporation. Any lawful repeal or modification of this Article or the adoption of any provision inconsistent herewith by the Board of Directors of the Corporation shall not, with respect to a person who is or was a Director, adversely affect any limitation of liability, right or protection of such person existing at or prior to the effective date of such repeal, modification or adoption of a provision inconsistent herewith.

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SECRETARY OF THE STATE
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or with respect to any acts or omissions of such Director, officer, employee or agent occurring prior to such amendment or repeal, nor shall any such amendment or repeal apply to or have any effect on the obligations of the Corporation to pay for or reimburse in advance expenses incurred by a Director, officer, employee or agent of the Corporation in defending any action, suit or proceeding arising out of or with respect to any acts or omissions occurring prior to such amendment or repeal.

Notwithstanding any provision hereof to the contrary, the Corporation shall not indemnify any Director, officer, employee or agent against any penalty excise taxes assessed against such person under Section 4958 of the Internal Revenue Code.

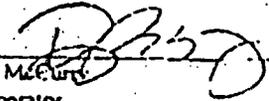
THIRTEENTH: This Certificate of Incorporation may be amended by a resolution adopted by not less than two-thirds of the Board of Directors present at a meeting at which a quorum is present, provided that the Certificate of Incorporation shall not be amended to permit the Corporation to engage in any activity that would be inconsistent with its classification as an organization described in Section 501(c)(3) of the Internal Revenue Code and as an organization contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code.

FOURTEENTH: Reference in this Certificate of Incorporation to a provision of the Internal Revenue Code is to such provision of the Internal Revenue Code of 1986, as amended, or the corresponding provision(s) of any subsequent federal income tax law. Reference in this Certificate of Incorporation to a provision of the Connecticut General Statutes or any provision of Connecticut law set forth in such Statutes is to such provision of the General Statutes of Connecticut, Revision of 1958, as amended, or the corresponding provision(s) of any subsequent Connecticut law. Reference in this Certificate of Incorporation to a provision of the Connecticut Revised Nonstock Corporation Act is to such provision of the Connecticut Revised Nonstock Corporation Act, as amended, or the corresponding provision(s) of any subsequent Connecticut law.

Dated at New Haven, Connecticut, this 27th day of June, 2003.

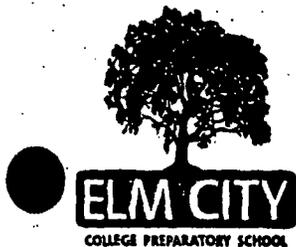
The undersigned hereby declares, under penalties of false statement, that the statements in the foregoing Certificate are true.

LASHILL HOUNTREE
Notary Public, State of Connecticut
My Commission Expires April 30, 2008


Doug McFurt
Incorporator

11-20-03 10:00:00 AM
New Haven, CT 06510

Academy Fact Sheet for School Year 2006-07



Elm City College Prep – Middle

49 Prince St., New Haven, CT 06519
 PRINCIPAL: Marc Michaelson GRADE LEVELS: 5-7
 PHONE: (203) 772-5332



ACHIEVEMENT FIRST

WELCOME!

Welcome to Elm City College Prep Middle, an Achievement First academy serving students in grades 5 to 7. Modeled on the dramatic success of Amistad Academy, Elm City Middle helps its urban students achieve dramatic academic breakthroughs and build solid character skills, putting them firmly on a college-bound path.

TEACHERS and STUDENTS

Number of teachers	17
Teachers of color	33%
Number of students	154
Students per teacher	9:1
Students qualifying for free/reduced-price lunch	74%
African American/Latino students	99%
Special Education	3%
Total student attendance	99%

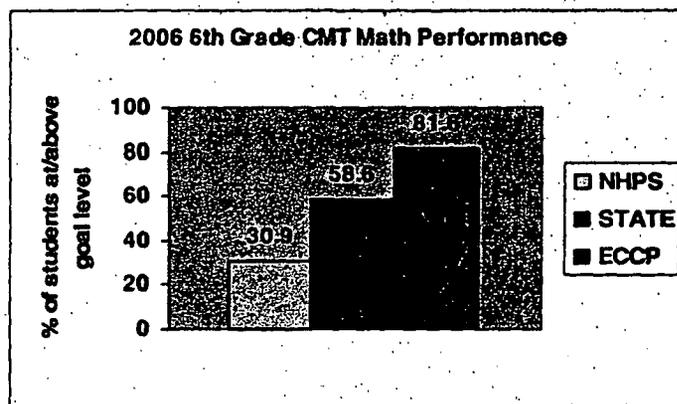
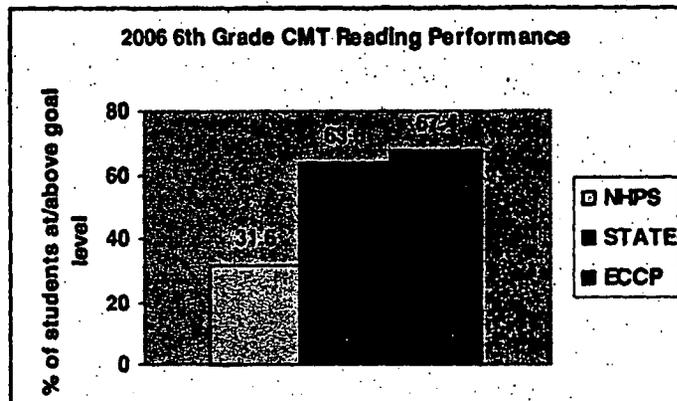
SCHEDULE

Our regular school year lasts 182 days, and our mandatory summer academy runs 15 days for a total of 197 instructional days. This is three weeks longer than the national norm. Our regular school day runs from 7:30 A.M. to 3:45 P.M. More than half of our scholars are involved in after-school enrichment programs (music, drama, art, sports, chess, tutoring and study hall) that end at 5:00 P.M.

CURRICULAR FOCUS

In Literature classes, our students will read 8-10 novels each year. Every student also chooses books to read during Independent Reading (20 minutes in school, 20+ minutes at home). Overall, Elm City Scholars have over 2 1/2 hours of reading instruction per day. In addition to our focus on literacy, Elm City's rigorous Critical Thinking Program is designed to develop excellent mathematic problem-solving skills. Students take classes in literature, reading skills, writing, history, science, music, physical education, and character skills.

2005-06 ACADEMIC PERFORMANCE DATA



NHPS = New Haven Public Schools

NOTEWORTHY

During the year, students at Elm City Middle have the chance to take learning outside of the classroom by going on "field lessons" to sites around the region, including Yale Law School, UConn, the Pequot Museum, and Sturbridge Village. Elm City scholars also participate in a number of community service projects during the year, such as "adopted grandparent" visits to convalescent homes, fundraising for families in need, and food drives. The Encore! program provides students with daily expert instruction in dance (jazz and African), drama, fine arts, band, and an array of other arts and athletics offerings. Students also have the opportunity to go on a 3-4 day extended field lesson each year. So far, Elm City scholars have gone to Philadelphia and Maine.



Achievement First – Endeavor Middle Academy

Fact Sheet • 2006-2007

850 Kent Avenue, Brooklyn NY 11205 • Phone: (718) 622-4786
 Principal: Eric Redwine • Grade Levels: 5

WELCOME!

Achievement First Endeavor Middle Academy is a rigorous, college-preparatory public charter school serving middle school students from the Fort Greene, Clinton Hill and Bedford-Stuyvesant communities.

MISSION

The mission of Achievement First is to deliver on the promise of equal educational opportunity for all of America's children. We believe that all children, regardless of race or economic status, can succeed if they have access to a great education. Achievement First schools will provide all our students with the academic and character skills they need to excel in top colleges, to succeed in a competitive world, and to serve as the next generation of leaders for our communities.

TEACHERS and STUDENTS

Number of teachers	5
Number of students	84
Teacher retention rate	n/a
Students per teacher	16
Free/reduced lunch	76.2%
African American students	96.5%
Latino students	3.5%
Special Education students	8%

SCHEDULE and ATTENDANCE

	AF Endeavor	HOST DISTRICT
Number of School Days per Academic Year	195 (includes mandatory 3-week summer academy)	180
Hours in Core School Day	8.5 hours (7:30 am – 4:00 pm)	6.3 hours
Average Daily Student Attendance	n/a*	89.1%
Average Daily Staff Attendance	n/a*	94.7%

*New school data not yet available

CURRICULAR FOCUS

The AF curriculum is designed to accelerate the learning of all our students in preparation for success in high school, college, and life beyond. Our scholars have over three hours of literary instruction and 90 minutes of math instruction every day. We use interim assessments every six weeks to carefully monitor student progress, and offer individually tailored tutoring and support to ensure that every student stays on

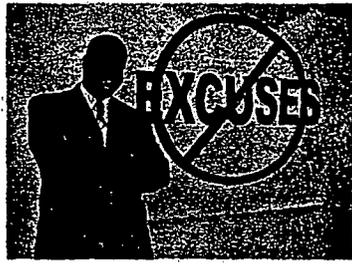
track. Every student also learns to play an instrument and understand musical notation.

CURRICULAR FOCUS, CONTINUED

In addition, Achievement First teaches positive character development. The REACH principles – Respect, Enthusiasm, Achievement, Citizenship, and Hard Work – determine classroom and school-wide expectations for good behavior, and students are recognized for positive contributions to the school community.

SCHOOL LEADER

Mr. Redwine is an educator with fifteen years of experience in public education. Mr. Redwine



Principal Eric Redwine

earned his B.A. in journalism from Wayne State University and a M.Ed. in Educational Leadership from the University of Detroit, where he was a founding teacher at Paul Robeson Academy. Mr. Redwine also has done post-graduate work in education at Hunter College in New York City and National-Lewis University in Chicago, Illinois. He started his teaching career in the Detroit Public Schools and later moved to New York City to participate in the New Leaders for New Schools (NLNS) program. After a residency at MS 368, Mr. Redwine served as Assistant Principal for three years at MS 399 before joining the Achievement First team.

NOTEWORTHY

AF Endeavor supports a "male leadership academy" to provide students with positive black male role models from their local Brooklyn and New York communities. The program will provide all of Endeavor's male scholars with effective coping strategies and empowered thinking to serve them both in the classroom and at home and to provide them with mentors during the difficult transition to manhood.



"I feel respected at this school." –Aaliyah Paul, scholar at AF-Endeavor

"We learn new things here and the teachers are nice. We also have to work really hard. And in my old school, I didn't like math but here math is cool." –407 Qimani Walker-Wright,

Achievement First – Crown Heights Middle Academy

Fact Sheet • 2006-2007

790 East New York Avenue, Brooklyn NY 11203 • Phone: (718) 774-0762

Principal: Orpheus Williams • Grade Levels: 5-6

WELCOME!

Achievement First Crown Heights Middle School is a rigorous, college-preparatory public charter school serving middle school students from the Crown Heights community.

MISSION

The mission of Achievement First is to deliver on the promise of equal educational opportunity for all of America's children. We believe that all children, regardless of race or economic status, can succeed if they have access to a great education. Achievement First schools exist to provide all of our students with the academic and character skills they need to excel in top colleges, succeed in a competitive world, and serve as the next generation of leaders in their communities.

TEACHERS and STUDENTS

Number of teachers	13
Teacher retention rate	100%
Number of students	168
Students per teacher	12
Free/reduced lunch	78%
African American students	96%
Latino students	4%
Special Education students	8%

SCHEDULE and ATTENDANCE

	AF Crown Heights	HOST DISTRICT
Number of School Days per Academic Year	195 (includes mandatory 3-week summer academy)	180
Hours in Core School Day	8.5 hours (7:30 am – 4:00 pm)	6.3 hours
Average Daily Student Attendance	98%*	87.7%
Average Daily Staff Attendance	100%*	94%

*2005-2006 data

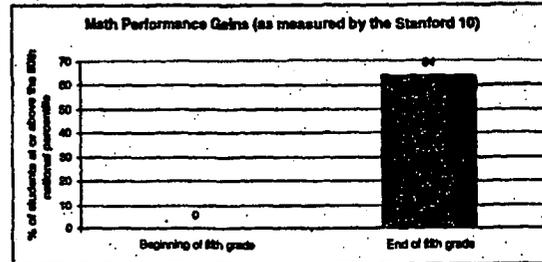
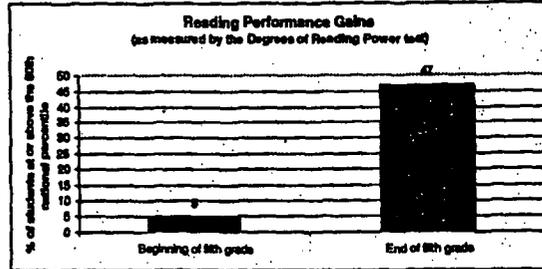
CURRICULAR FOCUS

The AF curriculum is designed to accelerate the learning of all our students in preparation for success in high school, college, and life beyond. Our scholars spend over three hours on literacy instruction and 90 minutes on math instruction every day. We use interim assessments every six weeks to carefully monitor student progress, and offer individually tailored tutoring and support to ensure that every student stays on track. Every student at AF-Crown Heights Middle School learns to play an instrument and understand musical notation.

In addition, Achievement First teaches positive character development. The REACH principles – Respect, Enthusiasm, Achievement, Citizenship, and Hard Work – determine

classroom and school-wide expectations for good behavior, and students are recognized for positive contributions to the school community.

2005-06 ACADEMIC PERFORMANCE DATA



As evident in these graphs, our scholars arrived at AF Crown Heights in 2005 testing below grade level in reading and math on nationally-normed tests. By the end of their first year, however, the same students improved dramatically in both subjects, and we expect similar increases in the future.

NOTEWORTHY

Achievement First Crown Heights Middle School is the proud home of a full Rhythm and Strings Orchestra. The orchestra, led by Yale-trained Anna Brathwaite, rehearses Monday-Thursday from 4:00-5:30 after school. Their first performance was at the Black History Month celebration last year. At the school's first Town Meeting in June, the orchestra played the Electric Slide to a lively audience. They also took a trip to watch an open rehearsal of the New York Philharmonic Orchestra last February.



"At this school, I'm becoming a scholar who is serious about going to college."
 – Adrielle Jefferson, Crown Heights Middle School Scholar quoted in *The Amsterdam News*, 11/9/05

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 – Adrielle Jefferson, Crown Heights Middle School Scholar quoted in *The Amsterdam News*, 11/9/05

Academy Fact Sheet for School Year 2006-07

Amistad Academy-Middle

407 James Street, New Haven, CT 06513



ACHIEVEMENT FIRST

PRINCIPAL: Matt Taylor GRADE LEVELS: 5-8 PHONE: (203) 773-0390

WELCOME!

Amistad Academy Middle, the Achievement First flagship, is a rigorous, college-preparatory public charter school serving middle school students from throughout the city of New Haven, Connecticut.

MISSION

The mission of Achievement First is to deliver on the promise of equal educational opportunity for all of America's children. We believe that all children, regardless of race or economic status, can succeed if they have access to a great education. Achievement First schools exist to provide all of our students with the academic and character skills they need to excel in top colleges, succeed in a competitive world, and serve as the next generation of leaders in their communities.

TEACHERS AND STUDENTS

Number of teachers	28
Teachers of color	43%
Number of students	278
Students per teacher	9.7
Students qualifying for free/reduced-price lunch	68%
African American/Latino students	98%
Special Education	3%
Average daily student attendance	98%

SCHEDULE

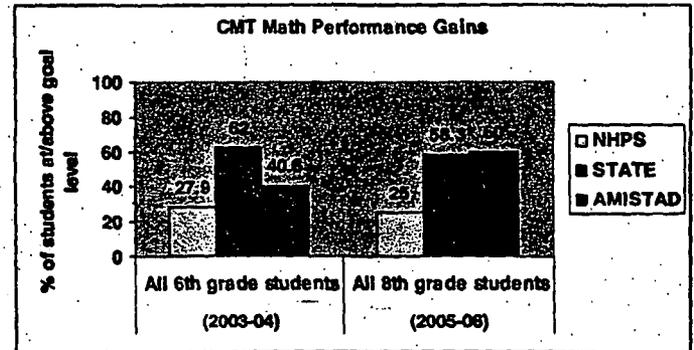
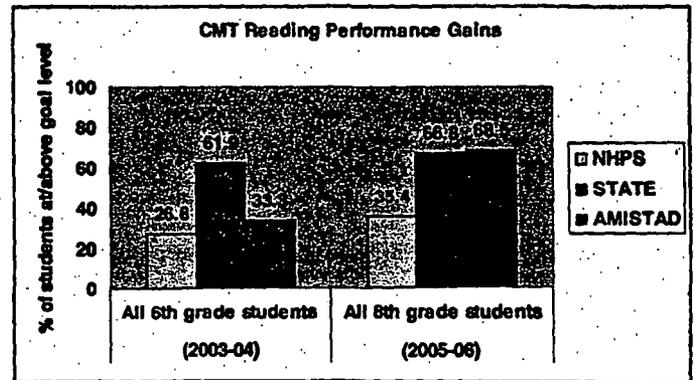
Our regular school year lasts 197 days, three weeks longer than the national norm. Our school day runs from 7:30 a.m. to 5:00 p.m. For the last hour of the day, all of our scholars participate in the Encore! program, which enables some students to develop a significant arts or athletics extracurricular interest, and others to take advantage of our tutoring program, which brings in Yale University students and others in the community, who help our scholars climb the mountain to college.

CURRICULAR FOCUS

The AF Curriculum is designed to accelerate the learning of all our students in preparation for future success. Our scholars spend over 3 hours on language arts instruction every day, and

65 minutes on math. We use interim assessments every six weeks to monitor student progress, and offer individually tailored tutoring and support to ensure that every student stays on track. In addition, Achievement First emphasizes positive character development at all grade levels. The REACH principles – Respect, Enthusiasm, Achievement, Citizenship, and Hard Work – determine classroom and school-wide expectations for good behavior, and students are recognized for positive contributions to the school community.

2005-06 ACADEMIC PERFORMANCE DATA



NHPS = New Haven Public Schools

NOTEWORTHY

Amistad boasts a skilled and talented string and rhythm orchestra. The orchestra is planning its first tour for next summer. The Encore! program provides students with daily expert instruction in theater, karate, dance, Web page design, and ten other arts and athletics offerings. Amistad was named the recipient of the NAACP's Excellence in Education Award in spring 2006. In fall 2006, Amistad welcomed its first class of kindergarten students to Amistad Elementary and its first group of 45 9th graders to Amistad High School.



ACHIEVEMENT FIRST

Achievement First – Crown Heights Elementary Academy Fact Sheet • 2006-2007

347

790 East New York Avenue, Brooklyn NY 11203 • Phone: (718) 774-0762
Principal: Mike Kerr • Grade Levels: K - 2

WELCOME!

Achievement First Crown Heights Elementary is a rigorous, college-preparatory public charter school serving elementary school students from the Crown Heights community.

MISSION

The mission of Achievement First is to deliver on the promise of equal educational opportunity for all of America's children. We believe that all children, regardless of race or economic status, can succeed if they have access to a great education. Achievement First schools exist to provide all of our students with the academic and character skills they need to excel in top colleges, succeed in a competitive world, and serve as the next generation of leaders in their communities.

TEACHERS and STUDENTS

Number of teachers	21
Teacher retention rate	85%
Number of students	257
Students per teacher	9
Free/reduced lunch	75%
African American students	98%
Latino students	2%
Special Education students	6%

SCHEDULE and ATTENDANCE

	AF Crown Heights	HOST DISTRICT
Number of School Days per Academic Year	195 (includes mandatory 3-week summer academy)	180
Hours in Core School Day	8.5 hours (7:30 am - 4:00 pm)	6.3 hours
Average Daily Student Attendance	97%*	87.7%
Average Daily Staff Attendance	98%*	94%

*2005-2006 data

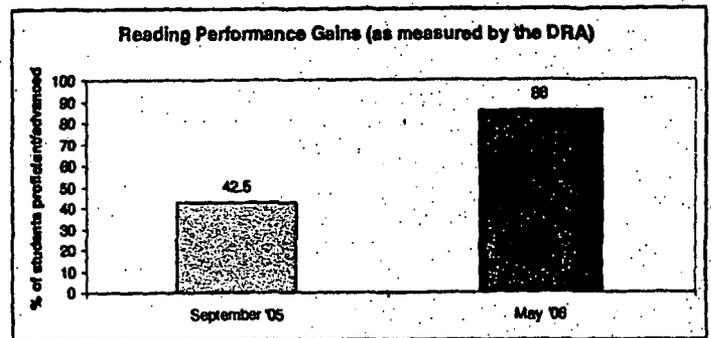
CURRICULAR FOCUS

The AF curriculum is designed to accelerate the learning of all our students in preparation for success in high school, college, and life beyond. Our scholars spend 3.5 hours on reading and 80 minutes on math instruction every day. We use interim assessments to carefully monitor student progress, and we offer individually tailored tutoring and support to ensure that every student stays on track. Students regularly attend guided reading, phonics, math, writing, history, science, dance, music, and art classes.

CURRICULAR FOCUS, CONTINUED

In addition, Achievement First teaches positive character development. The REACH principles – Respect, Enthusiasm, Achievement, Citizenship, and Hard Work – determine classroom and school-wide expectations for good behavior, and students are recognized for positive contributions to the school community.

2005-06 ACADEMIC PERFORMANCE DATA



The Developmental Reading Assessment (DRA) is a nationally-normed test that assesses student reading performance in the early grades. By the end of the 2005-2006 school year, 86 percent of our scholars (kindergarten and first grade combined) were reading at a proficient or advanced level.

NOTEWORTHY

Many students at AF Crown Heights Elementary participate in REACH club, a daily after-school enrichment program at which teachers provide intensive, individualized reading support to ensure that every student remains engaged and stays on track.

The school also started the Text Talk curriculum this year. This program combines teacher read alouds and vocabulary instruction.



"I love reading on my own. I've gotten a lot better at it since I've gone to school at Crown Heights." – Niya Henry, second grade scholar at AF-Crown Heights



ACHIEVEMENT FIRST

Achievement First – Bushwick Elementary Academy Fact Sheet • 2006-2007

84 Schaefer Street, Brooklyn NY 11207 • Phone: (718) 445-1594

Principal: Lizette Suxo • Grade Levels: K - 1

380

WELCOME!

Achievement First Bushwick Elementary Academy is a rigorous, college-preparatory public charter school serving elementary school students from the Bushwick community.

MISSION

The mission of Achievement First is to deliver on the promise of equal educational opportunity for all of America's children. We believe that all children, regardless of race or economic status, can succeed if they have access to a great education. Achievement First schools exist to provide all of our students with the academic and character skills they need to excel in top colleges, succeed in a competitive world, and serve as the next generation of leaders in their communities.

TEACHERS and STUDENTS

Number of teachers	13
Number of students	168
Teacher retention rate	n/a
Students per teacher	12
Free/reduced lunch	65%
African American students	64%
Latino students	27%
Special Education students	2%

SCHEDULE and ATTENDANCE

	AF Bushwick	HOST DISTRICT
Number of School Days per Academic Year	195 (includes mandatory 3-week summer academy)	180
Hours in Core School Day	8.5 hours (7:30 am – 4:00 pm)	6.3 hours
Average Daily Student Attendance	n/a*	88.4%
Average Daily Staff Attendance	n/a*	93.7%

*New school data not yet available.

CURRICULAR FOCUS

The AF curriculum is designed to accelerate the learning of all our students in preparation for success in high school, college, and life beyond. Our scholars spend 3.5 hours on reading instruction and 80 minutes on math every day. We use interim assessments to carefully monitor student progress, and we offer individually tailored tutoring and support to ensure that every student stays on track.

CURRICULAR FOCUS, CONTINUED

In addition, Achievement First teaches positive character development. The REACH principles – Respect, Enthusiasm, Achievement, Citizenship, and Hard Work – determine classroom and school-wide expectations for good behavior, and students are recognized for positive contributions to the school community.

SCHOOL LEADER



Lizette Suxo has a strong background in education. After graduating from Bryn Mawr College in Pennsylvania, Ms. Suxo joined Teach For America and spent two years teaching in New York City. She then continued teaching kindergarten and

second grade at PS 156 while obtaining two masters degrees in education from Pace University. Ms. Suxo joined the Achievement First team in 2005 as the AF Crown Heights Dean of Students and now serves as the founding principal of AF Bushwick.

NOTEWORTHY

Achievement First cares about the local community. Bushwick is home to a large Hispanic population, and the school leaders and staff at Achievement First Bushwick have made a concerted effort to reach out to families and community groups in Bushwick. Over half of the Bushwick staff speaks fluent Spanish, allowing them to communicate easily with all parents.

Many students at AF Bushwick Elementary participate in REACH club, a daily after-school enrichment program at which teachers offer intensive, individualized tutoring to ensure that every student remains on track.



"I like to do my homework and practice writing. I have learned a lot this year."

-Kamali Holder,
kindergarten student at AF-Bushwick



ACHIEVEMENT FIRST

Achievement First - East New York Academy

Fact Sheet • 2006-2007

557 Pennsylvania Avenue, Brooklyn NY 11207 • Phone: (718) 485-4924

Principal: Denniston Reid • Grade Levels: K - 2

WELCOME!

Achievement First East New York Elementary is a rigorous, college-preparatory public charter school serving elementary school students from the East New York community.

MISSION

The mission of Achievement First is to deliver on the promise of equal educational opportunity for all of America's children. We believe that all children, regardless of race or economic status, can succeed if they have access to a great education. Achievement First schools exist to provide all of our students with the academic and character skills they need to excel in top colleges, succeed in a competitive world, and serve as the next generation of leaders in their communities.

TEACHERS and STUDENTS

Number of teachers	21
Teacher retention rate	92%
Number of students	250
Students per teacher	12
Free/reduced lunch	78%
African American students	90%
Latino students	8%
Special Education students	8%

SCHEDULE and ATTENDANCE

	AF EAST NEW YORK	HOST DISTRICT
Number of School Days per Academic Year	195 (includes mandatory 3-week summer academy)	180
Hours in Core School Day	8.5 hours (7:30 am - 4:00 pm)	6.3 hours
Average Daily Student Attendance	95%*	85.4%
Average Daily Staff Attendance	97%*	94.2%

*2005-2006 data

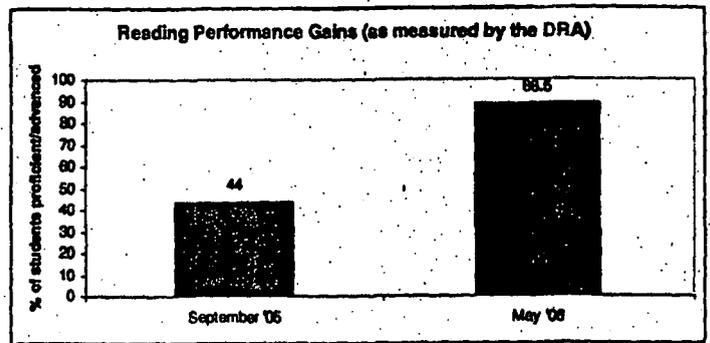
CURRICULAR FOCUS

The AF curriculum is designed to accelerate the learning of all our students in preparation for success in high school, college, and life beyond. Our scholars spend 3.5 hours on reading instruction and 80 minutes on math every day. We use interim assessments to carefully monitor student progress, and offer individually tailored tutoring and support to ensure that every student stays on track. Students also regularly attend dance, music, and art classes.

CURRICULAR FOCUS, CONTINUED

In addition, Achievement First teaches positive character development. The REACH principles – Respect, Enthusiasm, Achievement, Citizenship, and Hard Work – determine classroom and school-wide expectations for good behavior, and students are recognized for positive contributions to the school community.

2005-06 ACADEMIC PERFORMANCE DATA



The Developmental Reading Assessment (DRA) is a nationally-normed test that assesses student reading performance in the early grades. By the end of the 2005-2006 school year, 88.5% of our scholars (kindergarten and first grade combined) were reading at a proficient or advanced level.

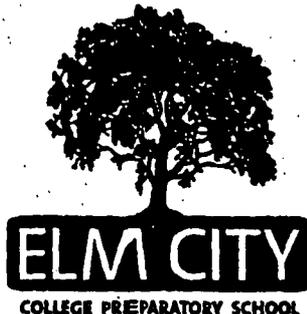
NOTEWORTHY

When they are not attending music or dance class, students at East New York participate in unique "clubs" with their teachers. Each club, composed of nine students and two teachers, explores a variety of new activities including yoga and folk singing as the participants get to know each other better outside of the traditional classroom environment.



"My favorite thing at school is REACH!"
-Giselle Miller,
second grade student
at AF-East New York

For additional information, please contact Lesley Esters Redwine, Director of External Relations, at (718) 774-0906 ext. 2401.



School Fact Sheet for School Year 2006-07

Elm City College Prep – Elementary

240 Greene St., New Haven, CT 06511
 PRINCIPAL: Dale Chu GRADE LEVELS: K-3 PHONE: (203) 498-0702

WELCOME!

Welcome to Elm City College Prep – Elementary, an Achievement First school serving students in kindergarten through third grade. Our program focuses on rigorous academics and character development. Our mission is to prepare students for success in middle school, high school, college, and the competitive world beyond.

TEACHERS and STUDENTS

Number of teachers	22
Teachers of color	33%
Number of students	218
Students per teacher	10:1
Students qualifying for free/reduced-price lunch	77%
African American/Latino students	98%
Special Education	5%

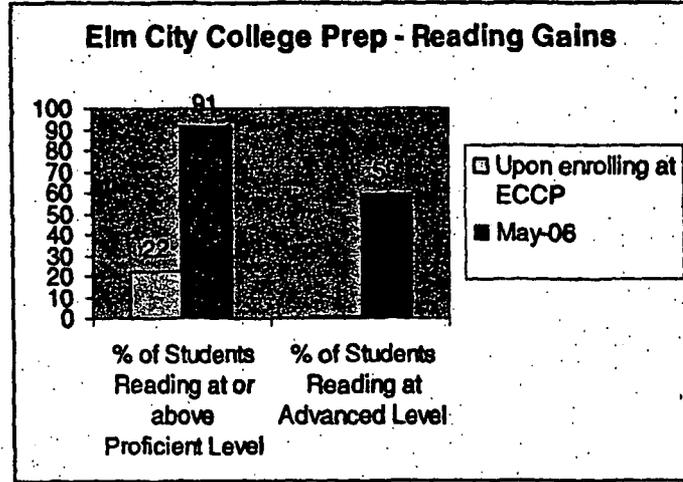
SCHEDULE

Our regular school year lasts 182 days and our mandatory summer academy runs 15 days for a total of 197 instructional days, which is three weeks longer than the national norm. Our regular school day runs from 7:30 A.M. to 3:45 P.M. The schedule's centerpiece is a three-hour sacred reading block, and the reading program is designed to accelerate students two to three years in one year.

CURRICULAR FOCUS

Students at Elm City – Elementary are focused on literacy and reading skills. Less than 10% of incoming kindergarten students are reading at all by the time they enter elementary school. Beginning in kindergarten, ECCP scholars are taught that reading is fundamental to future success. By the end of the 2005-06 year, a staggering 100% of Elm City kindergarteners tested Proficient on the Developmental Reading Assessment – up 91% from the beginning of the year!

2005-06 ACADEMIC PERFORMANCE DATA



NOTEWORTHY

During the year, students at Elm City Elementary have the chance to take learning outside of the classroom by going on excursions around the region, including Bishops Orchards, SCSU, the Childrens Museum, and the Maritime Aquarium. Elm City Elementary has an active Parent Leadership Council that spearheads fundraisers and projects for the school community, such as a winter coat drive and a fall festival.



Guide to our Assessments & Performance Data

- **State Tests (Middle School)**

- **CMT:** The Connecticut Mastery Test (CMT) is the statewide test now administered yearly at all Connecticut public schools in grades 3 through 8.
- **NY ELA:** The New York State English Language Arts Exam (NY ELA) is literary and language arts assessment administered yearly in all New York public schools in grades 3 through 8.
- **NY Math:** The New York State Math Exam (NY Math) is the math and quantitative reasoning assessment administered yearly in all New York public schools in grades 3 through 8.

- **Nationally-Normed Assessments (Elementary School)**

- **DRA:** The Diagnostic Reading Assessment (DRA) is a tool for measuring reading fluency and comprehension among our K-2 students. Reading at an “advanced” level on the DRA means reading at least one year ahead of grade level.
- **TerraNova:** The TerraNova assessment is a tool for measuring math content knowledge and skill levels among our K-2 students. It is administered at the end of year for K, 1, and 2.



Amistad Academy – Middle

Grades 5-8

Founded 1999

Named Connecticut's 2006 Title I Distinguished School



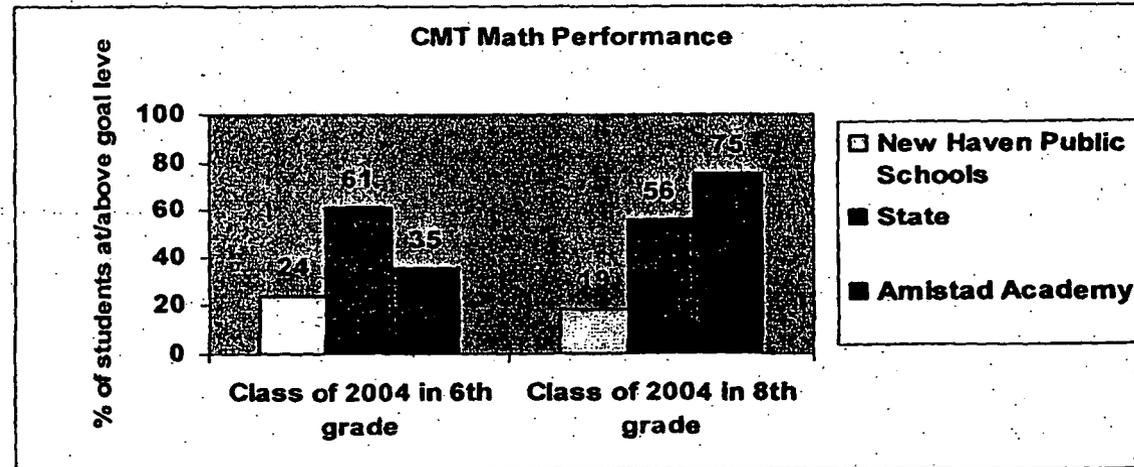
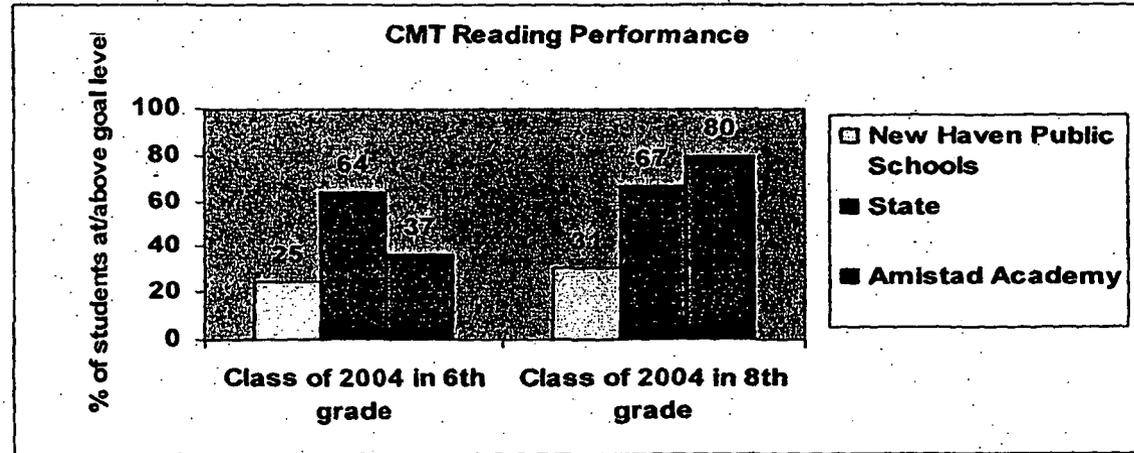
ACHIEVEMENT FIRST

Amistad Academy Middle School Class of 2004

CMT Performance Gains

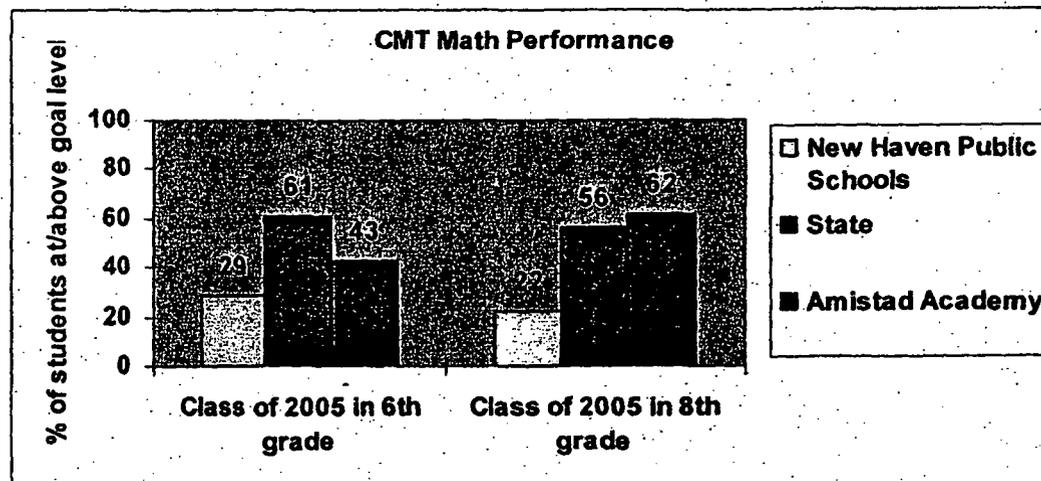
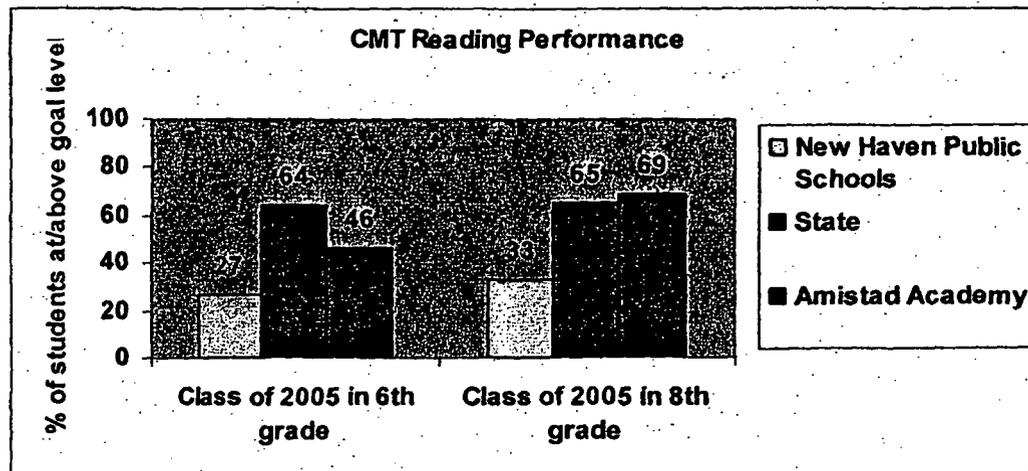
The Connecticut Mastery Test (CMT) Connecticut's official statewide assessment. It used to be administered in the fall in grades 4, 6, and 8. Students entered Amistad Academy in the fall of their 5th grade year, were tested in the fall of the 6th grade year and then were tested again in the fall of the 8th grade year. This cohort analysis shows performance results for the same group of students over time. Whereas students statewide and in the host district of New Haven had only modest growth in reading and declined in math, the percentage of Amistad students achieving mastery rose dramatically between students' 6th and 8th grade years.

The data reported here is for "mastery" level performance (level 4). "Proficiency" is defined as Level 3 in CT, but this lower bar is not conventionally reported.



Amistad Academy Middle School Class of 2005 CMT Performance Gains

The data to the right is for another cohort of Amistad students (the class of 2005). It is worth remembering that students arrive at Amistad in the fall of 5th grade. After one year, their 6th grade scores start to show significant improvements over their New Haven peers. Two years later, these same students have not just outpaced their New Haven peers but have also beat state-wide averages.

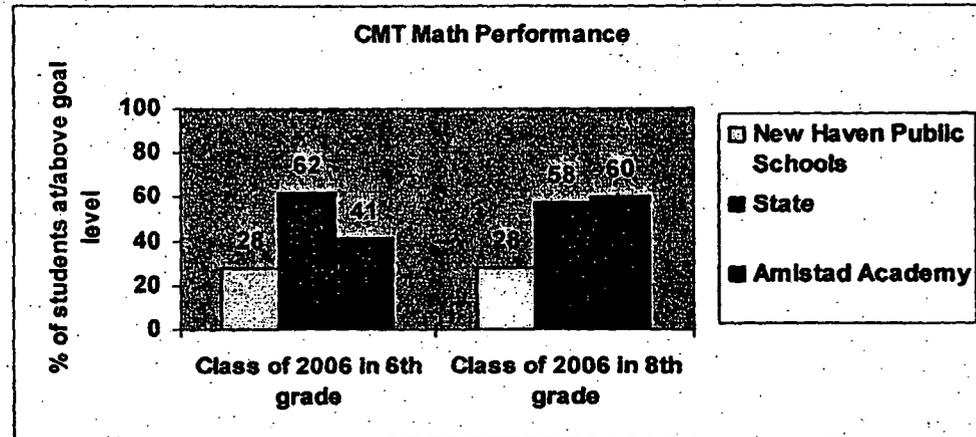
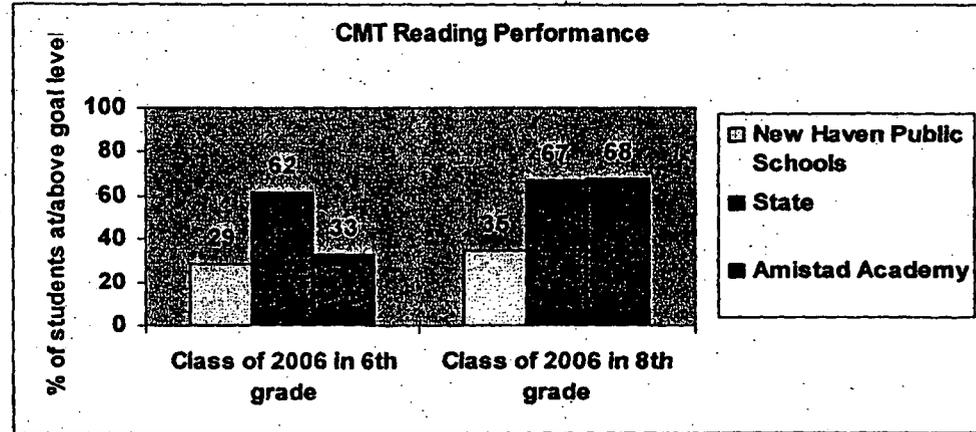


Amistad Academy Middle School Class of 2006

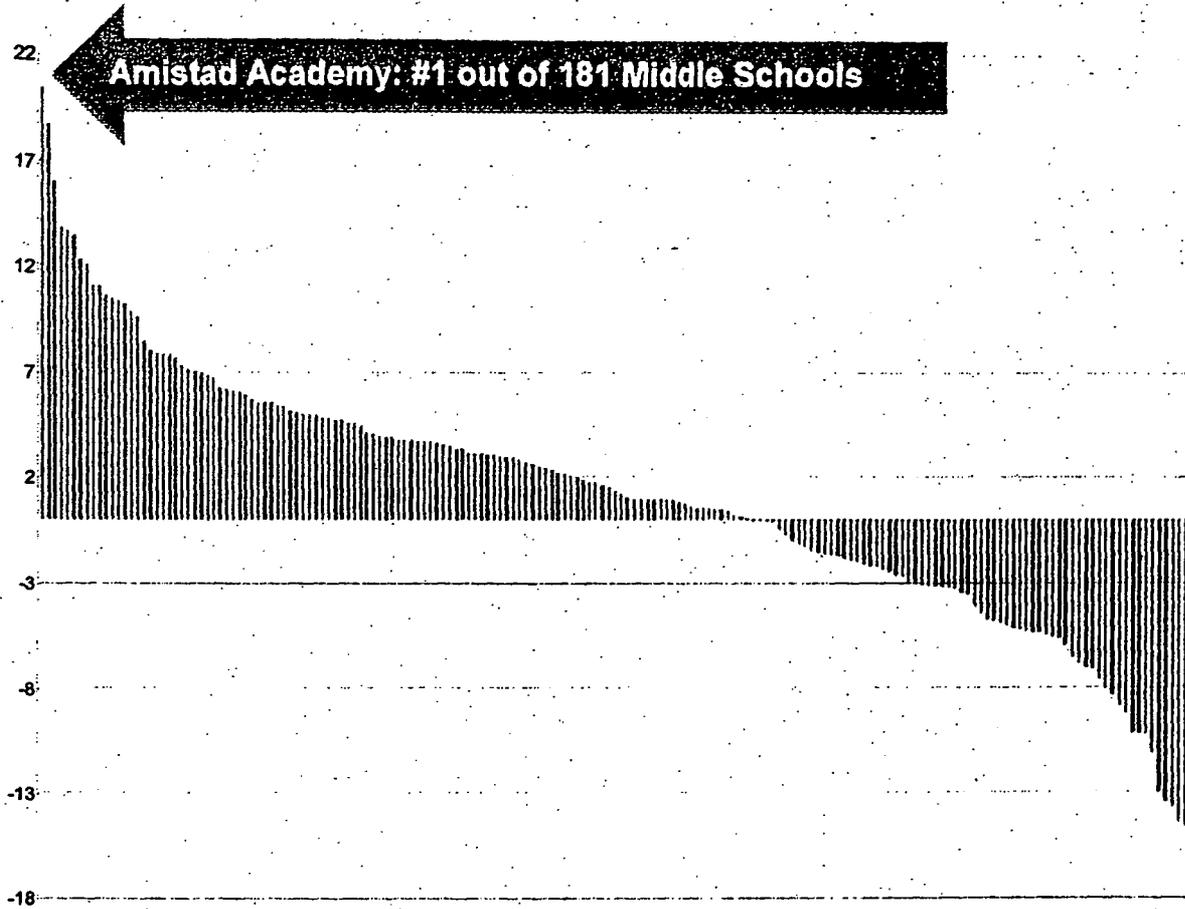
CMT Performance Gains

The data to the right is for the most recent cohort of Amistad middle school students (who finished 8th grade in June 2006) and were the first class entering Amistad High School.

Again, you will see that the students at Amistad made dramatic gains between 6th and 8th grade in both reading and math, while the students in New Haven and across the state only made most gains in reading and either held steady or declined in math.



Annual Performance Gains
Change in % of Students at Grade Level, 2005-06



The graph above displays the change in academic performance from year to year at all Connecticut public middle schools between the 2004-2005 school year and the 2005-2006 school year as measured by the Connecticut Mastery Test. As shown above, Amistad Academy posted the greatest net gains, across all subjects tested, of any middle school statewide, while a number of schools saw steep declines. For its success achieving breakthrough gains, Amistad Academy was named Connecticut's only 2006 Title I Distinguished School.

Elm City College Prep – middle academy

Grades 5-7 (growing to 5-8)

Founded 2004

Exhibit B-29



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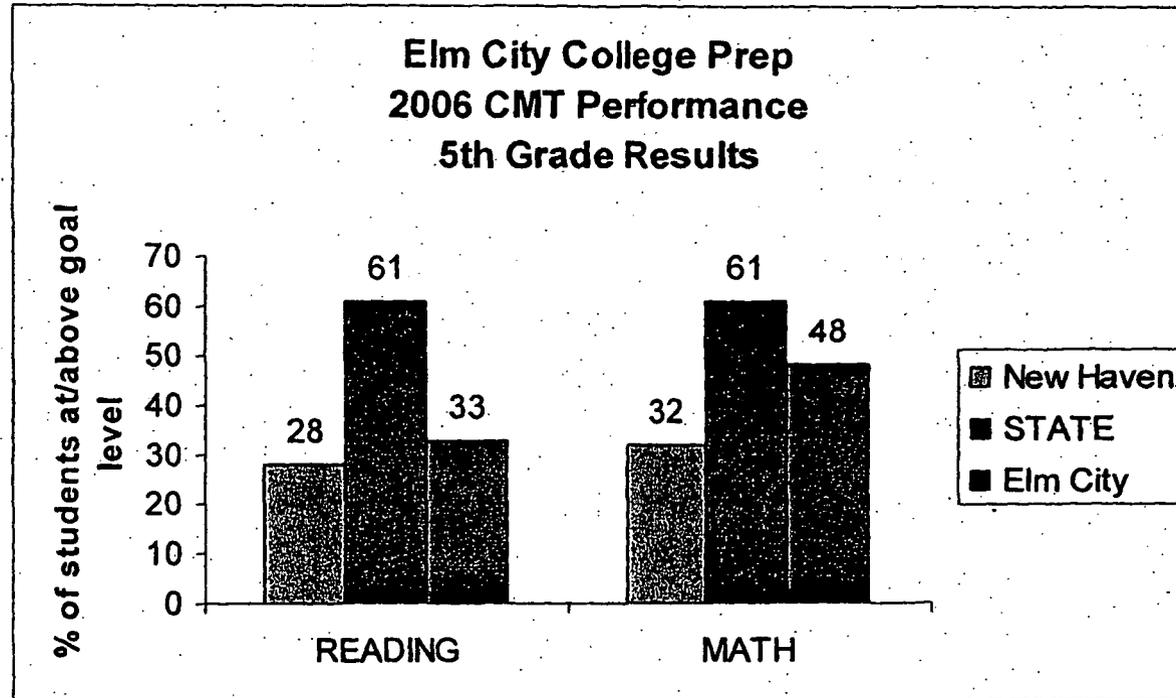
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Elm City College Prep Middle School

2006 CMT Performance Results – 5th Grade



The chart above shows Elm City Middle School's performance on the Connecticut Mastery Test (CMT), the official statewide assessment for Connecticut. The results above are for the ECCP middle 5th grade class in 2006. These students were admitted in August of 2005 as 5th graders and took the CMT in March 2006 of that school year.

Elm City College Prep Middle School 2006 CMT Performance Results

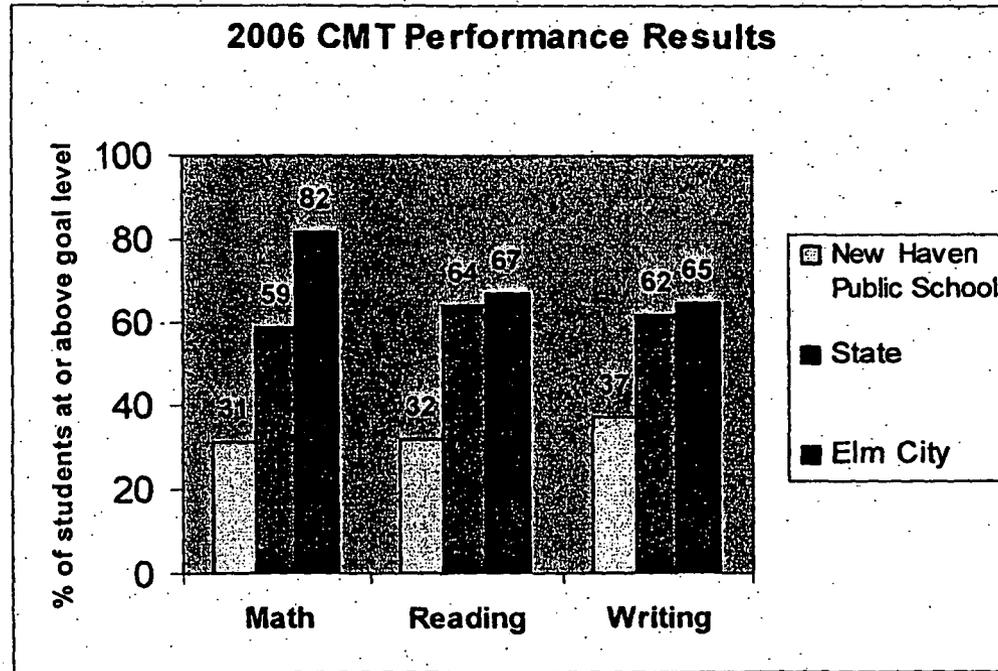
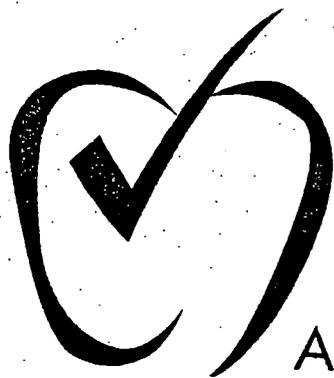


Exhibit B-31

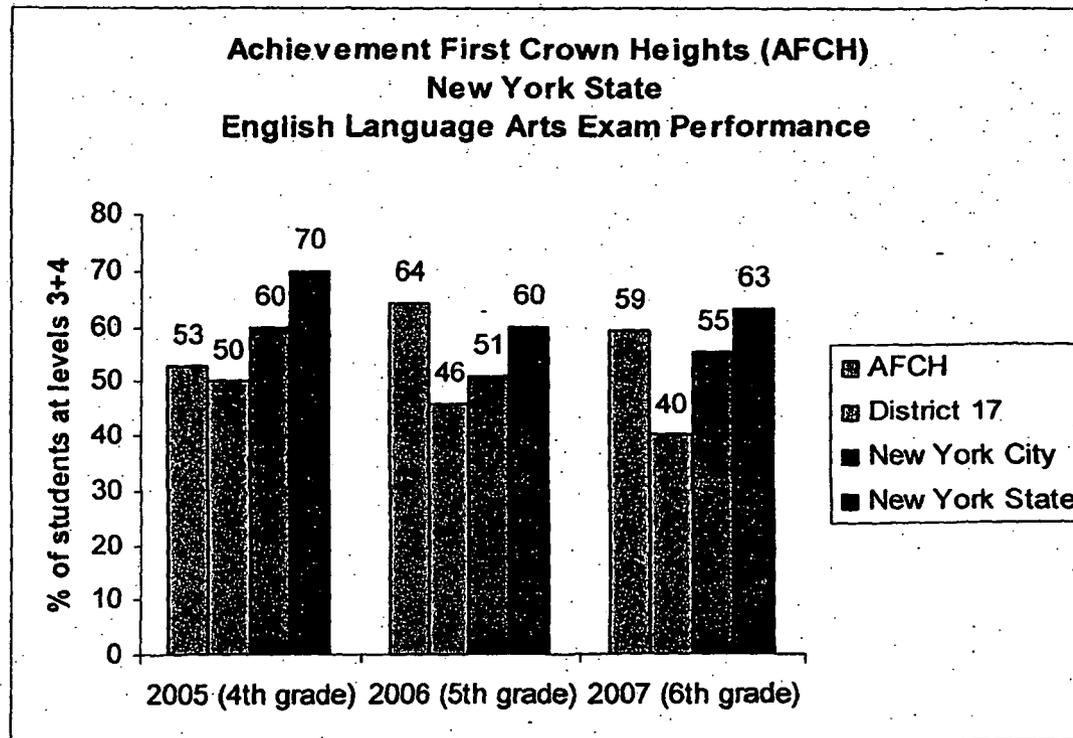
The chart above shows Elm City Middle School's performance on the Connecticut Mastery Test (CMT), the official statewide assessment for Connecticut. The results above are for the ECCP middle 6th grade class in 2006. These students were admitted in August of 2004 as 5th graders and took the CMT in March 2006 of their 6th grade year. After less than two years at ECCP, these 6th graders had scores that were at least double (and, in some cases, triple) those of their New Haven peers and even outperformed state averages in every subject. On the math section, Elm City scholars even outscored their counterparts from some of CT's wealthiest districts, including Madison and Greenwich.

**Achievement First Crown Heights
Charter School – middle academy
Grades 5-6 (growing to 5-8)
Founded 2005**



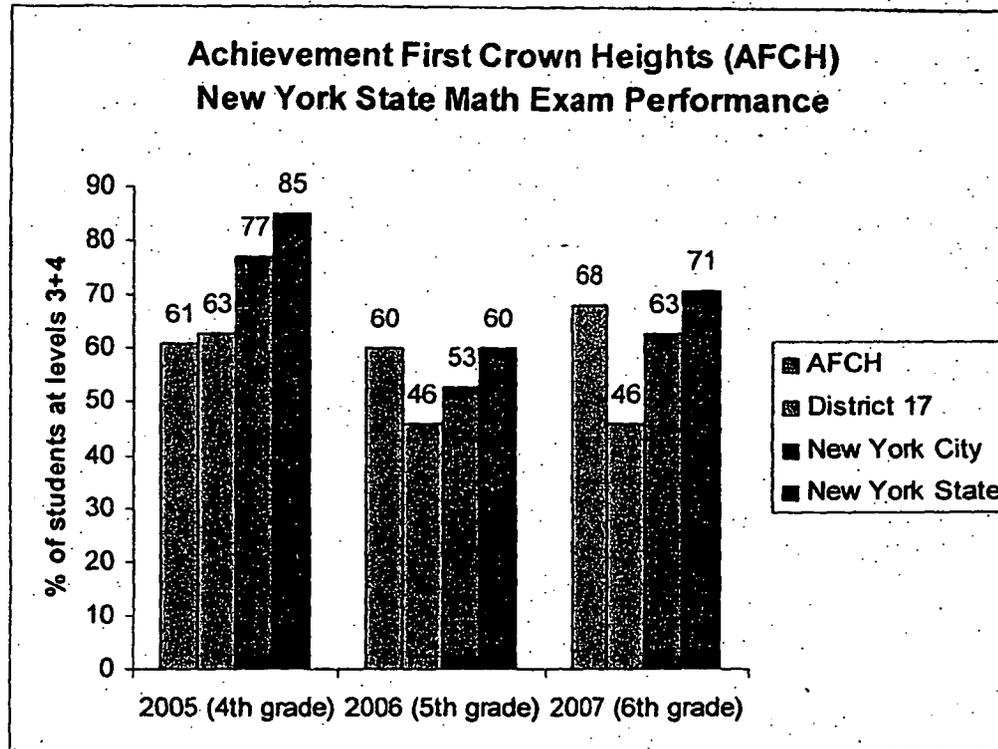
ACHIEVEMENT FIRST

Achievement First Crown Heights Charter School College Class of 2017 ELA Performance



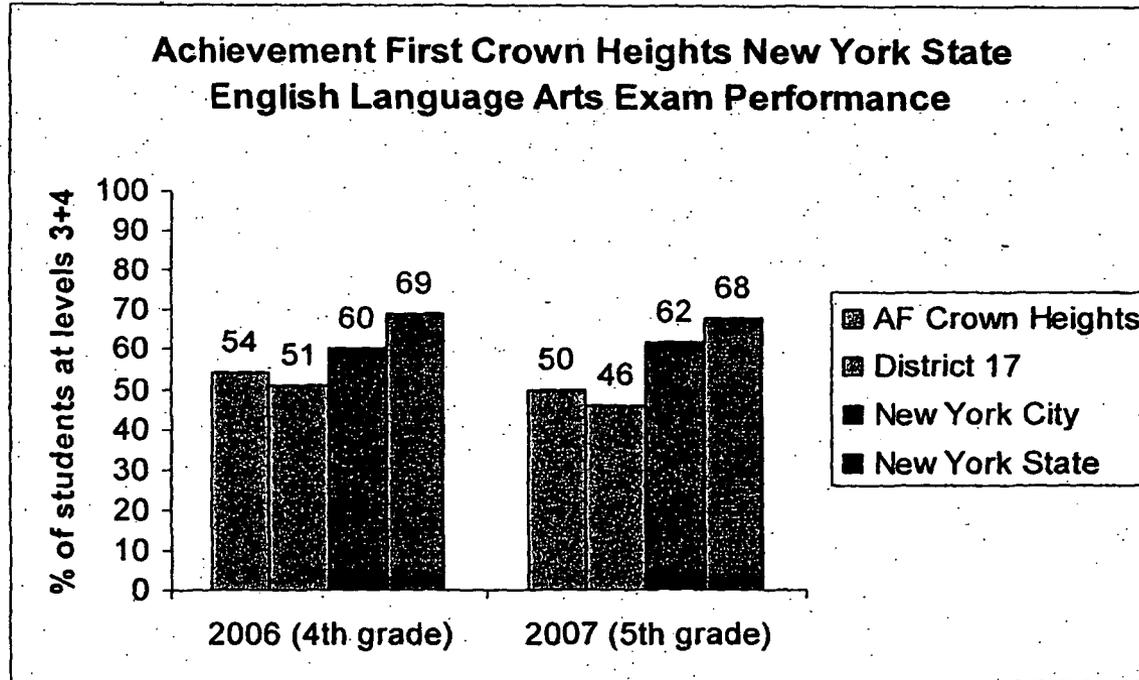
This analysis shows performance results for Achievement First Crown Heights Charter School on the New York English Language Arts assessments, as compared with those of same grade level cohorts district-, city- and statewide. The graph shows the scores of the school's founding middle school class before they entered our school (4th grade), in January of their first year at the school (5th grade) and again in January of their second year at the school (6th grade). As illustrated above, AF Crown Heights students entered the school performing at approximately the same levels as their peers in their host district, District 17. Over the past two years, while District 17, New York City and the state have seen declines in average proficiency levels among students at their schools, the students at AF Crown Heights have made gains. Whereas 53% of our students entered the school at levels 3 and 4 (proficient and advanced), 59% are now performing at these level. Over the same period, District 17's students declined from 50% to 40% of students at levels 3 and 4.

**Achievement First Crown Heights Charter School
College Class of 2017 Math Performance**



This analysis shows performance results for Achievement First Crown Heights Charter School on the New York State Math Exam, as compared with those of same grade level cohorts district-, city- and statewide. The graph shows the scores of the school's founding middle school class before they entered our school (4th grade), in January of their first year at the school (5th grade) and again in January of their second year at the school (6th grade). As illustrated above, AF Crown Heights students entered the school performing at a slightly lower level than their peers in their host district, District 17. Since two years ago, while District 17, New York City and the state have seen declines or stayed stagnant in average proficiency levels among students at their schools, the students at AF Crown Heights have made gains. Whereas 61% of our students entered the school at levels 3 and 4 (proficient and advanced), 68% are now performing at these level. Over the same period, District 17's students declined from 63% to 46% at levels 3 and 4.

**Achievement First Crown Heights Charter School
College Class of 2018 ELA Performance**



The data above is for the youngest cohort of AF Crown Heights middle school students, who entered the school as 5th graders in fall 2006. The graph above depicts the results of Achievement First Crown Heights Charter School's 5th graders this year and last year on the New York State ELA Exam, as compared with those of same grade level cohorts district-, city- and statewide. The graph shows the scores of this year's 5th-graders before they entered our school (4th grade scores) on the left, and their scores from the January 2007 administration of the 5th-grade exam on the right (both in green). The leadership and instructional team at AF Crown Heights was disappointed to see the decline in this cohort's reading assessment results this year. They have come together with other leaders in the AF network to create a battle plan for next year and beyond, to ensure that these students get the interventions and instruction they need to make breakthrough gains next year.

**Achievement First Crown Heights Charter School
College Class of 2018 Math Performance**

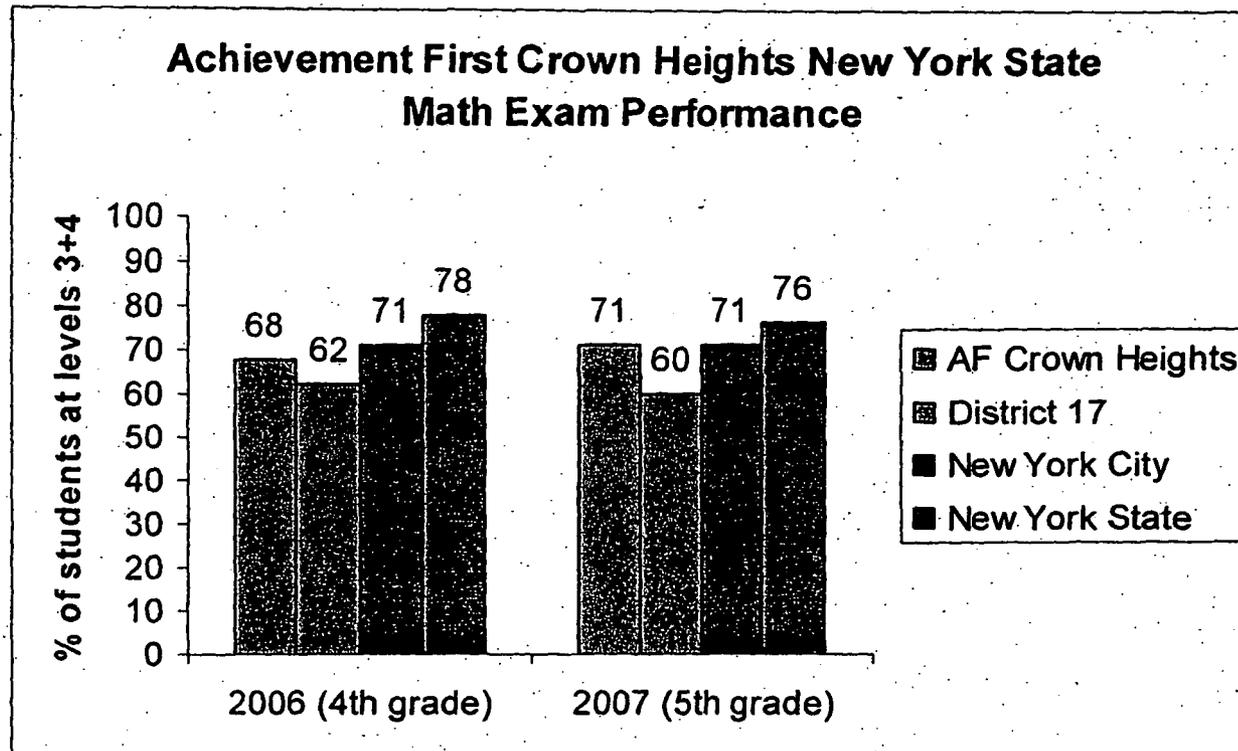


Exhibit B-36

The data above is for the youngest cohort of AF Crown Heights middle school students, who entered the school as 5th graders in fall 2006. The graph above depicts the results of Achievement First Crown Heights Charter School's 5th graders this year and last year on the New York State Math Exam, as compared with those of same grade level cohorts district-, city- and statewide. The graph shows the scores of this year's 5th-graders before they entered our school (4th grade scores) on the left, and their scores from the January 2007 administration of the 5th-grade exam on the right (both in green). This year, AF Crown Heights' 5th-graders made modest gains, while schools and students across their host district, the city, and the state saw declines or stayed stagnant in math performance.

Achievement First
Endeavor Charter School – middle academy
Grade 5 (growing to 5-8)
Founded 2006

Exhibit B-37



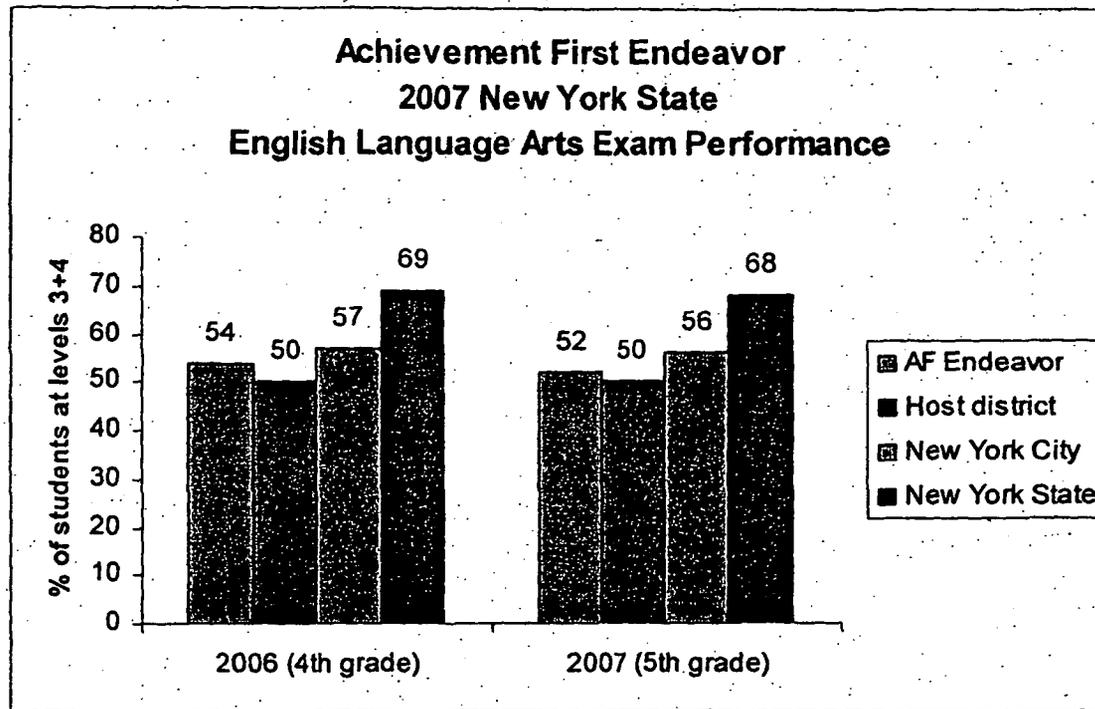
ACHIEVEMENT FIRST

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Achievement First Endeavor Charter School 2007 State Assessment Performance Results



The data above is for the founding cohort of AF Endeavor middle school students, who entered the school as 5th graders in fall 2006. The graph above depicts the results of AF Endeavor's 5th graders this year and last year on the New York English Language Arts Exam, as compared with those of same grade level cohorts district-, city- and statewide. The graph shows the scores of this year's 5th-graders before they entered our school (4th grade scores) on the left, and their scores from the January 2007 administration of the 5th-grade exam on the right (both in light blue). AF Endeavor was specifically designed and sited to serve students from two distinct neighborhoods – Bedford-Stuyvesant and Ft. Greene. Using our students zip codes, the "host district" data here was weighted corresponding to the proportions of our students drawn from the districts serving each of these communities. The leadership and instructional team at Endeavor was disappointed to see the decline in this cohort's reading assessment results this year. They have come together with other leaders in the AF network to create a battle plan for next year and beyond, to ensure that these students get the interventions and instruction they need to make breakthrough gains next year.

398

Achievement First Endeavor Charter School 2007 State Assessment Performance Results

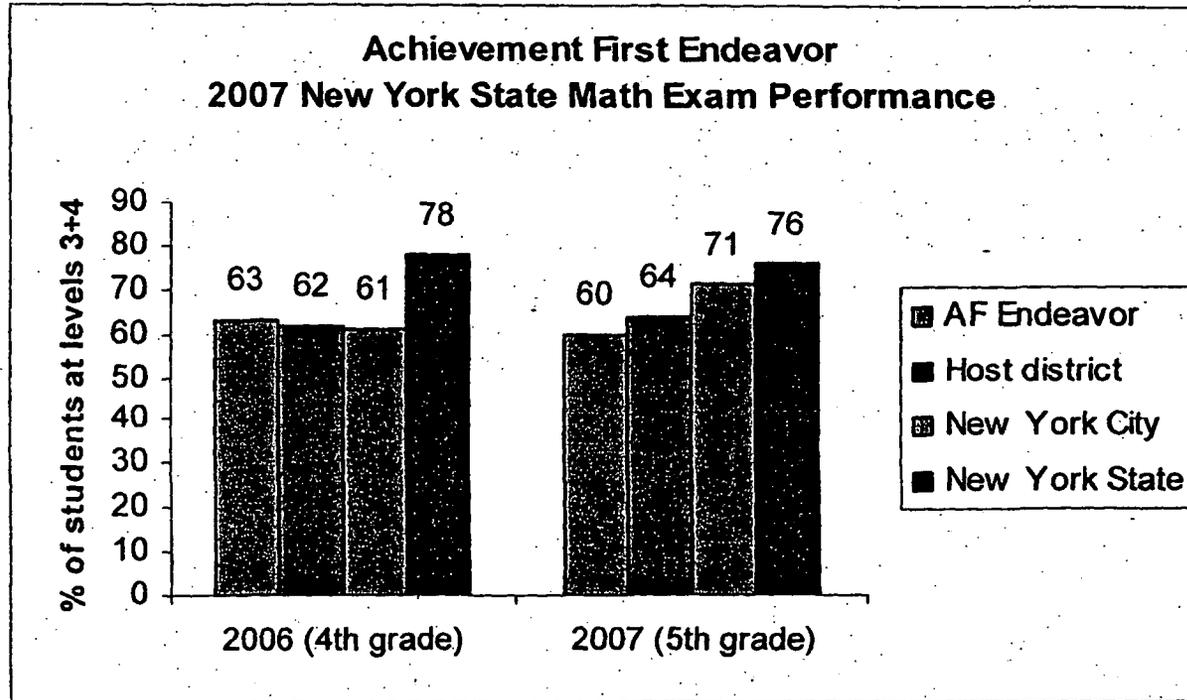


Exhibit B-39

The data above is for the founding cohort of AF Endeavor middle school students, who entered the school as 5th graders in fall 2006. The graph above depicts the results of AF Endeavor's 5th graders this year and last year on the New York State Math Exam, as compared with those of same grade level cohorts district-, city- and statewide. The graph shows the scores of this year's 5th-graders before they entered our school (4th grade scores) on the left, and their scores from the January 2007 administration of the 5th-grade exam on the right (both in light blue). AF Endeavor was specifically designed and sited to serve students from two distinct neighborhoods – Bedford-Stuyvesant and Ft. Greene. Using our students zip codes, the "host district" data here was weighted corresponding to the proportions of our students drawn from the districts serving each of these communities. AF Endeavor's staff was similarly dismayed to see a small decline in this cohort's math assessment results in the school's founding year, and the team is working with teachers and instructional coaches from other Achievement First middle school programs across our network to analyze the results and put in place a plan for ensuring that these students get the interventions and instruction they need to make breakthrough gains next year.

Elm City College Prep – elementary academy

Grades K-3 (growing to K-4)

Founded 2004

Exhibit B-40



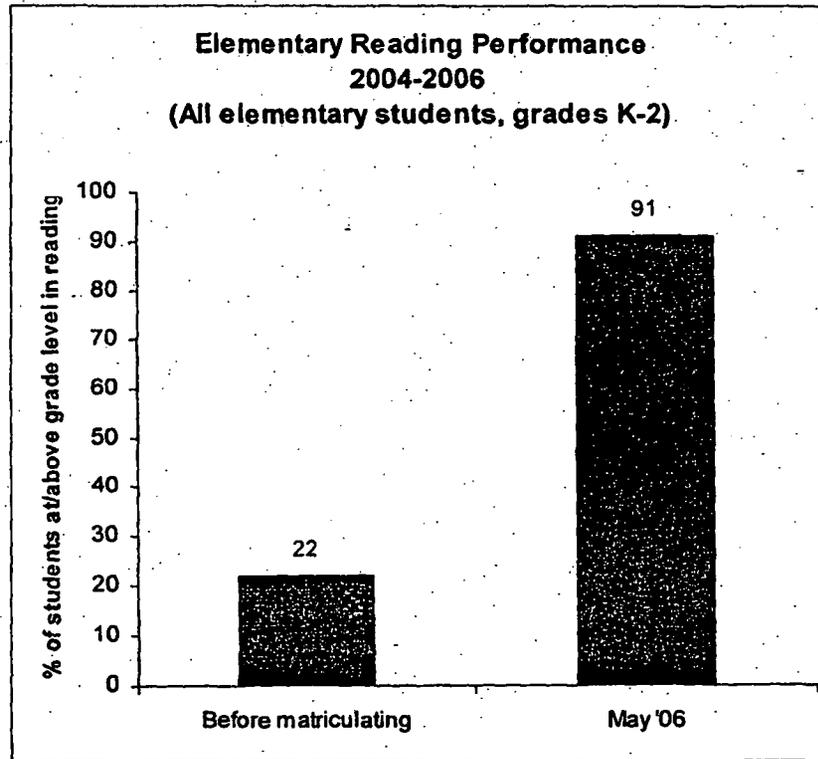
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Elm City College Prep Elementary Performance Reading Performance Gains from 2004 to 2006



The graph above depicts the gains made over time by all students in Elm City College Prep's elementary program on the Diagnostic Reading Assessment (DRA) literacy exam. Of the 154 students, grades K through 2, enrolled in the school for the 2005-2006 school year, only 22% had entered the school reading at or above proficiency. By the end of the 2005-2006 school year, 91% of students were meeting exceeding this bar for their respective grade level!

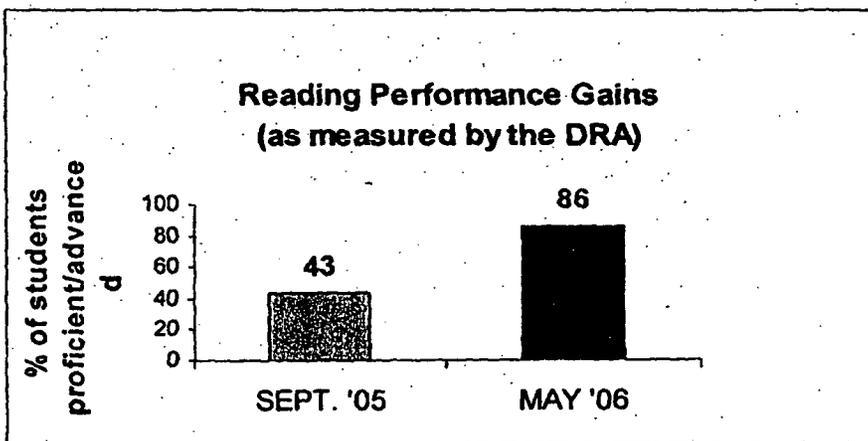
**Achievement First Crown Heights
Charter School – elementary academy
Grades K-2 (growing to K-4)
Founded 2005**



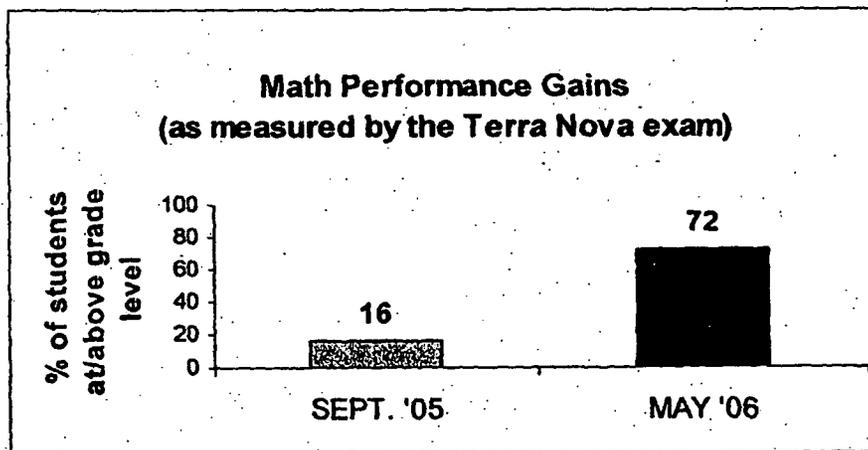
ACHIEVEMENT FIRST

AF Crown Heights Elementary 2006 Results

The graph to the right (top) depicts AF's Crown Heights' kindergarten and 1st-graders' performance on the Diagnostic Reading Assessment (DRA) literacy exam. In the course of the 2005-2006 school year, the percentage of our students reading at proficient or advanced levels doubled.



The graph to the right (bottom) depicts our 1st grade students' results on the TerraNova math skills assessment during the 2005-2006 school year. Students first take the exam at the beginning of 1st grade. In our schools' founding year, these students made remarkable gains, with the percentage of students at our above grade level in math more than quadrupling.



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**Achievement First East New York
Charter School – elementary academy
Grades K-2 (growing to K-4)
Founded 2005**

Exhibit B-44



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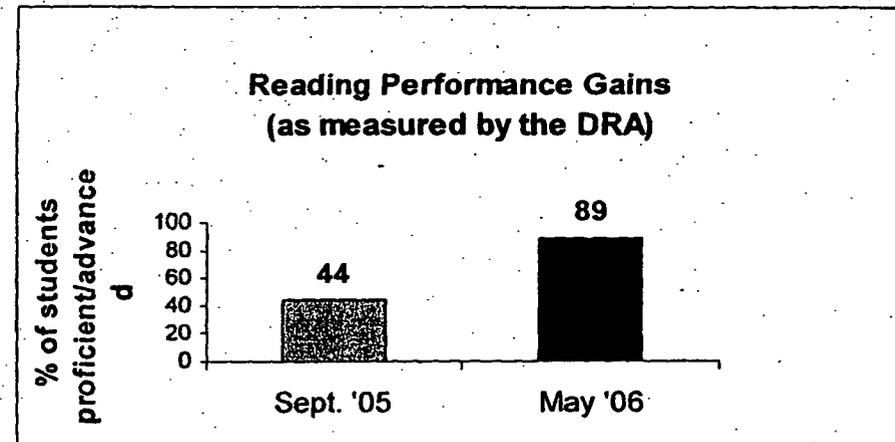
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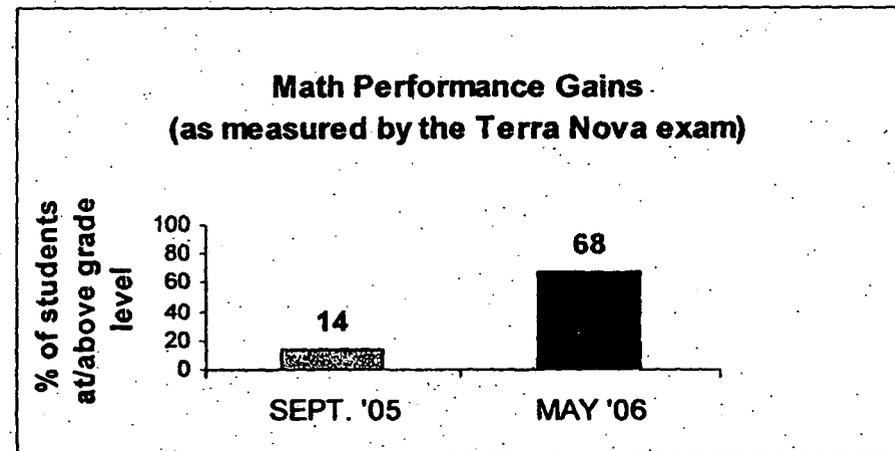
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AF East New York Elementary 2006 Results

The graph to the right (top) depicts AF's East New York's kindergarten and 1st-graders' performance on the Diagnostic Reading Assessment (DRA) literacy exam. In the course of the 2005-2006 school year, the percentage of our students reading at proficient or advanced levels more than doubled.



The graph to the right (bottom) depicts our 1st grade students' results on the TerraNova math skills assessment during the 2005-2006 school year. Students first take the exam at the beginning of 1st grade. In our schools' founding year, these students made remarkable gains, with the percentage of students at our above grade level in math more than quadrupling.



Guide to Curriculum to Standards Crosswalks for Parents and Teachers

August 31, 2005

Dear Parent or Teacher,

Thank you for your interest in Achievement First's Curriculum to Standards Crosswalks, which we hope will prove to be a valuable tool in understanding how AF's curriculum is aligned with New York State's Learning Standards. In this binder, curriculum crosswalks are separated by course category and followed directly by the appropriate NYS standards. Both the crosswalks and standards are further separated by tabbed dividers into three levels: Elementary, Intermediate, and Commencement (i.e., elementary, middle, and high school).

Please note that while the arts crosswalks, for example, are directly followed by the arts standards, the math, science, and technology crosswalks appear in consecutive order followed by the NYS learning standards for mathematics, science, and technology. This is because New York State groups its math, science, and technology standards within a single standards book. Another exception to the basic crosswalks-standards format is the final section of the binder, labeled Career/Occup. Standards (Career Development and Occupational Studies Standards). Because this section's standards and key ideas are so universal, we plan to cover them during instruction in various other subject areas. The Career Development and Occupational Studies standards, therefore, are not paired with their own set of crosswalks.

In order to assist you in using the binder, perhaps a 'walk-through' with an example crosswalk would be helpful. The example below is a portion of the curriculum to standards crosswalk for 5th grade Social Studies. The content column on the left side of the chart divides the curriculum into two major components: 1) Roots of American Identity; Economics; Civics and Citizenship and 2) Geography and World Cultures/Civilizations. Beyond these headings are specific topics that will be covered in the course.

The middle column, labeled "Standards and Key Ideas," directly correlates with the hand-written codes in the NYS standards. In the item "SS1" which appears in bold-face (this example only) in the Standards and Key Ideas column, "SS" stands for social studies, and "1" indicates Standard 1. Beneath "SS1" is "(KI-1)," which stands for Key Idea 1. Directly below, "(KI-2)," which stands for Key Idea 2, is to be read as also correlating to Social Studies Standard 1 (and so on and so forth until "SS4" marks a change in standard number).

5th Grade Social Studies: Curriculum to Standards Crosswalk		
Level: Intermediate		
Course: Social Studies		
<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Roots of American Identity; Economics; Civics and Citizenship</u>	SS1 (KI-1)	a
History Alive! curriculum: Native Americans (origins of, tribes, culture, environment);	(KI-2)	a

European Exploration (reasons for, explorers/discoveries); Settlements in America (names and description);	(KI-3)	b
Colonies (differences and similarities, economy, environment); Slavery (slave trade, Middle Passage, reasons for, life as a slave);	(KI-4)	d
British and American Relations (French and Indian War, laws, ...	SS4 (KI-1)	a, d, g

To see the what the Standard and Key Idea represented by "SSI, (KI-1)" actually mean, simply flip to the tab labeled "Social Studies Standards," find the Intermediate section (grade 5 is an intermediate level), and find the page with the heading "Standard 1." In this case, it will be the first page after the tab (for quick reference, please find this page attached). The first paragraph in the left column of the page begins with a "1." This is Key Idea 1. You will notice that "SSI, (KI-1)" is written to the left of this column. The performance indicators for this Key Idea are hand-labeled with lower case letters below the key idea. These letters appear in the right-most column of the crosswalk, which is labeled "Performance Indicators."

As you browse through the NYS standards, you will see that the hand-written coding is very consistent. Each key idea is labeled with the pertaining standard ("SS2," SS3", etc.) and its own number as a Key Idea (indicated by (KI-1), (KI-2), (KI-3), etc.). This is the prevailing codifying system throughout the binder.

For additional help, each section of crosswalks begins with a brief overview of the section, which includes directions on how to understand the codes in the crosswalks and how they correspond with the hand-written codes in the standards books. Each overview also addresses anything unique about the formatting of the section's crosswalks and standards.

If you have any questions or comments about the Curriculum to Standards Crosswalks, please do not hesitate to contact Achievement First.

Sincerely,

Doug McCurry
Superintendent

Standard 1—History of the United States and New York

Introduction

SI
(I-1)

1. 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. (SS1)(K-2)

2. Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Students:

- a • explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans
- b • interpret the ideas, values, and beliefs contained in the Declaration of Independence and the New York State Constitution and United States Constitution, Bill of Rights, and other important historical documents.

Students:

- a • describe the reasons for periodizing history in different ways
- b • investigate key turning points in New York State and United States history and explain why these events or developments are significant
- c • understand the relationship between the relative importance of United States domestic and foreign policies over time
- d • analyze the role played by the United States in international politics, past and present.

This is evident, for example, when students:

- ▲ explain the ideas embodied in the Declaration of Independence, the United States Constitution, the Bill of Rights, and the New York State Constitution and show how these documents express fundamental and enduring ideas and beliefs
- ▲ describe how massive immigration, forced migration, changing roles for women, and internal migration led to new social patterns and conflicts; and identify ideas of national unity that developed amidst growing cultural diversity. (Adapted from *National Standards for U.S. History*)

This is evident, for example, when students:

- ▲ use demographic information, mapping exercises, photographs, interviews, population graphs, church records, newspaper accounts, and other sources to conduct case studies of particular groups in the history of the State or nation and classify information according to type of activity: social, political, economic, cultural, or religious
- ▲ use a variety of sources to study historic and contemporary events in the United States; investigate different interpretations of the events and identify circumstances of time and place that influence the authors' perspectives (Adapted from *National Standards for U.S. History*)
- ▲ recognize the reasons for periodizing history and know some designations of historical periods; discuss the usefulness of the following periods:
 - Three Worlds and Their Meeting in the Americas (Beginnings to 1607)
 - Colonization, Settlement and Communities (1607 to 1763)
 - The Revolution and the New Nation (1763 to 1815)
 - Expansion and Reform (1801 to 1861)
 - Crisis of the Union: Civil War and Reconstruction (1850 to 1877)
 - The Development of Modern America (1865 to 1920)
 - Modern America and the World Wars (1914 to 1945)
 - Contemporary America (1945 to Present)
 (Taken from *U. S. History Framework for the 1994 National Assessment of Educational Progress*)
- ▲ undertake case studies to research violations of basic civil and human rights and case studies of genocide. Use examples from United States, New York State, and world history. Case studies might include chattel slavery and the Nazi Holocaust. Other civil and human rights violations might focus on the mass starvation in Ireland (1845-50), the forced relocation of Native American Indians, and the internment of Japanese Americans during World War II
- ▲ trace the tension between arguments for United States isolation versus engagement during the following time periods: up to 1941, from 1941-1975, and from 1976 to the present.

STANDARD 1

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Overview for Arts (Music, Visual Art, Dance, and Theater):

In the "Standards and Key Ideas" column of the Arts Curriculum Crosswalks, underlined letter and number combinations stand for Subject Area / Subcategory and Standard. In "A/M1" which appears in the first row of the column "Standards and Key Ideas," "A" stands for Arts, "M" stands for Music, and "1" indicates Standard 1. Beneath "A/M1" is "(KI-1)," which represents Key Idea 1. In the New York State Learning Standards for the arts that follow these crosswalks, Key Ideas and Performance Indicators are hand-labeled. For each level (Elementary, Intermediate, and Commencement), the first Key Idea under Arts Standard 1 (subcategory Music) is labeled "A/M1, (KI-1)" and so on and so forth. Performance Indicators are labeled with lower case letters below the Key Ideas.

Key to Arts Curriculum Crosswalks:

The following codes appear in the "Standards and Key Idea" column of the Arts Curriculum Crosswalks:

Code	Subject / Subcategory	Standard Number	Description of Standard
A/M1	Arts / Music	1	Creating, Performing, and Participating in the Arts
A/M2	Arts / Music	2	Knowing and Using Arts Materials and Resources
A/M3	Arts / Music	3	Responding to and Analyzing Works of Art
A/M4	Arts / Music	4	Understanding the Cultural Dimensions and Contributions of the Arts
A/VA1	Arts / Visual Art	1	Creating, Performing, and Participating in the Arts
A/VA2	Arts / Visual Art	2	Knowing and Using Arts Materials and Resources
A/VA3	Arts / Visual Art	3	Responding to and Analyzing Works of Art
A/VA4	Arts / Visual Art	4	Understanding the Cultural Dimensions and Contributions of the Arts
A/D1	Arts / Dance	1	Creating, Performing, and Participating in the Arts
A/D2	Arts / Dance	2	Knowing and Using Arts Materials and Resources
A/D3	Arts / Dance	3	Responding to and Analyzing Works of Art
A/D4	Arts / Dance	4	Understanding the Cultural Dimensions and Contributions of the Arts
A/T1	Arts / Theater	1	Creating, Performing, and Participating in the Arts
A/T2	Arts / Theater	2	Knowing and Using Arts Materials and Resources
A/T3	Arts / Theater	3	Responding to and Analyzing Works of Art
A/T4	Arts / Theater	4	Understanding the Cultural Dimensions and Contributions of the Arts

Kindergarten Arts: Curriculum to Standards Crosswalk

Level: Elementary

Subject Areas: Music and Visual Art

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<p><u>Music</u></p> <p><u>Elements of Performance</u> Quarter notes and rests; Rhythm and pattern</p> <p><u>Music and Culture:</u> Folk, popular, orchestral, and ethnic music (differences/similarities); Life and music of popular and classical composers (instructor's choice)</p>	<p><u>A/M1</u> (KI-1)</p>	<p>b</p>
	<p><u>A/M2</u> (KI-2)</p>	<p>a</p>
	<p><u>A/M3</u> (KI-3)</p>	<p>a</p>
	<p><u>A/M4</u> (KI-4)</p>	<p>c</p>
<p><u>Visual Art</u></p> <p><u>Elements of Creation:</u> Media: wet and dry Visual basics: color, shape, texture; Painting/Drawing/Sculpture: free form and illustrating ideas/stories;</p> <p><u>Art and Culture:</u> Decorating classroom with artworks</p>	<p><u>A/VA1</u> (KI-1)</p>	<p>a</p>
	<p><u>A/VA2</u> (KI-2)</p>	<p>a</p>

1st Grade Arts: Curriculum to Standards Crosswalk

Level: Elementary

Courses: Music and Visual Art

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<p><u>Music</u></p> <p><u>Elements of Performance</u> Basic notation for quarter notes, eighth notes, and rests; Singing on pitch and in rhythm;</p> <p><u>Music and Culture</u> Appropriate audience behavior; Folk, spiritual, and patriotic music styles (differences/similarities); Life and music of major composers and musicians (instructor's choice)</p>	<p><u>A/M1</u> (KI-1)</p>	<p>b</p>
	<p><u>A/M2</u> (KI-2)</p>	<p>a, b, e</p>
	<p><u>A/M3</u> (KI-3)</p>	<p>a</p>
	<p><u>A/M4</u> (KI-4)</p>	<p>c</p>
<p><u>Visual Art</u></p> <p><u>Elements of Creation:</u> Media: wet and dry; Visual basics: color, shape, texture; Painting/Drawing/Sculpture: free form and illustrating ideas/stories;</p> <p><u>Art and Culture:</u> Aspects of art from other cultures (instructor's choice); Life and work of major artists (instructor's choice)</p>	<p><u>A/VA1</u> (KI-1)</p>	<p>a</p>
	<p><u>A/VA2</u> (KI-2)</p>	<p>c</p>
	<p><u>A/VA3</u> (KI-3)</p>	<p>b</p>
	<p><u>A/VA4</u> (KI-4)</p>	<p>b, c</p>

2nd Grade Arts: Curriculum to Standards Crosswalk

Level: Elementary

Courses: Music and Visual Art

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Music</u> <u>Elements of Performance</u> Musical terms: staff, bar line, measure, and repeat sign; Creating rhythmic and melodic accompaniments to songs (small groups); <u>Music and Culture</u> Personal preferences for specific musical works and styles; Life and music of major composers and musicians (instructor's choice)	A/M1 (KI-1)	b, c
	A/M2 (KI-2)	a, b, e
	A/M3 (KI-3)	a, c
	A/M4 (KI-4)	a, c
<u>Visual Art</u> <u>Elements of Creation:</u> Media: wet and dry; Visual basics: color, shape, texture, line; Painting/Drawing/Sculpture: free form and illustrating ideas/stories; <u>Art and Culture:</u> Mood and meaning in artworks; Careers in visual art; Aspects of art from other cultures (instructor's choice); Life and work of major artists (instructor's choice)	A/VA1 (KI-1)	a, b
	A/VA2 (KI-2)	a, c
	A/VA3 (KI-3)	a, b
	A/VA4 (KI-4)	b, c

3rd Grade Arts: Curriculum to Standards Crosswalk

Level: Elementary

Courses: Music and Visual Art

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Music</u>	<u>A/M1</u> (KI-1)	a, b, c, d
<u>Elements of Performance</u> Intermediate notation; Using classroom instruments competently;	<u>A/M2</u> (KI-2)	a, b, c, d, e, f
<u>Music and Culture:</u> Meaning of lyrics / mood of music; Themes, ideas, feelings, and stories in music; Life and work of major composers and musicians (instructor's choice); Basic dance forms; Careers in music and dance	<u>A/M3</u> (KI-3)	a, c, e
	<u>A/M4</u> (KI-4)	a, b, c
	<u>A/D1</u> (KI-1)	a, b, c
	<u>A/D2</u> (KI-2)	a, b, c
	<u>A/D3</u> (KI-3)	a, b
	<u>A/D4</u> (KI-4)	a, b
<u>Visual Art</u>	<u>A/VA1</u> (KI-1)	a, b, c
<u>Elements of Creation:</u> Media: wet and dry; Visual basics: color, shape, texture, line, value; Painting/Drawing/Sculpture: free form, observational, and illustrative;	<u>A/VA2</u> (KI-2)	a, b, c, d
<u>Art and Culture:</u> Aspects of artwork from other cultures (instructor's choice); Life and work of major artists (instructor's choice); Visual art in theatrical productions (scenery, props, and set design)	<u>A/VA3</u> (KI-3)	a, b
	<u>A/VA4</u> (KI-4)	a, b, c
	<u>A/T1</u> (KI-1)	a, b, c, d
	<u>A/T2</u> (KI-2)	a, c
	<u>A/T3</u> (KI-3)	a, b
	<u>A/T4</u> (KI-4)	a, b

4th Grade Arts: Curriculum to Standards Crosswalk

Level: Elementary

Courses: Music and Visual Art

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Music</u>	<u>A/M1</u> (KI-1)	a, b, c, d, e
<u>Elements of Performance</u>	<u>A/M2</u> (KI-2)	a, b, c, d
Advanced notation;	<u>A/M3</u> (KI-3)	a, b, c, d, e
Expressive musical terms, including crescendo, decrescendo, staccato, legato;	<u>A/M4</u> (KI-4)	a, b, c
Using classroom instruments competently;	<u>A/D1</u> (KI-1)	a, b, c
<u>Music and Culture:</u>	<u>A/D2</u> (KI-2)	a, b, c
African drumming circle;	<u>A/D3</u> (KI-3)	a, b
Distinguishing characteristics of music genres;	<u>A/D4</u> (KI-4)	a, b
Role of music in other cultures (instructor's choice);		
Life and work of major composers and musicians (instructor's choice);		
Intermediate dance forms;		
Careers in music and dance		
<u>Visual Art</u>	<u>A/VA1</u> (KI-1)	a, b, c, d, e
<u>Elements of Creation:</u>	<u>A/VA2</u> (KI-2)	a, b, c, d
Media: wet and dry	<u>A/VA3</u> (KI-3)	a, b, c, d
Visual basics: color, shape, texture, line, value, proportion, perspective;	<u>A/VA4</u> (KI-4)	a, b, c
Painting/Drawing/Sculpture: free form, observational, and illustrative;	<u>A/T1</u> (KI-1)	a, b, c, d, e
<u>Art and Culture:</u>	<u>A/T2</u> (KI-2)	a, b, c, d
Aspects of artwork from other cultures (instructor's choice);	<u>A/T3</u> (KI-3)	a, b, c
Life and work of major artists (instructor's choice);	<u>A/T4</u> (KI-4)	a, b, c
Visual art in theatrical productions (scenery, props, and set design);		
Contemporary art (instructor's choice)		

5th Grade Arts: Curriculum to Standards Crosswalk

Level: Intermediate

Courses: Music, Visual Art, Dance, and Theater

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Music</u> <u>Elements of Performance</u> Scale studies in five keys; Popular and classical repertoire; Instrumental/vocal mastery; <u>Music and Culture:</u> Careers in music; Performances at community events; Latino and African American music; Life and music of major composers and musicians (instructor's choice)	A/M1 (KI-1)	a
	A/M2 (KI-2)	a, e
	A/M3 (KI-3)	b, c
	A/M4 (KI-4)	c
<u>Visual Art</u> <u>Elements of Creation</u> Media: wet and dry Visual basics: line, value, texture, shape, form, space, color; Painting/Drawing/Sculpture: figure, still life, abstract, pattern Color theory: warm and cool colors <u>Art and Culture:</u> Life and work of major artists (instructor's choice)	A/VA1 (KI-1)	a, b
	A/VA2 (KI-2)	a, c
	A/VA3 (KI-3)	b, c
	A/VA4 (KI-4)	a, b

<u>Dance</u> <u>Elements of Performance</u> Classical technique: ballet Modern technique: jazz and hip-hop <u>Dance and Culture:</u> African dance (Guinea and Mali); Life and work of major dancers (instructor's choice)	A/D1 (KI-1)	a, b, c, d
	A/D2 (KI-2)	a, b, c, d
	A/D3 (KI-3)	a, b, c
	A/D4 (KI-4)	a, b, c
<u>Theater</u> <u>Elements of Performance</u> Play-writing: original work or act based on pre-existing play (instructor's choice) Improvisation: games and scenarios Acting: projection, performance, production <u>Theater and Culture:</u> Life and work of major playwrights and actors (instructor's choice)	A/T1 (KI-1)	b, d
	A/T2 (KI-2)	c
	A/T3 (KI-3)	b
	A/T4 (KI-4)	b

6th Grade Arts: Curriculum to Standards Crosswalk

Level: Intermediate

Courses: Music, Visual Art, Dance, and Theater

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Music</u> <u>Elements of Performance</u> Scale studies in five keys; Popular and classical repertoire; Instrumental/vocal mastery; <u>Music and Culture:</u> Careers in music; Performances at community events; Latino and African American music; Life and music of major composers and musicians (instructor's choice)	A/M1 (KI-1)	a
	A/M2 (KI-2)	a, e
	A/M3 (KI-3)	b, c
	A/M4 (KI-4)	c
<u>Visual Art</u> <u>Elements of Creation</u> Media: wet and dry Visual basics: line, value, texture, shape, form, space, color; Painting/Drawing/Sculpture: figure, still life, abstract, pattern Color theory: warm and cool colors <u>Art and Culture:</u> Life and work of major artists (instructor's choice)	A/VA1 (KI-1)	a, b
	A/VA2 (KI-2)	a, c
	A/VA3 (KI-3)	b, c
	A/VA4 (KI-4)	a, b

<u>Dance</u> <u>Elements of Performance</u> Classical technique: ballet Modern technique: jazz and hip-hop <u>Dance and Culture:</u> African dance (Guinea and Mali); Life and work of major dancers (instructor's choice)	A/D1 (KI-1)	a, b, c, d
	A/D2 (KI-2)	a, b, c, d
	A/D3 (KI-3)	a, b, c
	A/D4 (KI-4)	a, b, c
<u>Theater</u> <u>Elements of Performance</u> Play-writing: original work or act based on pre-existing play (instructor's choice) Improvisation: games and scenarios Acting: projection, performance, production <u>Theater and Culture:</u> Life and work of major playwrights and actors (instructor's choice)	A/T1 (KI-1)	b, d
	A/T2 (KI-2)	c
	A/T3 (KI-3)	b
	A/T4 (KI-4)	b

7th Grade Arts: Curriculum to Standards Crosswalk

Level: Intermediate

Courses: Music, Visual Art, Dance, and Theater

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Music</u> <u>Elements of Performance</u> Scale studies in five keys; Popular and classical repertoire; Instrumental/vocal mastery; <u>Music and Culture:</u> Careers in music; Performances at community events; Latino and African American music; Life and music of major composers and musicians (instructor's choice)	A/M1 (KI-1)	a
	A/M2 (KI-2)	a, e
	A/M3 (KI-3)	b, c
	A/M4 (KI-4)	c
<u>Visual Art</u> <u>Elements of Creation</u> Media: wet and dry Visual basics: line, value, texture, shape, form, space, color; Painting/Drawing/Sculpture: still life, figure, abstract, perspective Color theory: the color wheel <u>Art and Culture:</u>	A/VA1 (KI-1)	a, b, c, d, e
	A/VA2 (KI-2)	a, b, c, d
	A/VA3 (KI-3)	a, b, c, d

Careers in visual art, Life and work of major artists (instructor's choice)	A/VA4 (KI-4)	a, b, c
Dance	A/D1 (KI-1)	a, b, c, d
Elements of Performance Classical technique: ballet Modern technique: jazz and hip-hop	A/D2 (KI-2)	a, b, c, d
Dance and Culture: Careers in dance; African dance (Guinea and Mali); Life and work of major dancers (instructor's choice)	A/D3 (KI-3)	a, b, c
	A/D4 (KI-4)	a, b, c
Theater	A/T1 (KI-1)	b, d
Elements of Performance Play-writing: original work or act based on pre-existing play (instructor's choice) Improvisation: games and scenarios Acting: projection, performance, production	A/T2 (KI-2)	c
Theater and Culture: Careers in theater; Life and work of major playwrights and actors (instructor's choice)	A/T3 (KI-3)	b
	A/T4 (KI-4)	b

8th Grade Arts: Curriculum to Standards Crosswalk

Level: Intermediate

Courses: Music, Visual Art, Dance, and Theater

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Music</u> <u>Elements of Performance</u> Scale studies in five keys; Popular and classical repertoire; Instrumental/vocal mastery; <u>Music and Culture:</u> Careers in music; Performances at community events; Latino and African American music; Life and music of major composers and musicians (instructor's choice)	A/M1 (KI-1)	a
	A/M2 (KI-2)	a, e
	A/M3 (KI-3)	b, c
	A/M4 (KI-4)	c
<u>Visual Art</u> <u>Elements of Creation</u> Media: wet and dry Visual basics: line, value, texture, shape, form, space, color; Painting/Drawing/Sculpture: still life, figure, abstract, perspective Color theory: the color wheel <u>Art and Culture:</u>	A/VA1 (KI-1)	a, b, c, d, e
	A/VA2 (KI-2)	a, b, c, d
	A/VA3 (KI-3)	a, b, c, d

<u>Careers in visual art,</u> Life and work of major artists (instructor's choice)	A/VA4 (KI-4)	a, b, c
<u>Dance</u> <u>Elements of Performance</u> Classical technique: ballet Modern technique: jazz and hip-hop <u>Dance and Culture:</u> Careers in dance; African dance (Guinea and Mali); Life and work of major dancers (instructor's choice)	A/D1 (KI-1)	a, b, c, d
	A/D2 (KI-2)	a, b, c, d
	A/D3 (KI-3)	a, b, c
	A/D4 (KI-4)	a, b, c
<u>Theater</u> <u>Elements of Performance</u> Play-writing: original work or act based on pre-existing play (instructor's choice) Improvisation: games and scenarios Acting: projection, performance, production <u>Theater and Culture:</u> Careers in theater; Life and work of major playwrights and actors (instructor's choice)	A/T1 (KI-1)	b, d
	A/T2 (KI-2)	c
	A/T3 (KI-3)	b
	A/T4 (KI-4)	b

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9th Grade Arts: Curriculum to Standards Crosswalk

Level: Commencement (General Education and Major Sequence)

Courses: Music, Visual Arts, Dance, and Theater

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Music</u> <u>Elements of Performance</u> Scale studies in five keys; Popular and classical repertoire; Instrumental/vocal mastery; <u>Music and Culture</u> Careers in music; Performances at community events; Latino and African American music; Life and music of major composers and musicians (instructor's choice)	A/M1 (KI-1)	GE: a, b, c MS: b, f
	A/M2 (KI-2)	GE: a, e MS: b
	A/M3 (KI-3)	GE: a MS: b
	A/M4 (KI-4)	GE: a MS: a
<u>Visual Art</u> <u>Elements of Creation:</u> Media: wet and dry Visual basics: line, value, texture, shape, form space, color; Painting/Drawing/Sculpture: still life, figure, abstract; Color theory: color wheel, warm and cool, mixing colors <u>Art and Culture:</u>	A/VA1 (KI-1)	GE: a, b MS: c, d
	A/VA2 (KI-2)	GE: a MS: a
	A/VA3 (KI-3)	GE: b, d MS: a

Careers in visual art; Life and work of major artists (instructor's choice)	A/VA4 (KI-4)	GE: a MS: b
<u>Dance</u>	A/D1 (KI-1)	GE: a MS: a, b
<u>Elements of Performance</u> Classical technique: ballet Modern technique: jazz and hip-hop	A/D2 (KI-2)	GE: e MS: b, c
<u>Dance and Culture:</u> Careers in dance; Life and work of major choreographers and dancers (instructor's choice)	A/D3 (KI-3)	GE: a MS: a, c
	A/D4 (KI-4)	GE: a, b MS: b
<u>Theater</u>	A/T1 (KI-1)	GE: a, b, c MS: b, d
<u>Elements of Performance</u> Play-writing: act based on pre-existing play (instructor's choice) Improvisation: games and scenarios Acting: projection, performance, production	A/T2 (KI-2)	GE: a, c MS: c
<u>Theater and Culture:</u> Careers in theater; Life and work of major playwrights and actors (instructor's choice)	A/T3 (KI-3)	GE: b MS: b, d
	A/T4 (KI-4)	GE: a, b MS: a

Learning Standards for the Arts at Three Levels

Standard 1: Creating, Performing and Participating in the Arts

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Standard 2: Knowing and Using Arts Materials and Resources

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Standard 3: Responding to and Analyzing Works of Art

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Standard 4: Understanding the Cultural Dimensions and Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Standard 1—Creating, Performing, and Participating in the Arts

Dance Music

/D/
I-1)

1. Students will perform set dance forms in formal and informal contexts and will improvise, create, and perform dances based on their own movement ideas. They will demonstrate an understanding of choreographic principles, processes, and structures and of the roles of various participants in dance productions.

1. Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.

Students:

- identify and demonstrate movement elements and skills (such as bend, twist, slide, skip, hop) (a)
- demonstrate ways of moving in relation to people, objects, and environments in set dance forms (b)
- create and perform simple dances based on their own movement ideas (c).

This is evident, for example, when students:

- ▲ demonstrate the movements of various animals, a cat, a dog, an elephant, a monkey, etc.
- ▲ pretend that they are flowers or plants caught in a wind, moving in groups of two or three to suggest the movement
- ▲ invent a dance based on a children's game, such as, Farmer in the Dell, London Bridge, etc.

Students:

- create short pieces consisting of sounds from a variety of traditional (e.g., tambourine, recorder, piano, voice), electronic (e.g., keyboard), and nontraditional sound sources (e.g., water-filled glasses) (a)
- sing songs and play instruments, maintaining tone quality, pitch, rhythm, tempo, and dynamics; perform the music expressively; and sing or play simple repeated patterns (ostinatos) with familiar songs, rounds, partner songs, and harmonizing parts (b)
- read simple standard notation in performance, and follow vocal or keyboard scores in listening (c)
- in performing ensembles, read very easy/easy music (New York State School Music Association [NYSSMA] level I-II)¹ and respond appropriately to the gestures of the conductor (d)
- identify and use, in individual and group experiences, some of the roles, processes, and actions used in performing and composing music of their own and others (e).

This is evident, for example, when students:

- ▲ improvise a short composition using the black keys on the piano
- ▲ sing familiar rounds and folk songs in a group with good tone, tempo, intonation and rhythm
- ▲ strum on an autoharp a two or three chord progression alone or with others to accompany student singing
- ▲ read and perform standard rhythmic notation on rhythm sticks or other classroom instruments
- ▲ play a simple pattern on a mallet instrument to accompany a familiar song such as Frere Jacques
- ▲ perform a simple piece of music with others in a band, chorus or orchestra
- ▲ conduct other students in performing simple musical pieces.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

¹ The New York State School Music Association (NYSSMA) has developed a standards-based instructional model that can be used to assess student achievement. In the publication entitled *NYSSMA Manual*, the Music Association provides rules, regulations, and graded listings of musical literature as a basis for assessing musical performance by individuals, small groups, or large organizations. The emphasis of the model is on "quality of performance." (NYSSMA 1994, p. XXVII)

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Theatre

A/T 1
(K-I-1)

1. Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.

Students:

- use creative drama to communicate ideas and feelings (a)
- imitate experiences through pantomime, play making, dramatic play, story dramatization, story telling, and role playing (b)
- use language, voice, gesture, movement, and observation to express their experiences and communicate ideas and feelings (c)
- use basic props, simple set pieces, and costume pieces to establish place, time, and character for the participants (d)
- identify and use in individual and group experiences some of the roles, processes, and actions for performing and creating theatre pieces and improvisational drama (e).

This is evident, for example, when students:

- ▲ use a belonging from home as practice in handling simple props and as an experience in evoking feelings in an audience
- ▲ pantomime the action of a narrated story
- ▲ observe the habits of familiar animals and use voice, gesture, body movement to portray the animals to classmates
- ▲ act out a scene from a well-known fairy tale using basic props, simple set pieces and costume pieces
- ▲ use puppets to dramatize an event: create the dialogue, voices and movement of the puppets to convey the story working in small groups.

Visual Arts

1. Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Students:

- experiment and create art works, in a variety of mediums (drawing, painting, sculpture, ceramics, printmaking, video, and computer graphics), based on a range of individual and collective experiences (a)
- develop their own ideas and images through the exploration and creation of art works based on themes, symbols, and events (b)
- understand and use the elements and principles of art (line, color, texture, shape) in order to communicate their ideas (c)
- reveal through their own art work understanding of how art mediums and techniques influence their creative decisions (d)
- identify and use, in individual and group experiences, some of the roles and means for designing, producing, and exhibiting art works (e).

This is evident, for example, when students:

- ▲ paint a picture in tempera or watercolor in which they depict an experience that they recall
- ▲ make a ceramic vessel which they decorate with symbols
- ▲ make a drawing in which they depict three-dimensional space by using overlapping, placement on the picture plane and objects diminishing in size
- ▲ select a medium for a work of art based on their experience with the medium and their desire that it should look a certain way
- ▲ work with others to plan and produce a group art work, such as a mural, an illustrated book, a stage design
- ▲ draw objects from observation and use their imagination to turn those drawings into objects or creatures
- ▲ use the primary colors of pigment (cyan, magenta, yellow) to paint a picture from nature.

Standard 2—Knowing and Using Arts Materials and Resources

Dance Music

1D2
(I-2)

2. Students will know how to access dance and dance-related material from libraries, resource centers, museums, studios, and performance spaces. Students will know various career possibilities in dance and recreational opportunities to dance. Students will attend dance events and participate as appropriate within each setting.

A/MZ
(K-I-2)

2. Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities' music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.

Students:

- demonstrate knowledge of dance resources in video, photography, print, and live performance (a)
- understand the concept of live performance and appropriate conduct (b)
- demonstrate a knowledge of dance-related careers (e.g., dancer, choreographer, composer, lighting designer, historian, teacher) (c).

This is evident, for example, when students:

- ▲ discuss the differences between watching a dance performance on video and watching a live performance
- ▲ talk to a visiting artist (dancer, choreographer, composer, lighting director) about what he/she does.

Students:

- use classroom and nontraditional instruments in performing and creating music (a)
- construct instruments out of material not commonly used for musical instruments (b)
- use current technology to manipulate sound (c)
- identify the various settings in which they hear music and the various resources that are used to produce music during a typical week; explain why the particular type of music was used (d)
- demonstrate appropriate audience behavior, including attentive listening, in a variety of musical settings in and out of school (e)
- discuss ways that music is used by various members of the community (f).

This is evident, for example, when students:

- ▲ use common items (e.g., keys, classroom blinds, measuring sticks) as "found sounds" to improvise a group composition
- ▲ make a shaker from a paper tube to accompany a Native American dance or Latino song
- ▲ change pitch or timbre of a sound on the synthesizer
- ▲ keep a log of locations where they hear music in the community or home
- ▲ exhibit appropriate behavior when listening to music in the school's auditorium
- ▲ describe in class the ways music is used at home and in their community.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Theatre

2. Students will know the basic tools, media, and techniques involved in theatrical production. Students will locate and use school, community, and professional resources for theatre experiences. Students will understand the job opportunities available in all aspects of theatre.

ART 2
(KI-2)

A/NAZ
(KI-2)

Students:

- visit theaters, theatre-related facilities, and/or touring companies to observe aspects of theatrical production (a)
- use the library/media center of their school or community to find story dramatization material or other theatre-related materials and to view videotapes of performances (b)
- attend theatrical performances in their school and demonstrate appropriate audience behavior (c)
- speak with theatre professionals about how they prepare for and perform their jobs (d).

This is evident, for example, when students:

- ▲ visit the high school to observe the rehearsal of a play and participate in a question and answer session with the production staff
- ▲ search the school library for a story suitable to develop into a play
- ▲ discuss and adhere to guidelines for proper behavior when attending a theatrical production, behavior which enhances enjoyment and supports the efforts of the performers
- ▲ prepare interview questions to use in a discussion with a theatre professional.

Visual Arts

2. Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

Students:

- understand the characteristics of various mediums (two-dimensional, three-dimensional, electronic images) in order to select those that are appropriate for their purposes and intent (a)
- develop skills with electronic media as a means of expressing visual ideas (b)
- know about some cultural institutions (museums and galleries) and community opportunities (art festivals) for looking at original art and talking to visiting artists, to increase their understanding of art (c)
- give examples of adults who make their livings in the arts professions (d).

This is evident, for example, when students:

- ▲ use a draw/paint computer program to create graphic images
- ▲ visit a museum and write a short report of what they saw
- ▲ engage a visiting artist in talk about what that artist does, how he/she does it and why.

STANDARD 2

Standard 3—Responding to and Analyzing Works of Art

Dance

Music

103
(I-3)

3. Students will express through written and oral language their understanding, interpretation, and evaluation of dances they see, do, and read about. Students will acquire the critical vocabulary to talk and write about a variety of dance forms.

AIM 3
(KI-3)

Students:

- demonstrate knowledge of words and symbols (kinetic, visual, tactile, aural and olfactory) that describe movement (a)
- express to others their understanding of specific dance performances, using appropriate language to describe what they have seen and heard (b):

This is evident, for example, when students:

- ▲ describe the patterns that they see in a video of a dance, such as, *The March of The Wooden Soldiers*
- ▲ describe the bodily movement that they see in a dance and then imitate it.

3. Students will demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music's content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music.

Students:

- through listening, identify the strengths and weaknesses of specific musical works and performances, including their own and others' (a)
- describe the music in terms related to basic elements such as melody, rhythm, harmony, dynamics, timbre, form, style, etc. (b)
- discuss the basic means by which the voice and instruments can alter pitch, loudness, duration, and timbre (c)
- describe the music's context in terms related to its social and psychological functions and settings (e.g., roles of participants, effects of music, uses of music with other events or objects, etc.) (d)
- describe their understandings of particular pieces of music and how they relate to their surroundings (e).

This is evident, for example, when students:

- ▲ listen to another student's musical composition and identify elements (such as rhythm, harmony, melody) that they liked and disliked
- ▲ describe, using correct terminology, the elements of music (such as timbre, dynamics, form) heard in a musical recording
- ▲ orally identify the meter of a song sung by their classmates
- ▲ demonstrate with a rubber band how to raise and lower pitch
- ▲ write a few sentences on a social function attended (such as a wedding, bar mitzvah, etc.) and how music was used to enhance the function
- ▲ tell how music can set a mood in a particular setting (e.g., "happy" in an amusement park).

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Theatre

Visual Arts

A/T 3
KI-3

3. Students will reflect on, interpret, and evaluate plays and theatrical performances, both live and recorded, using the language of dramatic criticism. Students will analyze the meaning and role of theatre in society. Students will identify ways in which drama/theatre connects to film and video, other arts, and other disciplines.

A/VA 3
(KI-3)

Students:

- discuss their understanding, interpretation, and evaluation of a theatrical performance, using basic theatre terminology (a)
- identify the use of other art forms in theatre productions (b)
- explain the relationship of theatre to film and video (c)

This is evident, for example, when students:

- ▲ view a scene or dramatic reading by their peers and describe the theatrical elements such as setting, character, conflict, etc.
- ▲ discuss how music, dance and the visual arts are used to enhance musical theatre productions
- ▲ compare how live theatre differs from filmed or taped performances.

3. Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

Students:

- explain their reflections about the meanings, purposes, and sources of works of art; describe their responses to the works and the reasons for those responses (a)
- explain the visual and other sensory qualities (surfaces, colors, textures, shape, sizes, volumes) found in a wide variety of art works (b)
- explain the themes that are found in works of visual art and how the art works are related to other forms of art (dance, music, theatre, etc.) (c)
- explain how ideas, themes, or concepts in the visual arts are expressed in other disciplines (e.g., mathematics, science, literature, social studies, etc.) (d)

This is evident, for example, when students:

- ▲ describe what they see in a work of art and tell what they think the work of art is about
- ▲ describe how lines might imply motion, color might convey emotion and size might suggest distance in selected works of art
- ▲ show how pattern can be found in a Mondrian painting and in a familiar song.

STANDARD 3

Standard 4—Understanding the Cultural Dimensions and Contributions of the Arts

Dance

104
KI-4) 4. Students will know dances from many cultures and times and recognize their relationship to various cultural, social, and historic contexts. Students will recognize that dance is performed in many different cultural settings and serves many functions in diverse societies.

Students:

- identify basic dance movements that are typical of the major world cultures (a)
- explain the settings and circumstances in which dance is found in their lives and those of others, both past and present (b).

This is evident, for example, when students:

- ▲ discuss the dance forms of the Plains Indians
- ▲ explain the role that dance plays in their community (e.g., weddings, proms, festivals).

Music

AMH
(KI-4) 4. Students will develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of the world and their manifestations in the United States. Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.

Students:

- identify when listening, and perform from memory, a basic repertoire of folk songs/dances and composed songs from the basic cultures that represent the peoples of the world (a)
- identify the titles and composers of well-known examples of classical concert music and blues/jazz selections (b)
- identify the primary cultural, geographical, and historical settings for the music they listen to and perform (c).

This is evident, for example, when students:

- ▲ sing folk music common to a period of history in the United States
- ▲ recognize and identify some simple pieces of music such as the tango, march and waltz and name the countries and composers most associated with the selections
- ▲ record in a log the folksongs sung in class along with the country of origin
- ▲ In music class make a pin map which shows the country of origin of folksongs and recordings.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Theatre

ART 4
(KI-4)

4. Students will gain knowledge about past and present cultures as expressed through theatre. They will interpret how theatre reflects the beliefs, issues, and events of societies past and present.

AVVA 4
(KI-4)

Students:

- dramatize stories and folk tales from various cultures (a)
- engage in drama/theatre activities including music, dance, and games which reflect other cultures and ethnic groups (b)
- discuss how classroom theatre activities relate to their lives (c).

This is evident, for example, when students:

- ▲ read a folk tale in which animals play important roles; improvise being animals, comparing and contrasting the "cultures" of animals and human beings
- ▲ attend a community ethnic festival to learn about a particular culture, then share dances, songs and games learned at the festival with another class at school
- ▲ discuss responses to a theatrical performance explaining what ideas and feelings were conveyed and why the audience sympathized or was displeased with the main character.

Visual Arts

4. Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.

Students:

- look at and discuss a variety of art works and artifacts from world cultures to discover some important ideas, issues, and events of those cultures (a)
- look at a variety of art works and artifacts from diverse cultures of the United States and identify some distinguishing characteristics (b)
- create art works that show the influence of a particular culture (c).

This is evident, for example, when students:

- ▲ examine the Spanish style of architecture of the Southwest and describe the ways in which that architecture differs from architecture in New England used for the same purposes
- ▲ discuss the ways in which the depiction of space differs in Egyptian art with the way it is depicted in Renaissance art and conjecture about the reasons for the differences
- ▲ study the style of the Australian Aboriginal art and create a work using that style but expressing their own ideas about nature and animals.

Standard 1—Creating, Performing, and Participating in the Arts

Language Arts

Dance

Music

4/D1
:KI-1)

1. Students will perform set dance forms in formal and informal contexts and will improvise, create, and perform dances based on their own movement ideas. They will demonstrate an understanding of choreographic principles, processes, and structures and of the roles of various participants in dance productions.

A/M1
(KI-1)

1. Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.

Students:

- know and demonstrate a range of movement elements and skills (such as balance, alignment, elevation, and landing) and basic dance steps, positions, and patterns (a)
- dance a range of forms from free improvisation to structured choreography (b)
- create or improvise dance phrases, studies, and dances, alone and/or in collaboration with others, in a variety of contexts (c)
- demonstrate the ability to take various roles in group productions and performances (d).

This is evident, for example, when students:

- ▲ invent a dance built on at least three different dance steps that creates a pattern and that moves throughout a given space
- ▲ select a word or phrase at random from a pile of cards and improvise a movement to express the idea of the word or phrase; others in the class interpret what the dancer is expressing
- ▲ take on one of the roles in a class dance production, i.e., choreographer, lighting, costuming, etc.

Students:

- compose simple pieces that reflect a knowledge of melodic, rhythmic, harmonic, timbral, and dynamic elements (a)
- sing and/or play, alone and in combination with other voice or instrument parts, a varied repertoire of folk, art, and contemporary songs, from notation, with a good tone, pitch, duration, and loudness (b)
- improvise short musical compositions that exhibit cohesiveness and musical expression (c)
- in performing ensembles, read moderately easy/moderately difficult music (NYSSMA level III-IV) and respond appropriately to the gestures of the conductor (d)
- identify and use, in individual and group experiences, some of the roles, processes, and actions for performing and composing music of their own and others, and discuss ways to improve them. e

This is evident, for example, when students:

- ▲ compose a melody that reflects the mood of a four line poem and exhibits knowledge of the basic elements of music (e.g., rhythm and melody)
- ▲ sing with classmates a number of songs including folk, art and contemporary
- ▲ improvise on a violin a four measure phrase that is cohesive and expressive
- ▲ perform moderately easy music (NYSSMA level 2 or 3) on an instrument in a band
- ▲ conduct peers through a choral warm-up piece.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Theatre Visual Arts

PI
(I-1)

1. Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.

1. Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Students:

- use improvisation and guided play writing to communicate ideas and feelings (a)
- imitate various experiences through pantomime, play making, dramatic play, story dramatization, storytelling, role playing, improvisation and guided play writing (b)
- use language, voice, gesture, movement and observation to create character and interact with others in improvisation, rehearsal, and performance (c)
- create props, scenery, and costumes through individual and group effort (d)
- identify and use, in individual and group experiences, some of the roles, processes, and actions for performing and creating theatre pieces and improvisational drama within the school/community, and discuss ways to improve them (e).

Students:

- produce a collection of art works, in a variety of mediums, based on a range of individual and collective experiences (a)
- know and use a variety of sources for developing and conveying ideas, images, themes, symbols, and events in their creation of art (b)
- use the elements and principles of art to communicate specific meanings to others in their art work (c)
- during the creative process, reflect on the effectiveness of selected mediums or techniques to convey intended meanings (d)
- identify and use, in individual and group experiences, some of the roles and means for designing, producing, and exhibiting art works and discuss ways to improve them (e).

This is evident, for example, when students:

- ▲ develop a point of view on an issue then use improvisation to convey that point of view to an audience
- ▲ recall or observe a simple action or moment, such as shopping for a pair of shoes, cooking from a recipe, typing a letter, and imitate the experience through pantomime
- ▲ create and act out character charades by using a prop (e.g., hats) so specific to the character that they indicate what/who the character is (age, gender, occupation)
- ▲ select an appropriate scene to perform for a younger class; devise the props, costumes and set pieces and rehearse and perform the piece
- ▲ suggest the role conflict plays in drama; write scenes with and without a conflict; discuss the differences.

This is evident, for example, when students:

- ▲ research various architectural elements and design a building based on their research and on their plan for its use
- ▲ develop an image that is appropriate for a lino cut, transfer it to the linoleum and print it using more than one color
- ▲ develop a painting from their drawing of a still-life focusing on composition and color value
- ▲ research the style of a selected sculptor and design a work based on that style but expressing the students' ideas.

STANDARD 1

Standard 2—Knowing and Using Arts Materials and Resources

Dance Music

VDZ
KI-2)

2. Students will know how to access dance and dance-related material from libraries, resource centers, museums, studios, and performance spaces. Students will know various career possibilities in dance and recreational opportunities to dance. Students will attend dance events and participate as appropriate within each setting.

A/MZ
(KI-2)

Students:

- demonstrate knowledge of sources for understanding dance technologies: live, print, video, computer, etc. (a)
- demonstrate knowledge of how human structure and function affect movement in parts of dances and dances that they know or have choreographed (b)
- demonstrate knowledge of audience/performer responsibilities and relationships in dance (c)
- demonstrate knowledge of differences in performance venue and the events presented in each (d).

This is evident, for example, when students:

- ▲ plan an appropriate venue for a dance they have developed
- ▲ use the computer or video to examine dance routines.

2. Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities' music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.

Students:

- use traditional or nontraditional sound sources, including electronic ones, in composing and performing simple pieces (a)
- use school and community resources to develop information on music and musicians (b)
- use current technology to create, produce and record/playback music (c)
- identify a community-based musical interest or role and explain the skills, knowledge, and resources necessary to pursue the interest or adopt the role (d)
- demonstrate appropriate listening and other participatory responses to music of a variety of genres and cultures (e)
- investigate some career options related to their musical interests (f).

This is evident, for example, when students:

- ▲ use their voices, traditional instruments, or "found sounds" to create a sound composition which is appropriate for a holiday (e.g., Halloween)
- ▲ collect and catalogue the concerts scheduled in their community for an upcoming month
- ▲ prepare a solo for performance, use library materials at school or in the community to write a short paper on the composer of a solo work they are preparing
- ▲ use a stereo cassette recorder and microphones to record a group composition of their peers and play it back in class
- ▲ describe, in their log, a variety of community musical opportunities in which students may participate
- ▲ discover and report to the instrumental class lesson what skills are necessary to participate in the regional youth orchestra
- ▲ exhibit proper audience behavior when attending a concert given by professional musicians
- ▲ determine and record in the log what education and training are needed to become one of the following—a composer, arranger, professional musician, or other occupation associated with music.

Key Ideas are identified by numbers (1).
 Performance Indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Theatre Visual Arts

T-2
I-2)

2. Students will know the basic tools, media, and techniques involved in theatrical production. Students will locate and use school, community, and professional resources for theatre experiences. Students will understand the job opportunities available in all aspects of theatre.

A/AZ
CKI-2)

2. Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

Students:

- visit theatre technology facilities, including the local high school facility, and interact with professionals and theatre students to learn about theatre technology (e.g., lighting, staging, sound, etc.) (a)
- use the school or community library/media centers and other resources to develop information on various theatre-related topics (b)
- know about local theatrical institutions, attend performances in school and in the community, and demonstrate appropriate audience behavior (c)
- discuss vocations/avocations with theatre professionals and identify the skills and preparation necessary for theatre vocations/avocations (d).

This is evident, for example, when students:

- ▲ visit the high school to discover how a lighting system works by participating in hands-on workshop experience with a lighting technician
- ▲ research various theatre history time periods in the library and on the computer internet to compile a class booklet on theatre history
- ▲ prepare a bulletin board with information about local school, college and community theatres including production schedules and student reviews of productions
- ▲ interview various theatre technology artists and report to the class on the preparation necessary to be trained for these careers.

Students:

- develop skills with a variety of art materials and competence in at least one medium (a)
- use the computer and other electronic media as designing tools and to communicate visual ideas (b)
- take advantage of community opportunities and cultural institutions to learn from professional artists, look at original art, and increase their understanding of art (c)
- understand the variety of careers related to the visual arts and the skills necessary to pursue some of them (d).

This is evident, for example, when students:

- ▲ mix paint in a range of shades and tints and apply the paint to their work with skill
- ▲ use the computer to develop an idea for a project with sculpture
- ▲ visit a museum and look at an original work of art and discuss the differences between the original and the reproduction
- ▲ use the Internet to explore images of public art.

STANDARD 2

Standard 3—Responding to and Analyzing Works of Art

Intermediate

Dance

Music

ND3
(KI-3)

3. Students will express through written and oral language their understanding, interpretation, and evaluation of dances they see, do, and read about. Students will acquire the critical vocabulary to talk and write about a variety of dance forms.

AVM3
(KI-3)

3. Students will demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music's content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music.

Students:

- demonstrate knowledge of the technical language used in discussing dance performances (a)
- demonstrate knowledge of choreographic principles and processes (b)
- express to others their understanding of specific dance performances, including perceptions, descriptions, analyses, interpretations, and evaluations (c).

Students:

- through listening, analyze and evaluate their own and others' performances, improvisations, and compositions by identifying and comparing them with similar works and events (a)
- use appropriate terms to reflect a working knowledge of the musical elements (b)
- demonstrate a basic awareness of the technical skills musicians must develop to produce an aesthetically acceptable performance (c)
- use appropriate terms to reflect a working knowledge of social-musical functions and uses (appropriate choices of music for common ceremonies and other events) (d)
- use basic scientific concepts to explain how music-related sound is produced, transmitted through air, and perceived (e)
- use terminology from music and other arts to analyze and compare the structures of musical and other artistic and literary works (f).

This is evident, for example, when students:

- ▲ write a short review of a high school dance performance
- ▲ after viewing a video of a dance they compare their interpretations with others in the group.

This is evident, for example, when students:

- ▲ listen to two musical compositions on the same theme (e.g., celebrating a holiday) and point out similarities and differences
- ▲ compare and contrast his/her performance of a solo with that of a professional recording
- ▲ accurately describe the musical elements employed in an original composition or one written by peers
- ▲ describe a technique (e.g., correct hand position or relaxed jaw) that will improve their tone in playing or singing
- ▲ plan a social event and list the music (or musicians) that would support the occasion
- ▲ use garden hoses (or other tubing) of differing lengths to demonstrate how the lengths affect pitch
- ▲ suggest some classical pieces of music that may accompany a show of student art work or poetry and specify why the selections were chosen.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Theatre Visual Arts

T3
(I-3)
3. Students will reflect on, interpret, and evaluate plays and theatrical performances, both live and recorded, using the language of dramatic criticism. Students will analyze the meaning and role of theatre in society. Students will identify ways in which drama/theatre connects to film and video, other arts, and other disciplines.

Students:

- use the techniques and vocabulary of theatre criticism, both written and oral, to discuss theatre experiences and improve individual and group performances (a)
- examine and discuss the use of other art forms in a theatre production (b)
- explain how drama/theatre experiences relate to other literary and artistic events (c).

This is evident, for example, when students:

- ▲ direct a group of their peers and give specific recommendations for improving a small group performance
- ▲ design a set, develop costumes or write a song for a scene of a play and explain why the project is appropriate
- ▲ compare and contrast a dramatic reading and a silent reading of a particular passage.

3. Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

Students:

- discuss and write their analyses and interpretations of their own works of art and the art of others, using appropriate critical language (a)
- identify, analyze, and interpret the visual and sensory characteristics that they discover in natural and human-made forms (b)
- compare the ways ideas and concepts are communicated through visual art with the various ways that those ideas and concepts are manifested in other art forms (c).
- compare the ways ideas, themes, and concepts are communicated through the visual arts in other disciplines, and the various ways that those ideas, themes, and concepts are manifested within the discipline (d).

This is evident, for example, when students:

- ▲ write an interpretation of Horace Pippin's *Damino Players* after class analysis of the images and composition
- ▲ discuss the way in which the black and white and gray of the painting enhances the meaning of Picasso's *Guerinca*
- ▲ analyze the engineering skills and the political skills, in addition to his artistic vision that the artist, Christo, needed in order to complete the *Wrapping Of The Reich Stag* in 1995.

STANDARD 3

Standard 4—Understanding the Cultural Dimensions and Contributions of the Arts

Dance Music

A/D 4
(KI-4)

4. Students will know dances from many cultures and times and recognize their relationship to various cultural, social, and historic contexts. Students will recognize that dance is performed in many different cultural settings and serves many functions in diverse societies.

A/MH
(KI-4)

Students:

- identify the major dance forms of specific world cultures past and present (a)
- identify some of the major dance artists from diverse cultures (b)
- show how specific dance forms are related to the culture from which they come (c).

This is evident, for example, when students:

- ▲ attend a dance performance of an ethnic group and describe the characteristics of that dance
- ▲ discuss dance as ritual in an African group
- ▲ research the dance forms of the ethnic group from which they come or the dance forms of their teenage culture
- ▲ create a sequence and dance after investigating poems from Africa, India, Asia and South America to discover their rhythmic and metric structure.

4. Students will develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of the world and their manifestations in the United States. Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.

Students:

- identify the cultural contexts of a performance or recording and perform (with movement, where culturally appropriate) a varied repertoire of folk, art, and contemporary selections from the basic cultures that represent the peoples of the world (a)
- identify from a performance or recording the titles and composers of well-known examples of classical concert music and blues/jazz selections (b)
- discuss the current and past cultural, social, and political uses for the music they listen to and perform (c)
- in performing ensembles, read and perform repertoire in a culturally authentic manner (d).

This is evident, for example, when students:

- ▲ compile a list of listening selections categorized by countries or cultures of the world
- ▲ identify, from listening selections, different forms of jazz including blues, Dixieland, boogie woogie, modern, and cool. Name musicians associated with each of the Jazz forms
- ▲ discuss how work songs have helped workers during their labors
- ▲ after hearing a professional recording of a Sousa march, identify important stylistic concerns and discuss how to apply them in their own performance.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Theatre

Visual Arts

7-4
[-4)

4. Students will gain knowledge about past and present cultures as expressed through theatre. They will interpret how theatre reflects the beliefs, issues, and events of societies past and present.

Students:

- improvise scenes based on information about various cultures (a)
- create intercultural celebrations using props, settings, and costumes (b)
- explain how drama/theatre experiences relate to themselves and others (c).

This is evident, for example, when students:

- ▲ explore a ritual within a culture which marks a "rite of passage," then improvise a performance which marks an important event in the students' own lives
- ▲ create a Native American Festival representing various tribes and demonstrate the cultural indicators of each tribe e.g., rituals, costume, governmental structure, family life, etc.)
- ▲ explain how a dramatic performance on video or film depicts a feeling or event they may have experienced.

4. Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.

Students:

- demonstrate how art works and artifacts from diverse world cultures reflect aspects of those cultures (a)
- demonstrate the ways in which some particular art works and artifacts reflect important aspects of the diverse cultures of the United States (b)
- create art works that reflect a particular historical period of a culture (c).

This is evident, for example, when students:

- ▲ research the totems and other artifacts of the Northwest Indians and discuss how those images are connected with their rituals and their beliefs about family and clan
- ▲ look at traditional Japanese art and identify its visual characteristics
- ▲ examine the patterns of Mexican textiles and create a work in which they invent a pattern based on those ideas.

STANDARD 4

Standard 1—Creating, Performing, and Participating in the Arts

Curriculum of Creative Education

Dance

Music

A/DI
(KI-1)

1. Students will perform set dance forms in formal and informal contexts and will improvise, create, and perform dances based on their own movement ideas. They will demonstrate an understanding of choreographic principles, processes, and structures and of the roles of various participants in dance productions.

A/MI

1. Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.

Students:

- perform movements and dances that require demonstration of complex steps and patterns as well as an understanding of contextual meanings (a)
- create dance studies and full choreographies based on identified and selected dance movement vocabulary (b)
- apply a variety of choreographic processes and structures as appropriate to plan a duet or ensemble performance (c).

This is evident, for example, when students:

- ▲ perform a dance which is student choreographed using an excerpt from a selected contemporary piece of music
- ▲ develop the choreography for a duet and plan the rehearsal program to achieve the dance
- ▲ view a dance company's practice sessions, observe how the dancers develop and integrate their movements and expressions for their own piece and in concert with the other dancers, and then analyze and describe the process
- ▲ work as part of a group to research a particular style of dance, develop and create choreography based on that research, and then perform the piece as an ensemble.

Students:

- compose simple pieces for at least two mediums, including computers (MIDI) and other electronic instruments. (Pieces may combine music with other art forms such as dance, theatre, visual arts, or film/video.) (a)
- sing and/or play recreational instruments accurately, expressively, and with good tone quality, pitch, duration, loudness, technique, and (singing) diction (b)
- use common symbols (notation) to perform music on recreational instruments (c)
- identify and describe the roles, processes, and actions needed to produce professional concerts and musical theatre productions (d)
- explain the commercial-music roles of producer, recordist, public relations director, recording company executive, contractor, musicians, union officials, performers, etc. (e)

This is evident, for example, when students:

- ▲ compose a 32 bar musical piece with a simple melody and appropriate harmony on an electronic keyboard or piano
- ▲ play a guitar with acceptable tone quality, good technique and correct rhythm to accompany a song
- ▲ play on a dulcimer an eight measure melody based on a familiar folk song
- ▲ participate in a concert production as a performer, composer/arranger, program annotator, music librarian, stage hand, etc.
- ▲ write a short narrative after interviewing a local commercial music person about their career activities.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Theatre

Visual Arts

71
:I-1)

1. Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. (KS-1) Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.

Students:

- write monologues and scenes to communicate ideas and feelings (a)
- enact experiences through pantomime, improvisation, play writing, and script analysis (b)
- use language, techniques of sound production (articulation, enunciation, diction, and phrasing), techniques of body, movement, posture, stance, gesture, and facial expression and analysis of script to personify character(s); interact with others in improvisation, rehearsal, and performance; and communicate ideas and feelings (c)
- design and build props, sets, and costumes to communicate the intent of the production (d)
- make acting, directing, and design choices that support and enhance the intent of the class, school, and/or community productions (e).

This is evident, for example, when students:

- ▲ write and perform an original monologue which expresses a struggle over a decision of whether to engage in a particular activity with peers
- ▲ select an example of visual art (paintings, reproductions, photographs, postcards); study the visual art for setting, mood, and characterization; and improvise a scene ending in a tableau
- ▲ perform a reader's theatre piece concentrating on voice and gestures to convey nuances of character, mood and meaning
- ▲ create a floor plan of a set design for a play
- ▲ assume various roles of theatrical personnel, both onstage and backstage, to assure the success of a school production.

1. Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

Students:

- create a collection of art work, in a variety of mediums, based on instructional assignments and individual and collective experiences to explore perceptions, ideas, and viewpoints (a)
- create art works in which they use and evaluate different kinds of mediums, subjects, themes, symbols, metaphors, and images (b)
- demonstrate an increasing level of competence in using the elements and principles of art to create art works for public exhibition (c)
- reflect on their developing work to determine the effectiveness of selected mediums and techniques for conveying meaning and adjust their decisions accordingly (d).

This is evident, for example, when students:

- ▲ do a series of drawings of posed figures and then incorporate one or more of those figures into a painting to express a specific theme
- ▲ use one medium or technique in more than two works to indicate their skill with that medium or technique
- ▲ develop an idea for a work of art, research the various ways in which that idea has been expressed by other artists and at other times, select the appropriate medium or technique for that work and complete the work
- ▲ produce a computer generated design in which they use their understanding of composition, color, line, space.

STANDARD 1

Standard 1—Creating, Performing, and Participating in the Arts

Communicated by the New York State Education Department

Dance

Music

1. Students will perform set dance forms in formal and informal contexts and will improvise, create, and perform dances based on their own movement ideas. They will demonstrate an understanding of choreographic principles, processes, and structures and of the roles of various participants in dance productions.

In addition to the General Education performance indicators, students:

- use a variety of sources to find dance ideas (a)
- select dance structures for use in choreographic projects (b)
- perform dances requiring use of more sophisticated performance elements such as dynamics, phrasing, musicality, expression (c)
- use a variety of choreographic approaches with any number of dancers, props, and performance spaces (d)
- demonstrate ability to work effectively as dancer, choreographer, director, costumer, lighting designer, manager (e).

This is evident, for example, when students:

- ▲ select dance structures based on traditional forms and choreograph them into a dance, selecting the music
- ▲ create a dance appropriate for elementary school children and instruct the children in bodily movements and dance vocabulary
- ▲ prepare and perform a dance recital which shows a high level of expression, dynamics, musicality and phrasing
- ▲ create and develop audition pieces that demonstrate knowledge of high level choreographic principles
- ▲ arrange, prepare and audition for dance companies, participating in the process with poise and professionalism
- ▲ interpret an existing piece of choreography through reflection (e.g., journal writing) and a uniquely personal approach to performance.

1. Students will compose original music and perform music written by others. They will understand and use the basic elements of music in their performances and compositions. Students will engage in individual and group musical and music-related tasks, and will describe the various roles and means of creating, performing, recording, and producing music.

In addition to the General Education performance indicators, students:

- compose a collection of works for wind, string, percussion, vocal, keyboard, or electronic media that demonstrates an understanding and application of the musical elements and music-related technology (a)
- monitor and adjust their performance and compositional techniques, identifying strengths and areas for improvements (b)
- improvise and arrange extended musical compositions that exhibit cohesiveness and musical expression (c)
- in choral and instrumental ensembles, read difficult/very difficult music (NYSSMA level V or VI); exhibit independent control over tone quality, intonation, rhythm, dynamics, balance, blend, expression, and articulation; and respond appropriately to the gestures of the conductor (d)
- adopt at least two of the roles they identify as needed (composer, arranger, copyist, conductor, performer, announcer, instrument maker or provider, program annotator, recordist) to produce the performance of a musical composition in the classroom (e)
- in performing groups, produce musical performances by peer-led small ensembles and sections of larger ensembles (f).

This is evident, for example, when students:

- ▲ compose a one movement work for his /her own instrument or voice that demonstrates knowledge of the elements of music and compositional techniques
- ▲ describe the strengths and weaknesses of their performance in a music journal
- ▲ show improvement over time by recording multiple performances of a musical composition on an audiotape
- ▲ improvise and/or arrange a popular song for the school jazz band or show choir
- ▲ play his/her instrument exhibiting control of tone quality, technique, etc., when playing alone or in a performing organization
- ▲ perform a solo or duet at a NYSSMA evaluation festival
- ▲ write about the composer of a standard piece of music while he/she is learning to perform the work
- ▲ work with peers to produce a recital for friends and parents
- ▲ through a peer group rehearsal improve a section of a large group musical performance.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

Theatre

Visual Arts

T1
I-1)

1. Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.

1. Students will make works of art that explore different kinds of subject matter, topics, themes, and metaphors. Students will understand and use sensory elements, organizational principles, and expressive images to communicate their own ideas in works of art. Students will use a variety of art materials, processes, mediums, and techniques, and use appropriate technologies for creating and exhibiting visual art works.

In addition to the General Education performance indicators, students:

- write plays to communicate their ideas and feelings (a)
- collaborate in the development of original works which reflect life experiences (b)
- use vocal, movement, and body techniques to create complex characters in monologues, oral interpretation, and scene study (c)
- create props, scenery, and costumes for different styles of plays (d)
- carry out acting, directing, and design choices which support and enhance the intent of a production (e).

In addition to the General Education performance indicators, students:

- produce comprehensive and well organized commencement portfolios of their work (a)
- reveal through their work a broad investigation of a variety of individual ideas and at least one theme explored imaginatively and in depth (b)
- give evidence that they have developed an emerging personal style (c)
- use selected mediums and techniques and select the most appropriate mediums and techniques to communicate their ideas (d).

This is evident, for example, when students:

- ▲ write a play to submit for a student playwrighting competition (e.g., Very Special Arts) following competition guidelines
- ▲ use improvisation to discover issues of concern for teenagers and develop original pieces into script format
- ▲ use oral interpretation to convey the nuances of character and feeling in a student selected narrative poem
- ▲ select an absurdist piece (e.g., a Pinter or Albee play) to produce which highlights sophisticated levels of theatrical understanding
- ▲ participate in an internship in theatre technology or business management with a local college, community or professional theatre production.

This is evident, for example, when students:

- ▲ produce a portfolio with at least ten completed works, together with sketches, notes and research that were used in the development of those works
- ▲ include in their portfolios drawings which show their ability to draw from observation and from their imagination
- ▲ include in their portfolios one example of a work which was student generated, researched and developed
- ▲ use electronic imaging (film, computers, video, cd/rom, etc.) to create individual images.

STANDARD 1

Standard 2—Knowing and Using Arts Materials and Resources

Dance Music

A/02
(K-2)

2. Students will know how to access dance and dance-related material from libraries, resource centers, museums, studios, and performance spaces. Students will know various career possibilities in dance and recreational opportunities to dance. Students will attend dance events and participate as appropriate within each setting.

A/M 2
(K-2)

2. Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities' music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.

Students:

- use dance technologies without significant supervision (a)
- are familiar with techniques of research about dance (b)
- know about regional performance venues which present dance and how to purchase tickets and access information about events (c)
- know about educational requirements of dance-related careers (d)
- identify major muscles and bones and how they function in dance movement (e).

Students:

- use traditional, electronic, and nontraditional media for composing, arranging, and performing music (a)
- describe and compare the various services provided by community organizations that promote music performance and listening (b)
- use print and electronic media, including recordings, in school and community libraries to gather and report information on music and musicians (c)
- identify and discuss the contributions of local experts in various aspects of music performance, production, and scholarship (d)
- participate as a discriminating member of an audience when listening to performances from a variety of genres, forms, and styles (e)
- understand a broad range of career opportunities in the field of music, including those involved with funding, producing, and marketing musical events (f).

This is evident, for example, when students:

- ▲ select the appropriate dance technologies for a given performance
- ▲ know about the role that muscles play in dance and practice correct stretching exercises
- ▲ attend a regional dance performance and report to the class about it
- ▲ compile an ongoing calendar of community dance events and share this information with other students and the broader community through the broadcast media, publications, or on-line
- ▲ attend a variety of dance performances and keep a journal/file of the obvious differences and similarities
- ▲ gather information, through research and interviews, about dance-related careers and professional training, and establish a file for use and contributions by other students
- ▲ research and compare and contrast the movement and functions of muscles and bones in dance and other physical activities, such as tennis, swimming, etc.

This is evident, for example, when students:

- ▲ use an electronic keyboard and computer to compose and print out a sixteen measure composition
- ▲ report to the class on a major musical organization in the community and its schedule of performances for the school year
- ▲ present a detailed oral report to the class based on information gathered at the local library on a musician and his life which includes recordings of some of the composer's compositions
- ▲ gather information about stereo systems from a local electronics dealer
- ▲ attend two different concerts and note similarities, differences and personal reactions in their log
- ▲ research and write a report on a musical career.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Theatre

Visual Arts

12
I-2)

2. Students will know the basic tools, media, and techniques involved in theatrical production. Students will locate and use school, community, and professional resources for theatre experiences. Students will understand the job opportunities available in all aspects of theatre.

ANA2
C I-2)

2. Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

Students:

- use theatre technology skills and facilities in creating a theatrical experience (a)
- use school and community resources, including library/media centers, museums and theatre professionals, as part of the artistic process leading to production (b)
- visit local theatrical institutions and attend theatrical performances in their school and community as an individual and part of a group (c)
- understand a broad range of vocations/avocations in performing, producing, and promoting theatre (d).

This is evident, for example, when students:

- ▲ read and follow a lighting plot for a production, handling and focusing lighting instruments properly
- ▲ read a script for a production, then complete pictorial research on the costuming and accessories of the time period before designing costumes
- ▲ write a short review of a local community performance for publication in the school newspaper
- ▲ create a publicity campaign for the high school production.

Students:

- select and use mediums and processes that communicate intended meaning in their art works, and exhibit competence in at least two mediums (a)
- use the computer and electronic media to express their visual ideas and demonstrate a variety of approaches to artistic creation (b)
- interact with professional artists and participate in school- and community-sponsored programs by art organizations and cultural institutions (c)
- understand a broad range of vocations/avocations in the field of visual arts, including those involved with creating, performing, exhibiting, and promoting art (d).

This is evident, for example, when students:

- ▲ select a process or medium for their intended work of art and describe their reasons for that selection
- ▲ interview a professional artist about what that artist does, his/her preparation, the organization of his/her business
- ▲ produce a mixed media work of art which uses the computer image, the camera, the copy machine and other electronic media.

STANDARD 2

Standard 2—Knowing and Using Arts Materials and Resources

Dance

Music

A/DZ
KI-2)

2. Students will know how to access dance and dance-related material from libraries, resource centers, museums, studios, and performance spaces. Students will know various career possibilities in dance and recreational opportunities to dance. Students will attend dance events and participate as appropriate within each setting.

In addition to the General Education performance indicators, students:

- use technologies to research, create, perform, or communicate about dance (a)
- understand the roles of dancers, audience, and creators in a variety of dance forms and contexts (b)
- participate in, or observe, dance events outside of school (c)
- know about educational requirements of dance-related careers and how to prepare for possible entrance into those fields (d)
- know about good nutrition, injury prevention, and how to care for the body (e).

This is evident, for example, when students:

- ▲ use the Internet or other means to research dance forms of the 1920's
- ▲ intern with a local dance company
- ▲ research at least three institutions which have dance programs in order to know the entrance requirements for each
- ▲ practice good nutrition and injury prevention techniques
- ▲ work alone or with a group of students to research current dance innovations through library and on-line resources and compile a bibliography of sources for class use, including relevant listservs, Home Pages, etc.
- ▲ alone or with a group, research the development of one style of dance by using a variety of sources, including archival files
- ▲ interview professionals in the dance industry to learn about educational, physiological, and logistical career requirements and document the interviews.

2. Students will use traditional instruments, electronic instruments, and a variety of nontraditional sound sources to create and perform music. They will use various resources to expand their knowledge of listening experiences, performance opportunities, and/or information about music. Students will identify opportunities to contribute to their communities' music institutions, including those embedded in other institutions (church choirs, industrial music ensembles, etc.). Students will know the vocations and avocations available to them in music.

In addition to the General Education performance indicators, students:

- develop a classified and annotated directory of nearby music-related establishments such as instrument and music retailers, instrument makers and repair persons, recording studios, union representatives, etc. (a)
- identify ways that they have contributed to the support of the musical groups of which they are members (b)
- explain opportunities available to them for further musical growth and professional development in higher education and community institutions (c).

This is evident, for example, when students:

- ▲ collect data on the music services available in the community such as recording studios, repair shops, retailers and instrument makers
- ▲ volunteer to serve as music librarian (or other necessary positions such as secretary) for a performing group in which they participate
- ▲ via the Internet or a computer data base, generate a list of colleges that offer a particular program in a musical field (e.g., performance, instrument repair, electronics, arts production).

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

Theatre

TZ
I-2) 2. Students will know the basic tools, media, and techniques involved in theatrical production. Students will locate and use school, community, and professional resources for theatre experiences. ANAZ (KI-Z) Students will understand the job opportunities available in all aspects of theatre.

In addition to the General Education performance indicators, students:

- identify current technologies, published scripted material, and print and electronic resources available for theatrical productions (a)
- identify college and/or community opportunities in theatre after graduation and the requirements for application or participation (b)
- cooperate in an ensemble as performers, designers, technicians, and managers to create a theatrical production (c)
- design an individualized study program (i.e., internship, mentorship, research project) in a chosen theatre, film, or video vocation/avocation and share the information with the class (d).

This is evident, for example, when students:

- ▲ Investigate and select a computer program for use in designing floor plans and elevation drawings for a set design
- ▲ attend local college and university drama days designed to provide workshop experiences for high school students interested in pursuing theatre as a career and write a school newsletter article about the experience
- ▲ form a production team for a play (producer, director, stage manager, technical director and house manager) to plan the necessary schedules and carry out the artistic concept of the director
- ▲ participate in a mentorship program with a theatre professional and report to the class about the experience.

Visual Arts

2. Students will know and use a variety of visual arts materials, techniques, and processes. Students will know about resources and opportunities for participation in visual arts in the community (exhibitions, libraries, museums, galleries) and use appropriate materials (art reproductions, slides, print materials, electronic media). Students will be aware of vocational options available in the visual arts.

In addition to the General Education performance indicators, students:

- develop Commencement Portfolios that show proficiency in one or more mediums and skill in using and manipulating the computer and other electronic media (a)
- prepare a portfolio that meets the admission requirements of selected institutions (b)
- understand the preparation required for particular art professions and acquire some skills of those professions through internships with local galleries, museums, advertising agencies, architectural firms, and other institutions (c).

This is evident, for example, when students:

- ▲ include in their portfolios works of art which show proficiency with two mediums
- ▲ investigate the admission requirements of two or three colleges or universities
- ▲ investigate the preparation necessary for entrance into one of the arts professions
- ▲ exhibit their works in a one-person show and write the accompanying descriptive material.

STANDARD 2

Standard 3—Responding to and Analyzing Works of Art

Curriculum Framework for Education

Dance Music

A/03
(KI-3)

3. Students will express through written and oral language their understanding, interpretation, and evaluation of dances they see, do, and read about. Students will acquire the critical vocabulary to talk and write about a variety of dance forms.

A/M3
(KI-3)

Students:

- make comparisons of the nature and principles of dance to other arts (a)
- analyze and describe similarities and differences in different dance forms and styles (b)
- describe and compare a variety of choreographic approaches used in the creation of dances (c).

This is evident, for example, when students:

- ▲ compare the rhythm found in a particular dance with the rhythm in a musical piece and with the rhythm found in a painting
- ▲ do a short research paper in which they trace the origins of modern dance
- ▲ observe several choreographers working to create their dances and then compare, contrast, and describe the processes
- ▲ interview a choreographer regarding the origins of the ideas for the choreography, including cultural, esthetics, personal, and other influences and document that interview to share with the class
- ▲ write a detailed report of the influence of dance education on the student's understanding of other cultures and other disciplines.

3. Students will demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music's content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music.

Students:

- through listening, analyze and evaluate their own and others' performances, improvisations, and compositions and suggest improvements (a)
- read and write critiques of music that display a broad knowledge of musical elements, genres, and styles (b)
- use anatomical and other scientific terms to explain the musical effectiveness of various sound sources—traditional, nontraditional, and electronic (c)
- use appropriate technical and socio-cultural terms to describe musical performances and compositions (d)
- identify and describe the contributions of both locally and internationally known exemplars of high quality in the major musical genres (e)
- explain how performers, composers, and arrangers make artistic decisions (f).

This is evident, for example, when students:

- ▲ listen to a peer's performance and complete an evaluation form suggesting areas in need of improvement
- ▲ use correct terminology when reporting on a school concert for the school newspaper for one performing organization
- ▲ explain how overtones are produced and demonstrate them on a string instrument by playing harmonics
- ▲ explain how sound is produced on a traditional or electronic instrument
- ▲ in the log describe the music and the impact the music had on a social occasion such as a birthday party, parade, etc.
- ▲ develop a list of professional musicians in a particular idiom (i.e., jazz saxophone, classical tenor, etc.)
- ▲ analyze a solo performance and explain the artistic decisions evident in the performance.

Key Ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Theatre

Visual Arts

T3
I-3) 3. Students will reflect on, interpret, and evaluate plays and theatrical performances, both live and recorded, using the language of dramatic criticism. Students will analyze the meaning and role of theatre in society. Students will identify ways in which drama/theatre connects to film and video, other arts, and other disciplines.

Students:

- articulate an understanding, interpretation, and evaluation of a theatre piece as drama and as a realized production, using appropriate critical vocabulary (a)
- evaluate the use of other art forms in a theatre production (b)
- explain how a theatrical production exemplifies major themes and ideas from other disciplines (c).

This is evident, for example, when students:

- ▲ view different productions of the same scene from *Taming of the Shrew*, comparing and contrasting the various mediums (video, film and live performance)
- ▲ analyze the impact of costuming, hair and makeup in helping to establish character
- ▲ write a critical paper analyzing the themes of a play.

3. Students will reflect on, interpret, and evaluate works of art, using the language of art criticism. Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

Students:

- use the language of art criticism by reading and discussing critical reviews in newspapers and journals and by writing their own critical responses to works of art (either their own or those of others) (a)
- explain the visual and other sensory qualities in art and nature and their relation to the social environment (b)
- analyze and interpret the ways in which political, cultural, social, religious, and psychological concepts and themes have been explored in visual art (c)
- develop connections between the ways ideas, themes, and concepts are expressed through the visual arts and other disciplines in everyday life (d).

This is evident, for example, when students:

- ▲ discuss the point of view of a critic in a local newspaper who has reviewed a local exhibition
- ▲ analyze the way in which a work of art by Leon Golub expresses a political point of view
- ▲ write a review of a student exhibition.

STANDARD 3

Standard 3—Responding to and Analyzing Works of Art

For more information, visit www.nysed.gov

Dance

3. Students will express through written and oral language their understanding, interpretation, and evaluation of dances they see, do, and read about. Students will acquire the critical vocabulary to talk and write about a variety of dance forms.

V/D3
KI-3)

In addition to the General Education performance indicators, students:

- express to others theories about the nature of dance and the underlying assumptions that people have about dance (a)
- describe and analyze similarities and differences between individual performances, and between forms and styles of dance, past and present (b)
- describe and defend an explanation of why people dance, based on experience in dance, witnessing others, and studying contexts (c).

This is evident, for example, when students:

- ▲ compare the positions of two different critics of dance
- ▲ develop a personal resource file for information about dance, dance theory etc.
- ▲ develop and give multi-media presentation that explain theories of dance to younger students
- ▲ observe a variety of professional dance company performances or rehearsals and develop a matrix that categorizes similarities and differences along styles of dance
- ▲ research and present a paper defending assumptions and values regarding the importance of dance in a specific culture
- ▲ write a detailed description of the student's involvement and commitment to dance and dance training for a college application.

Music

3. Students will demonstrate the capacity to listen to and comment on music. They will relate their critical assertions about music to its aesthetic, structural, acoustic, and psychological qualities. Students will use concepts based on the structure of music's content and context to relate music to other broad areas of knowledge. They will use concepts from other disciplines to enhance their understanding of music.

A/M3
C/KI-3)

In addition to the General Education performance indicators, students:

- assess, describe, and evaluate the development of their personal contributions to their own, their school's, and their community's musical life by appropriately using musical and socio-cultural terms and concepts (contributions and skills of musicians, functions of music in society, etc.) (a)
- demonstrate a practical knowledge of sound production and architectural acoustics to predict the general effects on sound of room shapes, building construction practices, and common absorbers (b).

This is evident, for example, when students:

- ▲ write a detailed report of the student's involvement in and contribution to music classes and music activities for a college application
- ▲ select a venue for a small vocal ensemble where the size of the facility and acoustics are appropriate for the size of the group.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

Theatre

3. Students will reflect upon, interpret, and evaluate plays and theatrical performances, both live and recorded, using the language of dramatic criticism. *(KI-3)* Students will analyze the meaning and role of theatre in society. Students will identify ways in which drama/theatre connects to film and video, other arts, and other disciplines.

In addition to the General Education performance indicators, students:

- develop a critical vocabulary through the reading and discussion of professional criticism (a)
- explain the meaning and societal function of different types of productions (b)
- design a plan for improving performances, using past and present critiques (c)
- explore various other art forms and technologies, using them in theatre projects (d)
- explain how theatre can enhance other subjects in the curriculum (e)
- compare and contrast theatre, film, and video (f).

This is evident, for example, when students:

- ▲ read a review of a local theatre production analyzing the critic's writing style, approach to priorities in the production, and conclusions about the play in performance, discussing the points of agreement and disagreement
- ▲ make two diagrams showing the differences between tragedy and melodrama, and comedy and farce
- ▲ keep a journal of the process involved in creating a monologue; comment on improvements made in the monologue content and performance
- ▲ investigate commedia dell'arte and form an improvisational troupe to perform at area schools
- ▲ work with an elementary teacher to incorporate theatre practices in the teaching of social studies
- ▲ compare different versions of the same play performed live, on film or on tape; compare a traditional interpretation of a play with a contemporary interpretation, or a musical production of a former drama.

Visual Arts

3. Students will reflect upon, interpret, and evaluate works of art, using the language of art criticism. *(KI-3)* Students will analyze the visual characteristics of the natural and built environment and explain the social, cultural, psychological, and environmental dimensions of the visual arts. Students will compare the ways in which a variety of ideas, themes, and concepts are expressed through the visual arts with the ways they are expressed in other disciplines.

In addition to the General Education performance indicators, students:

- using the language of art criticism, describe the visual and functional characteristics of works of art and interpret the relationships of works of art one to another, to describe the impact of the work on the viewer (a)
- demonstrate an understanding of art criticism, art histories, and aesthetic principles and show their connections to works of art (b)
- give evidence in their Commencement Portfolios that they have researched a theme in-depth and that in their research they have explored the ways the theme has been expressed in other disciplinary forms (c).

This is evident, for example, when students:

- ▲ write a review of a local art exhibition
- ▲ discuss the role of museums and galleries in defining what current art is
- ▲ compare the way in which the migration of the African-Americans to the north is depicted in Jacob Lawrence's series of paintings *The Great Migration* with the description of that migration in the history textbooks.

Standard 4—Understanding the Cultural Dimensions and Contributions of the Arts

Curriculum Framework for General Education

Dance

Music

4/04
(KI-4)

4. Students will know dances from many cultures and times and recognize their relationship to various cultural, social, and historic contexts. Students will recognize that dance is performed in many different cultural settings and serves many functions in diverse societies.

A/M4
(KI-4)

Students:

- explain the interaction of performer and audience in dance as a shared cultural event (a)
- identify the cultural elements in a variety of dances drawn from the folk and classical repertoires (b)
- recognize specific contributions of dance and dancers to their own lives and to people in other times and places (c).

This is evident, for example, when students:

- ▲ describe their feelings and responses to a live dance performance and the effects that their responses might have on the performers
- ▲ view a performance of modern dance and see if they can spot the traditional folk elements present
- ▲ discuss the role that dance plays in the lives of a specific cultural group
- ▲ research and choreograph a performance that demonstrates the differences and similarities of dances that originated in various cultures
- ▲ develop a presentation that uses dance to communicate information about another discipline, e.g., history, literature, science
- ▲ in collaboration with another student, research, develop, and choreograph a dance dialogue between the approaches to dance of two different cultures
- ▲ attend several dance performances during the school year that reflect a range of styles and approaches to choreography and then compare and contrast the influence of culture on the styles.

4. Students will develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of the world and their manifestations in the United States. Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.

Students:

- identify from performances or recordings the cultural contexts of a further varied repertoire of folk, art, and contemporary selections from the basic cultures that represent the peoples of the world (a)
- identify from performances or recordings the titles and composers and discuss the cultural contexts of well-known examples of classical concert music and blues/jazz selections (b)
- relate well-known musical examples from the 17th century onward with the dominant social and historical events (c).

This is evident, for example, when students:

- ▲ write program notes for a concert of folksongs and art songs that identify for the audience the source of the songs and how the song was used
- ▲ identify dance forms in music and write a report which details the time period these dance forms were performed, costumes worn during the period and the impact they had on the music performed
- ▲ compile an annotated list of some important musical compositions from the 1600's to the 2000's with references to significant historical and social events.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Theatre Visual Arts

1-4
K1-4)

4. Students will gain knowledge about past and present cultures as expressed through theatre. They will interpret how theatre reflects the beliefs, issues, and events of societies past and present.

A/VAH
(K1-4)

Students:

- read and view a variety of plays from different cultures (a)
- using the basic elements of theatre (e.g., speech, gesture, costume, etc.), explain how different theatrical productions represent the cultures from which they come (b)
- articulate the societal beliefs, issues and events of specific theatrical productions (c).

This is evident, for example, when students:

- ▲ read a play by a contemporary foreign playwright who writes about a social issue; analyze how the issue is depicted in the drama
- ▲ recreate a Kabuki theatre performance piece using appropriate makeup, costuming, set design and acting style showing an understanding of Japanese customs
- ▲ read a work from another century and/or another country and write a report explaining how the play realistically portrays life in that time period.

4. Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.

Students:

- analyze works of art from diverse world cultures and discuss the ideas, issues, and events of the culture that these works convey (a)
- examine works of art and artifacts from United States cultures and place them within a cultural and historical context (b)
- create art works that reflect a variety of cultural influences (c).

This is evident, for example, when students:

- ▲ compare the way the human figure is depicted in Byzantine art with the way it is depicted in High Renaissance art and explore the reasons for the differences
- ▲ select a style of art from the 20th century, study the characteristics of that style, research one artist who painted in that style and make a work of art using that style but expressing the students' point of view or idea.

STANDARD 4

Standard 4—Understanding the Cultural Dimensions and Contributions of the Arts

Curriculum Model for Secondary

Dance

Music

A/DM
(KI-4)

4. Students will know dances from many cultures and times and recognize their relationship to various cultural, social, and historic contexts. Students will recognize that dance is performed in many different cultural settings and serves many functions in diverse societies.

4. Students will develop a performing and listening repertoire of music of various genres, styles, and cultures that represent the peoples of the world and their manifestations in the United States. Students will recognize the cultural features of a variety of musical compositions and performances and understand the functions of music within the culture.

In addition to the General Education performance indicators, students:

- demonstrate an understanding of dance as a shared cultural event when giving presentations (dance, lecture, video, written report) (a)
- demonstrate a knowledge of cultural elements in dance presentations of folk and classical repertoires (b)
- prepare formal presentations that use materials about dance and dancers of other times and places (c).

In addition to the General Education performance indicators, students:

- analyze music from various cultures on the basis of its functions, giving examples and describing uses to which music is put in those cultures (a)
- in performing ensembles, read and perform repertoire in a culturally authentic manner and use culture-based criteria for assessing performances, their own and others' (b).

This is evident, for example, when students:

- ▲ write the explanatory notes for one segment of a dance festival showcasing various ethnic dances
- ▲ write a short research paper on the contributions of dance to a specific culture and the ways in which dance expresses the values and beliefs of that culture
- ▲ work in a group to develop and present a comparison of dance steps, styles, and forms of various cultures
- ▲ develop a presentation that integrates dance into another art form (e.g., storytelling, visual art, choral singing).

This is evident, for example, when students:

- ▲ compile a list of musical compositions that exemplify the significant characteristics of the major world cultures; describe important musical dimensions and the salient cultural attributes of each
- ▲ play rhythmic patterns in an authentic manner when performing different forms of Jazz
- ▲ perform in a culturally-based ensemble (e.g., steel drum band, gospel choir, or German brass band).

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.

Theatre

Visual Arts

174
(I-4)

4. Students will gain knowledge about past and present cultures as expressed through theatre. They will interpret how theatre reflects the beliefs, issues, and events of societies past and present.

A/VAN
(KI-4)

In addition to the General Education performance indicators, students:

- conduct an in-depth investigation of the works of a given culture or playwright (a)
- create a multicultural theatre festival of excerpts from plays representing various cultures (b).

This is evident, for example, when students:

- ▲ read the plays of Sophocles, Aeschylus, and Euripides from the ancient Greek time period and write a paper which compares and contrasts their style and themes and discusses the impact each had on staging
- ▲ produce a festival of plays from different cultures centered on the same theme.

4. Students will explore art and artifacts from various historical periods and world cultures to discover the roles that art plays in the lives of people of a given time and place and to understand how the time and place influence the visual characteristics of the art work. Students will explore art to understand the social, cultural, and environmental dimensions of human society.

In addition to the General Education performance indicators, students:

- present a body of work within their portfolio that reflects the influences of variety of cultural styles (a)
- interpret the meaning of works and artifacts in terms of the cultures that produced them (b)
- explain how cultural values have been expressed in the visual arts, how art works have been used to bring about cultural change and how the art of a culture has been influenced by art works coming from outside that culture (c).

This is evident, for example, when students:

- ▲ write a short research paper exploring how the depictions of war in *The Third of May* by Goya and *Napoleon On The Battlefield at Eylau* by Gros differ one from another
- ▲ discuss the influence of African art on Picasso's *Demiselles D'Avignon*
- ▲ look at the body of work in their portfolios and describe what they consider to be their style and indicate what has influenced that style.
- ▲ compare the work of regionalist artists who documented life of the ordinary people in a given place; such as Thomas Hart Benton, John Stuart Curry, and Grant Wood with the Harlem Renaissance artists like William H. Johnson, Jacob Lawrence, Aaron Douglas, and Romare Bearden.

STANDARD 4

Overview for English Language Arts:

In the "Standards and Key Ideas" column of the ELA Curriculum Crosswalks, underlined letter and number combinations stand for Subject Area and Standard. In item "ELA1" which appears in the first row of the column "Standards and Key Ideas," "ELA" stands for English Language Arts, and "1" indicates Standard 1. Beneath "ELA1" appears "(KI-1)." This stands for Key Idea 1. In the New York State Learning Standards for English Language Arts that follow, Key Ideas and Performance Indicators are hand-labeled. For each level (Elementary, Intermediate, and Commencement), the first Key Idea under ELA Standard 1 is labeled "ELA1, (KI-1)" and so on and so forth. Performance Indicators are labeled in lower case letters below the Key Ideas.

In grades K-4, the specific content (i.e., lesson plans and books) is determined by various curricula designed by educational providers (e.g., Scholastic Guided Reading) and by AF's REACH curriculum (see Overview) in addition to any material that individual teachers add to enhance the overall curriculum. In grades 5-9, teachers focus on analytical concepts to teach reading and writing. Attached, please find a sampling of AF- approved books for teaching these concepts for grades 5-8.

Key to ELA Curriculum Crosswalks:

The following codes appear in the "Standards and Key Idea" column of the ELA Curriculum Crosswalks:

Code	Subject	Standard Number	Description of Standard
ELA1	English Language Arts	1	Language for Information and Understanding
ELA2	English Language Arts	2	Language for Literary Response and Expression
ELA3	English Language Arts	3	Language for Critical Analysis and Evaluation
ELA4	English Language Arts	4	Language for Social Interaction
MST1	Math, Sci., & Technology	2	Information Systems
CD/OS3a	Career Development and Occupational Studies	3a	Universal Foundation Skills

Freshman Books - 5th Grade	
Title	Author
<i>Charlie and the Chocolate Factory</i>	Roald Dahl
<i>Charlie and the Glass Elevator</i>	Roald Dahl
<i>Childtimes: A Three-Generation Memoir</i>	Eloise Greenfield, Lessie Jones Little
<i>Dear Mr. Henshaw</i>	Beverly Cleary
<i>Felita</i>	Nicholas Mohr
<i>From the Mixed Up Files of Mrs. Basil E. Frankweiler</i>	E.L. Konigsburg
<i>Gooseberry Park</i>	Cynthia Rylant
<i>Great Gilly Hopkins, The</i>	Katherine Paterson
<i>Green Book, The</i>	Jill Paton Walsh
<i>Hang Tough, Paul Mather</i>	Alfred Sote
<i>If You Lived at the Time of MLK</i>	Ellen Levine
<i>In the Year of the Boar and Jackie Robinson</i>	Bette Bao Lord
<i>Island of the Blue Dolphins</i>	Scott O'Dell
<i>Kid in the Red Jacket, The</i>	Barbara Park
<i>Killer Whales</i>	Seymour Simon
<i>Leon's Story</i>	Leon Walter Tillage
<i>Maniac Magee</i>	Jerry Spinelli
<i>Mick Harte Was Here</i>	Barbara Park
<i>Me, Mop, and the Moondance Kid</i>	Walter Dean Myers
<i>Mop, Moondance, and the Nagasaki Nights</i>	Walter Dean Myers
<i>Mrs. Frisby and the Rats of Nimh</i>	Robert C. O'Brien
<i>Sadako and the Thousand Paper Cranes</i>	Eleanor Coerr
<i>Shoeshine Girl</i>	Clyde Robert Bulla
<i>Somewhere in the Darkness</i>	Walter Dean Myers
<i>Souder</i>	William H. Armstrong
<i>Superfudge</i>	Judy Blume
<i>The Lion, the Witch, and the Wardrobe</i>	C.S. Lewis
<i>Trumpet of the Swan, The</i>	E.B. White
<i>Tornadoes</i>	Seymour Simon
<i>Volcano: The Eruption and Healing of Mt. St. Helens</i>	Patricia Lauber
<i>Well, The</i>	Mildred D. Taylor
<i>What's the Big Idea, Ben Franklin?</i>	Jean Fritz
<i>Wringer</i>	Jerry Spinelli
<i>You Want Women to Vote, Lizzy Stanton?</i>	Jean Fritz

Sophomore Books - 6th Grade	
Title	Author
<i>A Wrinkle in Time</i>	Madeline L'Engle
<i>Amos Fortune</i>	Elizabeth Yates
<i>Anne Frank: The Diary of a Young Girl</i>	Anne Frank
<i>Baseball in April, and Other Stories</i>	Gary Soto
<i>Bearstone</i>	Will Hobbs
<i>El Bronx Remembered</i>	Nicholas Mohr
<i>Fast Sam, Cool Clyde, and Stuff</i>	Walter Dean Myers
<i>Gifted Hands: Ben Carson Story</i>	Ben Carson
<i>Hatchet</i>	Gary Paulsen
<i>House on Mango Street, The</i>	Sandra Cisneros
<i>Holes</i>	Louis Sachar
<i>Morning Girl</i>	Michael Dorris
<i>Mouse Rap, The</i>	Walter Dean Myers
<i>Night</i>	Elie Wiesel
<i>Nightjohn</i>	Gary Paulsen
<i>Number the Stars</i>	Lois Lowry
<i>Oceans</i>	Seymour Simon
<i>Out of the Dust</i>	Karen Hesse
<i>Outsiders, The</i>	S.E. Hinton
<i>Pearl, The</i>	John Steinbeck
<i>Phantom Tollbooth, The</i>	Norton Juster
<i>Red Pony, The</i>	John Steinbeck
<i>Road to Memphis, The</i>	Mildred D. Taylor
<i>Roll of Thunder, Hear My Cry</i>	Mildred D. Taylor
<i>Tituba of Salem Village</i>	Ann Petry
<i>Tuck Everlasting</i>	Natalie Babbitt
<i>View From Saturday, The</i>	E.L. Konisburg
<i>Where the Red Fern Grows</i>	Wilson Rawls
<i>Whipping Boy, The</i>	Sid Fleischman
<i>Witch of Blackbird Pond, The</i>	Elizabeth George Speare
<i>145th Street Stories</i>	Walter Dean Myers

Junior Books - 7th Grade

Title	Author
<i>A Christmas Carol</i>	Charles Dickens
<i>A Parrot in the Oven</i>	Victor Martinez
<i>Across Five Aprils</i>	Irene Hunt
<i>Adventures of Huckleberry Finn, The</i>	Mark Twain
<i>Animal Farm</i>	George Orwell
<i>Autobiography of Malcolm X</i>	Malcolm X
<i>Call of the Wild, The</i>	Jack London
<i>Color Purple, The</i>	Alice Walker
<i>Crucible, The</i>	Arthur Miller
<i>Cry, the Beloved Country</i>	Alan Paton
<i>Ellen Foster</i>	Kaye Gibbons
<i>Farewell to Manzanar</i>	Jeane Watatsuki Houston
<i>Giver, The</i>	Lois Lowry
<i>Good Earth, The</i>	Pearl S. Buck
<i>Julius Caesar</i>	William Shakespeare
<i>Kaffir Boy</i>	Mark Mathabane
<i>Killer Angels, The</i>	Michael Shaara
<i>Lord of the Flies</i>	William Goulding
<i>Manchild in the Promised Land</i>	Claude Brown
<i>Martian Chronicles, The</i>	Ray Bradbury
<i>Of Mice and Men</i>	John Steinbeck
<i>Old Man and te Sea, The</i>	Ernest Hemingway
<i>Things Fall Apart</i>	Chinua Achebe
<i>Treasure Island</i>	Doris Kearns Goodwin
<i>Wait Till Next Year</i>	Robert Louis Stevenson
<i>Westing Game, The</i>	Ellen Raskin
<i>Hope in the Unseen, A</i>	Ron Suskind

Senior Books - 8th Grade

Title	Author
<i>A Raisin in the Sun</i>	Lorraine Hansberry
<i>A Separate Peace</i>	John Knowles
<i>Black Boy</i>	Richard Wright
<i>Black Ice</i>	Lorene Cary
<i>Black Ice, The</i>	Michael Connelly
<i>Bless Me, Ultima</i>	Rudolfo Anaya
<i>Catcher in the Rye, The</i>	J.D. Salinger
<i>Days of Grace: A Memoir</i>	Arthur Ashe
<i>Flowers for Algernon</i>	Daniel Keyes
<i>Grapes of Wrath, The</i>	John Steinbeck
<i>How the Garcia Girls Lost Their Accents</i>	Julia Alvarez
<i>I Know Why the Caged Bird Sings</i>	Maya Angelou
<i>October Sky</i>	Homer Hickam
<i>Romeo and Juliet</i>	William Shakespeare
<i>To Kill a Mockingbird</i>	Harper Lee
<i>When I was Puerto Rican</i>	Esmeralda Santiago
<i>Finding Fish</i>	Antone Fisher
<i>The Pact</i>	Davis, Jenkins, Hunt

Kindergarten English Language Arts: Curriculum to Standards Crosswalk

Level: Elementary

Subject Area: English

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<p><u>Language for Information, Understanding, and Social Interaction</u></p> <p>SRA Reading Mastery curriculum: Learning the language of classroom instruction; Identifying letters and letter sounds; Rhyming, segmenting, and blending</p> <p>Scholastic Guided Reading curriculum: Phonemic awareness; Phonics; Comprehension; Vocabulary; Fluency</p> <p>Waterford Reading curriculum (computer-based program): Phonemic awareness; Phonics; Comprehension; Vocabulary; Fluency</p>	<p>ELA1 (KI-1)</p> <p>(KI-2)</p> <p>ELA4 (KI-1)</p> <p>(KI-2)</p> <p>MST2 (KI-1)</p> <p>(KI-2)</p> <p>CD/OS3a (KI-1)</p> <p>(KI-3)</p> <p>(KI-4)</p> <p>(KI-5)</p>	<p>d</p> <p>c</p> <p>a</p> <p>b</p> <p>b</p> <p>b</p> <p>a</p> <p>a</p> <p>a</p> <p>a</p>
<p><u>Language for Literary Response and Expression, Critical Analysis and Evaluation</u></p> <p>SRA Reading Mastery and REACH curriculum: Exposure to a broad range of children's literature; Acquisition of concepts related to print and narrative stories</p>	<p>ELA2 (KI-1)</p> <p>(KI-2)</p> <p>ELA3 (KI-1)</p> <p>(KI-2)</p>	<p>a</p> <p>c</p> <p>a</p> <p>a</p>

1st Grade English Language Arts: Curriculum to Standards Crosswalk

Level: Elementary

Subject Area: English

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<p><u>Language for Information, Understanding, and Social Interaction</u></p> <p>SRA Reading Mastery curriculum: Identifying sound and letter combinations; Spelling words based on previously taught sounds and patterns; Building vocabulary; Using simple reference tools (e.g., a table of contents and dictionary)</p> <p>Scholastic Guided Reading curriculum: Phonemic awareness; Phonics; Comprehension; Vocabulary; Fluency</p> <p>Waterford Reading curriculum (computer-based program): Phonemic awareness; Phonics; Comprehension; Vocabulary; Fluency</p>	<p><u>ELA1</u> (KI-1)</p>	<p>b, d</p>
	<p>(KI-2)</p>	<p>c, d</p>
	<p><u>ELA4</u> (KI-1)</p>	<p>a, c</p>
	<p>(KI-2)</p>	<p>b</p>
	<p><u>MST2</u> (KI-1)</p>	<p>b</p>
	<p>(KI-2)</p>	<p>b</p>
	<p><u>CD/OS3a</u> (KI-1)</p>	<p>a</p>
	<p>(KI-3)</p>	<p>a</p>
	<p>(KI-4)</p>	<p>a</p>
	<p>(KI-5)</p>	<p>a</p>
<p><u>Language for Literary Response and Expression, Critical Analysis and Evaluation</u></p> <p>SRA Reading Mastery and REACH curriculum: Reading stories accurately at a normal speaking rate; Identifying story patterns and literary forms; Reacting to many different types of children's literature; Planning, proofreading, and revising</p>	<p><u>ELA2</u> (KI-1)</p>	<p>a</p>
	<p>(KI-2)</p>	<p>a, c</p>
	<p><u>ELA3</u> (KI-1)</p>	<p>a</p>
	<p>(KI-2)</p>	<p>a, b</p>

2nd Grade English Language Arts: Curriculum to Standards Crosswalk

Level: Elementary

Subject Area: English

Content	Standards and Key Ideas	Performance Indicators
<p><u>Language for Information, Understanding, and Social Interaction</u></p> <p>SRA Reading Mastery curriculum: Identifying sound and letter combinations; Spelling words based on previously taught sounds and patterns; Building vocabulary; Using simple reference tools (e.g., a table of contents and dictionary)</p> <p>Scholastic Guided Reading curriculum: Phonemic awareness; Phonics; Comprehension; Vocabulary; Fluency</p> <p>Waterford Reading curriculum (computer-based program): Phonemic awareness; Phonics; Comprehension; Vocabulary; Fluency</p>	<p><u>ELA1</u> (KI-1)</p> <p>(KI-2)</p> <p><u>ELA4</u> (KI-1)</p> <p>(KI-2)</p> <p><u>MST2</u> KI-1</p> <p>(KI-2)</p> <p><u>CD/OS3a</u> (KI-5)</p> <p>(KI-6)</p>	<p>b, d</p> <p>c, d</p> <p>a, c</p> <p>b</p> <p>b</p> <p>b</p> <p>a</p> <p>a</p>
<p><u>Language for Literary Response and Expression, Critical Analysis and Evaluation</u></p> <p>SRA Reading Mastery and REACH curriculum: Reading stories accurately at a normal speaking rate; Identifying story patterns and literary forms; Reacting to many different types of children's literature; Planning, proofreading, and revising</p>	<p><u>ELA2</u> (KI-1)</p> <p>(KI-2)</p> <p><u>ELA3</u> (KI-1)</p> <p>(KI-2)</p>	<p>a</p> <p>a, c</p> <p>a</p> <p>a, b</p>

3rd Grade English Language Arts: Curriculum to Standards Crosswalk

Level: Elementary

Subject Area: English

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Language for Information and Understanding</u> SRA Reading Mastery curriculum: Expanding vocabulary and increasing fluency; Connecting ideas and details Scholastic Guided Reading curriculum: Phonemic awareness; Phonics; Comprehension; Vocabulary; Fluency	<u>ELA1</u> (KI-1)	a, b, c, d, e
	(KI-2)	a, b, c, d, e, g
	<u>ELA4</u> (KI-1)	a, b, c
	(KI-2)	a, b
	(KI-4)	a
	<u>CD/OS3a</u> (KI-1)	a
	(KI-3)	a
<u>Language for Literary Response and Expression, Critical Analysis and Evaluation</u> SRA Reading Mastery curriculum: Reasoning, making predictions, and searching for evidence; Using reference materials; Writing focused responses	<u>ELA2</u> (KI-1)	a, b, c, d, e
	(KI-2)	a, b, c, d
	<u>ELA3</u> (KI-1)	a, b, c
	(KI-2)	a, b, d

4th Grade English Language Arts: Curriculum to Standards Crosswalk

Level: Elementary

Subject Area: English

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<p><u>Language for Information and Understanding</u></p> <p>Achievement First Reading and Writing curricula: Summarizing; Defining vocabulary with context clues; Compare and contrast (using graphic organizers like Venn Diagrams)</p>	<p><u>ELA1</u> (KI-1)</p> <p>(KI-2)</p> <p><u>ELA4</u> (KI-1)</p> <p>(KI-2)</p> <p>(KI-4)</p> <p><u>CD/OS3a</u> (KI-1)</p> <p>(KI-3)</p>	<p>a, b, c, d, e</p> <p>a, b, c, d, e, g</p> <p>a, b, c</p> <p>a, b</p> <p>a</p> <p>a</p> <p>a</p>
<p><u>Language for Literary Response and Expression, Critical Analysis and Evaluation</u></p> <p>Achievement First Reading and Writing curricula: Finding main idea and theme; Character analysis (character's behavior, traits, feelings, thoughts, & motivation); Learning defining aspects of genre</p>	<p><u>ELA2</u> (KI-1)</p> <p>(KI-2)</p> <p><u>ELA3</u> (KI-1)</p> <p>(KI-2)</p>	<p>a, b, c, d, e</p> <p>a, b, c, d</p> <p>a, b, c</p> <p>a, b, d</p>

5th Grade English Language Arts: Curriculum to Standards Crosswalk

Level: Intermediate

Course: English

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<p><u>Language for Information and Understanding</u></p> <p>Achievement First Reading and Writing curricula: "Right There" (going back to the text to find facts and details); Summarizing and predicting; Defining vocabulary with context clues; Compare and contrast (using graphic organizers like Venn Diagrams)</p>	<p><u>ELA1</u> (KI-1)</p>	<p>a, b, c, d, e</p>
	<p>(KI-2)</p>	<p>a, b, c, d, e, g</p>
	<p><u>ELA4</u> (KI-1)</p>	<p>a, b, c</p>
	<p>(KI-2)</p>	<p>a, b</p>
	<p>(KI-4)</p>	<p>a</p>
	<p><u>CD/OS3a</u> (KI-1)</p>	<p>a</p>
	<p>(KI-3)</p>	<p>a</p>
<p><u>Language for Literary Response and Expression, Critical Analysis and Evaluation</u></p> <p>Achievement First Reading and Writing curricula: Finding main idea and theme; Setting; Problem/Conflict/Events/Resolution; Character analysis (character's behavior, traits, feelings, thoughts, & motivation); Sequence (story maps and sequencing with graphic organizers); Cause-and-effect; Structure of Text; Learning defining aspects of genre</p>	<p><u>ELA2</u> (KI-1)</p>	<p>a, b, c, d, e</p>
	<p>(KI-2)</p>	<p>a, b, c, d</p>
	<p><u>ELA3</u> (KI-1)</p>	<p>a, b, c</p>
	<p>(KI-2)</p>	<p>a, b, d</p>

6th Grade English Language Arts: Curriculum to Standards Crosswalk

Level: Intermediate

Course: English

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Language for Information and Understanding</u> Achievement First Reading and Writing curricula: "Right There" (going back to the text to find facts and details); Summarizing and predicting; Defining vocabulary with context clues; Compare and contrast (using graphic organizers like Venn Diagrams)	<u>ELA1</u> (KI-1)	a, b, c, d, e
	(KI-2)	a, b, c, d, e, g
	<u>ELA4</u> (KI-1)	a, b, c
	(KI-2)	a, b
	(KI-4)	a
	<u>CD/OS3a</u> (KI-1)	a
	(KI-3)	a
<u>Language for Literary Response and Expression, Critical Analysis and Evaluation</u> Achievement First Reading and Writing curricula: Finding main idea and theme (from text and title); Setting; Problem/Conflict/Events/Resolution; Character analysis (character's behavior, traits, feelings, thoughts, & motivation); Sequence (story maps and sequencing with graphic organizers); Cause-and-effect; Structure of Text; Learning defining aspects of genre; Connecting text to self, to other text, and to experiences; Fact vs. opinion; Author's craft and point-of-view; Figurative language	<u>ELA2</u> (KI-1)	a, b, c, d, e
	(KI-2)	a, b, c, d
	<u>ELA3</u> (KI-1)	a, b, c
	(KI-2)	a, b, d

7th Grade English Language Arts: Curriculum to Standards Crosswalk

Level: Intermediate

Course: English

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<p><u>Language for Information and Understanding</u></p> <p>Achievement First Reading & Writing curricula: "Right There" (going back to the text to find facts and details); Summarizing and predicting; Defining vocabulary with context clues; Compare and contrast (using graphic organizers like Venn Diagrams)</p>	<p><u>ELA1</u> (KI-1)</p>	<p>a, b, c, d, e</p>
	<p>(KI-2)</p>	<p>a, b, c, d, e, g</p>
	<p><u>ELA4</u> (KI-1)</p>	<p>a, b, c</p>
	<p>(KI-2)</p>	<p>a, b</p>
	<p>(KI-4)</p>	<p>a</p>
	<p><u>CD/OS3a</u> (KI-1)</p>	<p>a</p>
	<p>(KI-3)</p>	<p>a</p>
<p><u>Language for Literary Response and Expression, Critical Analysis and Evaluation</u></p> <p>Achievement First Reading and Writing curricula: Finding main idea and theme (from text and title); Setting; Problem/Conflict/Events/Resolution; Character analysis (character's behavior, traits, feelings, thoughts, & motivation); Sequence (story maps and sequencing with graphic organizers); Cause-and-effect; Structure of Text; Learning defining aspects of genre; Connecting text to self, to other text, and to experiences; Fact vs. opinion; Author's craft and point-of-view; Figurative language</p>	<p><u>ELA2</u> (KI-1)</p>	<p>a, b, c, d, e</p>
	<p>(KI-2)</p>	<p>a, b, c, d</p>
	<p><u>ELA3</u> (KI-1)</p>	<p>a, b, c</p>
	<p>(KI-2)</p>	<p>a, b, d</p>

8th Grade English Language Arts: Curriculum to Standards Crosswalk

Level: Intermediate

Course: English

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Language for Information and Understanding</u> Achievement First Reading and Writing curricula: "Right There" (going back to the text to find facts and details); Summarizing and predicting; Defining vocabulary with context clues; Compare and contrast (using graphic organizers like Venn Diagrams)	ELA1 (KI-1)	a, b, c, d, e
	(KI-2)	a, b, c, d, e, g
	ELA4 (KI-1)	a, b, c
	(KI-2)	a, b
	(KI-4)	a
	CD/OS3a (KI-1)	a
	(KI-3)	a
<u>Language for Literary Response and Expression, Critical Analysis and Evaluation</u> Achievement First Reading and Writing curricula: Finding main idea and theme (from text and title); Setting; Problem/Conflict/Events/Resolution; Character analysis (character's behavior, traits, feelings, thoughts, & motivation); Sequence (story maps and sequencing with graphic organizers); Cause-and-effect; Structure of Text; Learning defining aspects of genre; Connecting text to self, to other text, and to experiences; Fact vs. opinion; Drawing conclusions (using evidence); Author's craft and point-of-view; Figurative language; Demonstrating an awareness of values, customs, ethics, values	ELA2 (KI-1)	a, b, c, d, e
	(KI-2)	a, b, c, d
	ELA3 (KI-1)	a, b, c
	(KI-2)	a, b, d

9th Grade English Language Arts: Curriculum to Standards Crosswalk

Level: Commencement

Course: English

Content	Standards and Key Ideas	Performance Indicators
<p><u>Language for Information and Understanding</u></p> <p>Achievement First Reading and Writing curricula: "Right There" (going back to the text to find facts and details); Summarizing and predicting; Defining vocabulary with context clues; Compare and contrast (using graphic organizers like Venn Diagrams)</p>	<p><u>ELA1</u> (KI-1)</p>	<p>a, b, c, d, e</p>
	<p>(KI-2)</p>	<p>a, b, c, d, e, g</p>
	<p><u>ELA4</u> (KI-1)</p>	<p>a, b, c</p>
	<p>(KI-2)</p>	<p>a, b</p>
	<p>(KI-4)</p>	<p>a</p>
	<p><u>CD/OS3a</u> (KI-1)</p>	<p>a</p>
	<p>(KI-3)</p>	<p>a</p>
<p><u>Language for Literary Response and Expression, Critical Analysis and Evaluation</u></p> <p>Achievement First Reading and Writing curricula: Finding main idea and theme (from text and title); Setting; Problem/Conflict/Events/Resolution; Character analysis (character's behavior, traits, feelings, thoughts, & motivation); Sequence (story maps and sequencing with graphic organizers); Cause-and-effect; Structure of Text; Learning defining aspects of genre; Connecting text to self, to other text, and to experiences; Fact vs. opinion; Drawing conclusions (using evidence); Author's craft and point-of-view; Figurative language; Demonstrating an awareness of values, customs, ethics, values</p>	<p><u>ELA2</u> (KI-1)</p>	<p>a, b, c, d, e</p>
	<p>(KI-2)</p>	<p>a, b, c, d</p>
	<p><u>ELA3</u> (KI-1)</p>	<p>a, b, c</p>
	<p>(KI-2)</p>	<p>a, b, d</p>

Learning Standards for English Language Arts at Three Levels

Standard 1: Students will read, write, listen, and speak for information and understanding.

As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply, and transmit information.

Standard 2: Students will read, write, listen, and speak for literary response and expression.

Students will read and listen to oral, written, and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

Standard 3: Students will read, write, listen, and speak for critical analysis and evaluation.

As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

Standard 4: Students will read, write, listen, and speak for social interaction.

Students will use oral and written language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

Standard 1—Language for Information and Understanding

Listening and Reading

Speaking and Writing

1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

2. Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

Students:

- LA1
I-1)
- a • gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such forms as charts, graphs, maps, and diagrams
 - b • select information appropriate to the purpose of their investigation and relate ideas from one text to another
 - c • select and use strategies they have been taught for note-taking, organizing, and categorizing information
 - d • ask specific questions to clarify and extend meaning
 - e • make appropriate and effective use of strategies to construct meaning from print, such as prior knowledge about a subject, structural and context clues, and an understanding of letter-sound relationships to decode difficult words
 - f • support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.

This is evident, for example, when students:

- ▲ accurately paraphrase what they have heard or read
- ▲ follow directions that involve a few steps
- ▲ ask for clarification of a classmate's idea in a group discussion
- ▲ use concept maps, semantic webs, or outlines to organize information they have collected.

Students:

- ELA1
(KI-2)
- a • present information clearly in a variety of oral and written forms such as summaries, paraphrases, brief reports, stories, posters, and charts
 - b • select a focus, organization, and point of view for oral and written presentations
 - c • use a few traditional structures for conveying information such as chronological order, cause and effect, and similarity and difference
 - d • use details, examples, anecdotes, or personal experiences to explain or clarify information
 - e • include relevant information and exclude extraneous material
 - f • use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts
 - g • observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.

This is evident, for example, when students:

- ▲ write a short report on a topic in social studies using information from at least two different sources
- ▲ demonstrate the procedures for caring for a classroom pet using props or other visual aids as well as oral explanation
- ▲ revise early drafts of a report to make the information clearer to the audience
- ▲ use the vocabulary from their content area reading appropriately and with correct spelling
- ▲ produce brief summaries of chapters from text books, clearly indicating the most significant information and the reason for its importance.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

STANDARD 1

Standard 2—Language for Literary Response and Expression

Listening and Reading

Speaking and Writing

1. Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.

Students:

- a • read a variety of literature of different genres: picture books; poems; articles and stories from children's magazines; fables, myths and legends; songs, plays and media productions; and works of fiction and nonfiction intended for young readers
- b • recognize some features that distinguish the genres and use those features to aid comprehension
- c • understand the literary elements of setting, character, plot, theme, and point of view and compare those features to other works and to their own lives
- d • use inference and deduction to understand the text
- e • read aloud accurately and fluently, using phonics and context cues to determine pronunciation and meaning
- f • evaluate literary merit.

This is evident, for example, when students:

- ▲ read a picture book to the class and point out how the pictures add meaning to the story
- ▲ recite a favorite poem from a class anthology and tell why they chose that poem
- ▲ keep a reading inventory to show all the types of literature they are reading
- ▲ retell a familiar fairy tale or fable to the class
- ▲ choose books to read individually or with others.

2. Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.

Students:

- a • present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure
- b • explain the meaning of literary works with some attention to meanings beyond the literal level
- c • create their own stories, poems, and songs using the elements of the literature they have read and appropriate vocabulary
- d • observe the conventions of grammar and usage, spelling, and punctuation.

This is evident, for example, when students:

- ▲ perform dramatic readings or recitations of stories, poems, or plays
- ▲ write a review of a book to recommend it to their classmates
- ▲ create their own picture books or fables to keep in the classroom library
- ▲ write new endings or sequels to familiar stories
- ▲ pretend to be a character in a historical story and write letters to their classmates about the character's life.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

STANDARD 2

Standard 3—Language for Critical Analysis and Evaluation

Listening and Reading

Speaking and Writing

LA 3
I-1)

1. Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

ELA 3
(K1-2)

2. Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.

Students:

- a • read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor
- b • make decisions about the quality and dependability of texts and experiences based on some criteria, such as the attractiveness of the illustrations and appeal of the characters in a picture book, or the logic and believability of the claims made in an advertisement
- c • recognize that the criteria that one uses to analyze and evaluate anything depend on one's point of view and purpose for the analysis
- d • evaluate their own strategies for reading and listening critically (such as recognizing bias or false claims, and understanding the difference between fact and opinion) and adjust those strategies to understand the experience more fully.

This is evident, for example, when students:

- listen to a book talk in class and express an opinion of the book with specific reference to the text and to some criteria for a good book
- read several versions of a familiar fairy tale and recognize the differences in the versions
- point out examples of false advertising in television ads for toys
- identify the facts and opinions in a feature article in a children's magazine.

Students:

- a • express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence
- b • present arguments for certain views or actions with reference to specific criteria that support the argument (E.g., an argument to purchase a particular piece of playground equipment might be based on the criteria of safety, appeal to children, durability, and low cost.)
- c • monitor and adjust their own oral and written presentations to meet criteria for competent performance (E.g., in writing, the criteria might include development of position, organization, appropriate vocabulary, mechanics, and neatness. In speaking, the criteria might include good content, effective delivery, diction, posture, poise, and eye contact.)
- d • use effective vocabulary and follow the rules of grammar, usage, spelling, and punctuation in persuasive writing.

This is evident, for example, when students:

- ▲ write a letter to the principal recommending that the school cafeteria serve pizza for lunch based on the criteria that it is nutritious and appealing to students
- ▲ give an oral report comparing several versions of the Cinderella story, pointing out similarities and differences in the versions
- ▲ in group discussion, select the most important word of a poem or story and explain its significance
- ▲ write an analysis of the effect of a major snow storm from the perspectives of a school student, a working parent, and a mail carrier
- ▲ in writing group, critique each other's writing with reference to specific criteria and revise their writing based on the group's suggestions.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

STANDARD 3

476

Standard 4—Language for Social Interaction

Listening and Speaking Reading and Writing

LA4
(I-1)

1. Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

ELA4
(K-2)

Students:

- a • listen attentively and recognize when it is appropriate for them to speak
- b • take turns speaking and respond to others' ideas in conversations on familiar topics
- c • recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations.

This is evident, for example, when students:

- ▲ take part in "show and tell" sessions
- ▲ participate in group discussions during "circle time"
- ▲ greet visitors to their school or classroom and respond to their questions.
- ▲ bring messages to the principal's office or to another teacher.

2. Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.

Students:

- a • exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions
- b • adjust their vocabulary and style to take into account the nature of the relationship and the knowledge and interests of the person receiving the message
- c • read and discuss published letters, diaries, and journals to learn the conventions of social writing.

This is evident, for example, when students:

- ▲ write thank you notes and invitations to friends
- ▲ exchange letters with pen pals in another country
- ▲ write letters to relatives who live in another city.

n.b. Because the focus of language for social interaction is on direct communication between individuals (rather than communication to a more general and perhaps unknown audience), the performance indicators for this standard are arranged to reflect the immediacy of direct communication (Listening and Speaking; Reading and Writing).

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

STANDARD 4

Students will read, write, listen, and speak for information and understanding.

LEVEL 1

Listening and Reading

Speaking and Writing

1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

2. Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

Students:

Students:

- LA1
(I-1)
- a • interpret and analyze information from textbooks and nonfiction books for young adults, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic data bases intended for a general audience
 - b • compare and synthesize information from different sources
 - c • use a wide variety of strategies for selecting, organizing, and categorizing information
 - d • distinguish between relevant and irrelevant information and between fact and opinion
 - e • relate new information to prior knowledge and experience
 - f • understand and use the text features that make information accessible and usable, such as format, sequence, level of diction, and relevance of details.

- ELA1
(K1-2)
- a • produce oral and written reports on topics related to all school subjects
 - b • establish an authoritative stance on the subject and provide references to establish the validity and verifiability of the information presented
 - c • organize information according to an identifiable structure, such as compare/contrast or general to specific
 - d • develop information with appropriate supporting material, such as facts, details, illustrative examples or anecdotes, and exclude extraneous material
 - e • use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce well-constructed informational texts
 - f • use standard English for formal presentation of information, selecting appropriate grammatical constructions and vocabulary, using a variety of sentence structures, and observing the rules of punctuation, capitalization, and spelling.

This is evident, for example, when students:

- ▲ produce a summary of the information about a famous person found in a biography, encyclopedia, and textbook
- ▲ use facts and data from news articles and television reports in an oral report on a current event
- ▲ compile a bibliography of sources that are used in a research project
- ▲ take notes that record the main ideas and most significant supporting details of a lecture or speech.

This is evident, for example, when students:

- ▲ write an essay for science class that contains information from interviews, data bases, magazines, and science texts
- ▲ participate in a panel discussion on population trends in the United States in recent years, using graphics, and citing the source of the data
- ▲ use technical terms correctly in subject area reports
- ▲ survey student views on a school issue and report findings to the class.

STANDARD 1

411

019

Students will read, write, listen, and speak for literary response and expression.

Integrated in:

Listening and Reading

Speaking and Writing

LAZ
KI-1)

1. Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text. **ELAZ (K-2)**

2. Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.

Students:

- a • read and view texts and performances from a wide range of authors, subjects, and genres
- b • understand and identify the distinguishing features of the major genres and use them to aid their interpretation and discussion of literature
- c • identify significant literary elements (including metaphor, symbolism, foreshadowing, dialect, rhyme, meter, irony, climax) and use those elements to interpret the work
- d • recognize different levels of meaning
- e • read aloud with expression, conveying the meaning and mood of a work
- f • evaluate literary merit based on an understanding of the genre and the literary elements.

This is evident, for example, when students:

- ▲ read or recite poems of their own selection to the class, clearly conveying the meaning of the poem and the effect of the rhythm and rhyme patterns
- ▲ produce lists of recommended readings for their peers, grouping the works according to some common elements (e.g., theme, setting, type of characters)
- ▲ use references to literature they have read to support their position in class discussion.

Students:

- a • present responses to and interpretations of literature, making reference to the literary elements found in the text and connections with their personal knowledge and experience
- b • produce interpretations of literary works that identify different levels of meaning and comment on their significance and effect
- c • write stories, poems, literary essays, and plays that observe the conventions of the genre and contain interesting and effective language and voice
- d • use standard English effectively.

This is evident, for example, when students:

- ▲ take part in class productions of short plays
- ▲ write a sequel to a story continuing the development of the characters, plot, and themes
- ▲ write reviews of literature from different cultural settings and point out similarities and differences in that literature
- ▲ write stories or poems for their peers or younger children.

STANDARD 2

Students will read, write, listen, and speak for critical analysis and evaluation.

Listening and Reading

Speaking and Writing

-A3
(I-1)

1. Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

ELA3
(KI-1)

Students:

- a • analyze, interpret, and evaluate information, ideas, organization, and language from academic and nonacademic texts, such as textbooks, public documents, book and movie reviews, and editorials
- b • assess the quality of texts and presentations, using criteria related to the genre, the subject area, and purpose (e.g., using the criteria of accuracy, objectivity, comprehensiveness, and understanding of the game to evaluate a sports editorial)
- c • understand that within any group there are many different points of view depending on the particular interests and values of the individual, and recognize those differences in perspective in texts and presentations (E.g., in considering whether to let a new industry come into a community, some community members might be enthusiastic about the additional jobs that will be created while others are concerned about the air and noise pollution that could result.)
- d • evaluate their own and others' work based on a variety of criteria (e.g., logic, clarity, comprehensiveness, conciseness, originality, conventionality) and recognize the varying effectiveness of different approaches.

This is evident, for example, when students:

- ▲ compare a magazine article on a historical event with the entries in an encyclopedia and history book to determine the accuracy and comprehensiveness of the article
- ▲ use the criteria of scientific investigation to evaluate the significance of a lab experiment
- ▲ read two conflicting reviews of a popular movie and recognize the different criteria the critics were using to evaluate the film
- ▲ point out examples of propaganda techniques (such as "bandwagon," "plain folks" language, and "sweeping generalities") in public documents and speeches.

2. Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.

Students:

- a • present (in essays, position papers, speeches, and debates) clear analyses of issues, ideas, texts, and experiences, supporting their positions with well-developed arguments
- b • develop arguments with effective use of details and evidence that reflect a coherent set of criteria (e.g., reporting results of lab experiments to support a hypothesis)
- c • monitor and adjust their own oral and written presentations according to the standards for a particular genre (e.g., defining key terms used in a formal debate)
- d • use standard English, precise vocabulary, and presentational strategies effectively to influence an audience.

This is evident, for example, when students:

- ▲ write a position paper on a current event, clearly indicating their position and the criteria on which it is based
- ▲ present an oral review of a film, supporting their evaluation with reference to particular elements such as character development, plot, pacing, and cinematography
- ▲ participate in a class debate on a social issue following the rules for formal debate
- ▲ produce their own advertising for a product, tailoring the text and visuals to a particular audience.

STANDARD 3

237

Students will read, write, listen, and speak for social interaction.

Intermediate

Listening and Speaking

Reading and Writing

LA4
(KI-1)

1. Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

Students:

- ELA4**
(KI-2)
- a • listen attentively to others and build on others' ideas in conversations with peers and adults
 - b • express ideas and concerns clearly and respectfully in conversations and group discussions
 - c • learn some words and expressions in another language to communicate with a peer or adult who speaks that language
 - d • use verbal and nonverbal skills to improve communication with others.

This is evident, for example, when students:

- ▲ act as hosts for open house at school
- ▲ participate in small group discussions in class
- ▲ give morning announcements over the public address system
- ▲ participate in school assemblies and club meetings.

2. Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.

Students:

- a • write social letters, cards, and electronic messages to friends, relatives, community acquaintances, and other electronic network users
- b • use appropriate language and style for the situation and the audience and take into account the ideas and interests expressed by the person receiving the message
- c • read and discuss social communications and electronic communications of other writers and use some of the techniques of those writers in their own writing.

This is evident, for example, when students:

- ▲ write letters to friends who are away
- ▲ send e-mail messages on a computer network
- ▲ send formal invitations for receptions or open houses.

Standard 1—Language for Information and Understanding

Listening and Reading Speaking and Writing

A1
I-1)

1. Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources. ELA1
(K-2)

Students:

- a • interpret and analyze complex informational texts and presentations, including technical manuals, professional journals, newspaper and broadcast editorials, electronic networks, political speeches and debates, and primary source material in their subject area courses
- b • synthesize information from diverse sources and identify complexities and discrepancies in the information
- c • use a combination of techniques (e.g., previewing, use of advance organizers, structural cues) to extract salient information from texts
- d • make distinctions about the relative value and significance of specific data, facts, and ideas
- c • make perceptive and well developed connections to prior knowledge
- f • evaluate writing strategies and presentational features that affect interpretation of the information.

This is evident, for example, when students:

- ▲ incorporate information from several noted experts to support a thesis in a research paper
- ▲ assemble notes for historical and artistic exhibits
- ▲ use an electronic data base and other graphic presentations to find evidence of trends for a sociological study
- ▲ produce flow charts and diagrams to show the relationships among information from different sources
- ▲ determine the relative value of different reference materials for a particular research question.

2. Speaking and writing to acquire and transmit information requires asking probing and clarifying questions, interpreting information in one's own words, applying information from one context to another, and presenting the information and interpretation clearly, concisely, and comprehensibly.

Students:

- a • write and present research reports, feature articles, and thesis/support papers on a variety of topics related to all school subjects
- b • present a controlling idea that conveys an individual perspective and insight into the topic
- c • use a wide range of organizational patterns such as chronological, logical (both deductive and inductive), cause and effect, and comparison/contrast
- d • support interpretations and decisions about relative significance of information with explicit statement, evidence, and appropriate argument
- e • revise and improve early drafts by restructuring, correcting errors, and revising for clarity and effect
- f • use standard English skillfully, applying established rules and conventions for presenting information and making use of a wide range of grammatical constructions and vocabulary to achieve an individual style that communicates effectively.

This is evident, for example, when students:

- ▲ demonstrate how to perform an intricate task, such as how to operate a computer program or conduct a laboratory experiment
- ▲ write an extended research report on a complex issue or topic that documents sources of information and is well organized to convey overarching ideas and supporting evidence and details
- ▲ write a report of a scientific inquiry that observes the conventions of scientific writing, the rules of evidence, and the correct usage of technical terms
- ▲ produce program notes for an art exhibit or concert with background information on the works and artists.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

STANDARD 1

Standard 2—Language for Literary Response and Expression

Listening and Reading

Speaking and Writing

1. Listening and reading for literary response involves comprehending, interpreting, and critiquing imaginative texts in every medium, drawing on personal experiences and knowledge to understand the text, and recognizing the social, historical and cultural features of the text.

Students:

- a • read and view independently and fluently across many genres of literature from many cultures and historical periods
- b • identify the distinguishing features of different literary genres, periods and traditions and use those features to interpret the work
- c • recognize and understand the significance of a wide range of literary elements and techniques, (including figurative language, imagery, allegory, irony, blank verse, symbolism, stream-of-consciousness) and use those elements to interpret the work
- d • understand how multiple levels of meaning are conveyed in a text
- e • read aloud expressively to convey a clear interpretation of the work
- f • evaluate literary merit based on an understanding of the genre, the literary elements, and the literary period and tradition.

This is evident, for example, when students:

- ▲ read a selection of poems of different forms, including sonnets, lyrics, elegies, narrative poems, and odes, and recognize the effect of the structure and form on the meaning
- ▲ act out scenes from a full length play in class
- ▲ read literary pieces on a common theme from several literary periods (such as Renaissance, Neo-Classical, Romantic, Realistic, Naturalistic, and Contemporary) and compare the treatments of the theme in those periods
- ▲ read and interpret works of recognized literary merit from several world cultures and recognize the distinguishing features of those cultural traditions
- ▲ view stage or film productions of a major play or novel and discuss the interpretation of the work that is evident in the production.

2. Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multilayered.

Students:

- a • present responses to and interpretations of works of recognized literary merit with references to the principal features of the genre, the period, and literary tradition, and drawing on their personal experiences and knowledge
- b • produce literary interpretations that explicate the multiple layers of meaning
- c • write original pieces in a variety of literary forms, correctly using the conventions of the genre and using structure and vocabulary to achieve an effect
- d • use standard English skillfully and with an individual style.

This is evident, for example, when students:

- ▲ write stories or poems using such literary structures and devices as stanzas and chapters, metaphors, foreshadowing, symbolism, and different forms of dialogue and narration
- ▲ take part in productions of full length plays
- ▲ put together a collection of literature from different cultures around a common theme and write the introduction to the collection explaining the similarities and differences
- ▲ write an interpretation of a major nineteenth-century novel discussing the features of the novel that reflect the conventions of the genre in that time period.
- ▲ write interpretations of works of recognized literary merit including a discussion of the principal features of the genre, the period, and the tradition.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

STANDARD 2

Standard 3—Language for Critical Analysis and Evaluation

Listening and Reading

Speaking and Writing

1. Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

2. Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based.

Students:

- a • analyze, interpret, and evaluate ideas, information, organization, and language of a wide range of general and technical texts and presentations across subject areas, including technical manuals, professional journals, political speeches, and literary criticism
- b • evaluate the quality of the texts and presentations from a variety of critical perspectives within the field of study (e.g., using both Poe's elements of a short story and the elements of "naturalist fiction" to evaluate a modern story)
- c • make precise determinations about the perspective of a particular writer or speaker by recognizing the relative weight they place on particular arguments and criteria (E.g., one critic condemns a biography as too long and rambling; another praises it for its accuracy and never mentions its length)
- d • evaluate and compare their own and others' work with regard to different criteria and recognize the change in evaluations when different criteria are considered to be more important.

This is evident, for example, when students:

- ▲ compare the majority decision and the dissenting opinions on a Supreme Court case
- ▲ listen to speeches of two political candidates and compare their stands on several major issues
- ▲ read the writing of several critics on the same author and determine what literary criteria each used in evaluating the author and how that accounts for different judgments
- ▲ read a current article on a scientific issue, such as the greenhouse effect, and compare it to an earlier explanation of the same issue.

Students:

- a • present orally and in writing well-developed analyses of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives in such forms as formal speeches, debates, thesis/support papers, literary critiques, and issues analyses
- b • make effective use of details, evidence, and arguments and of presentational strategies to influence an audience to adopt their position
- c • monitor and adjust their own oral and written presentations to have the greatest influence on a particular audience
- d • use standard English, a broad and precise vocabulary, and the conventions of formal oratory and debate.

This is evident, for example, when students:

- ▲ write two different analyses of a Supreme Court decision from the perspectives of a "strict-constructionist" and a judicial activist
- ▲ write a review of a technical manual from the perspective of current industry standards
- ▲ deliver a "campaign" speech using a variety of persuasive strategies to influence an audience
- ▲ write an essay comparing critiques from two different centuries of a Shakespearean play.

LA 3
KI-3)

ELA 3
(KI-3)

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

STANDARD 3

Standard 4—Language for Social Interaction

Listening and Speaking

1. Oral communication in formal and informal settings requires the ability to talk with people of different ages, genders, and cultures, to adapt presentations to different audiences, and to reflect on how talk varies in different situations.

Students:

- a • engage in conversations and discussions on academic, technical, and community subjects, anticipating listeners' needs and skillfully addressing them
- b • express their thoughts and views clearly with attention to the perspectives and voiced concerns of the others in the conversation
- c • use appropriately the language conventions for a wide variety of social situations, such as informal conversations, first meetings with peers or adults, and more formal situations such as job interviews or customer service.

This is evident, for example, when students:

- ▲ take part in and conduct meetings of student organizations
- ▲ interact with community members through community service experience or part-time jobs
- ▲ interview for a job or college acceptance
- ▲ greet visitors at school performances or sports banquets.

Reading and Writing

2. Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.

ELA4
(K-2)

Students:

- a • use a variety of print and electronic forms for social communication with peers and adults
- b • make effective use of language and style to connect the message with the audience and context
- c • study the social conventions and language conventions of writers from other groups and cultures and use those conventions to communicate with members of those groups.

This is evident, for example, when students:

- ▲ participate in electronic discussion groups (e.g., listserv)
- ▲ write letters and personal essays as part of college application
- ▲ write personal notes and letters that entertain and interest the recipient.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

STANDARD 4

Overview for Languages other than English (LOTE):

In the "Standards and Key Ideas" column of the LOTE Crosswalks, underlined letter and number combinations stand for Subject Area and Standard. In item "LOTE1 (ML)" which appears in the first row of the column "Standards and Key Ideas," "LOTE" stands for Languages other than English, "(ML)" stands for Modern Languages (a subcategory of the standard), and "1" indicates Standard 1. In the New York State learning standards for LOTE that follow, Key Ideas and Performance Indicators are hand-labeled. For each level (Elementary, Intermediate, and Commencement), the first Key Idea under LOTE Standard 1 (subcategory Modern Languages) is labeled "LOTE1 (ML), (KI-1)." Performance Indicators are labeled in lower case letters below the Key Ideas.

Key to LOTE Curriculum Crosswalks:

The following codes appear in the "Standards and Key Idea" column of the LOTE Curriculum Crosswalks:

Code	Subject / Subcategory (if applicable)	Standard Number	Description of Standard
LOTE1 (ML)	Languages other than English / Modern Languages	1	Communication Skills
LOTE2 (ML)	Languages other than English / Modern Languages	2	Cultural Understanding

7th Grade LOTE: Curriculum to Standards Crosswalk

Level: Checkpoint A

Course: Spanish

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Communication Skills</u> Vocabulary and grammar; Simple and complex sentences; Past, present, and future tenses; Essential communicative themes (e.g., time and weather, transportation, home and body)	<u>LOTE1 (ML)</u> (KI-1)	a, b, d
	(KI-2)	b, c, d
<u>Cultural Understanding</u> Distinguishing cultural traits of Spain; Mexico past and present; Hispanic heritage of Texas	<u>LOTE2 (ML)</u> (KI-1)	a, d

8th Grade LOTE: Curriculum to Standards Crosswalk

Level: Checkpoint B

Course: Spanish

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Communication Skills</u>		
Vocabulary and grammar; Advanced verb tenses; Essential communicative themes (e.g., time and weather, transportation, home and body); Initiating and sustaining conversation	<u>LOTE1 (ML)</u> (KI-1)	a, b, c, d, e, f
	(KI-2)	a, b, c, d, e, f
<u>Cultural Understanding</u>		
Puerto Rico past and present; Cultural heritage of Peru, Argentina, and Chile; Hispanic communities of Florida, California, and New York	<u>LOTE2 (ML)</u> (KI-1)	a, b, c, d

9th Grade LOTE: Curriculum to Standards Crosswalk

Level: Checkpoint C

Course: Spanish

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Communication Skills</u> Vocabulary and grammar; Essential communicative themes (e.g., time and weather, transportation, home and body); Idiomatic expression; Understanding main ideas in Spanish media; Using gesture to enhance communication	<u>LOTE1 (ML)</u> (KI-1)	a, b
	(KI-2)	d
<u>Cultural Understanding</u> Spain: history, geography, population, dialects; Countries and capitals of Central and South America	LOTE2 (ML) (KI-1)	a, b, c, d

Learning Standards for Languages Other Than English at Three Levels

Standard 1: Students will be able to use a language other than English for communication.

Standard 2: Students will develop cross-cultural skills and understandings.

Standard 1—Communication Skills

Language 11

Modern Languages

1 (ML) goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

2. Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

Students can:

- a • comprehend messages and short conversations when listening to peers, familiar adults, and providers of public services either in face-to-face interactions or on the telephone
- b • understand the main idea and some discrete information in television, radio, or live presentations
- c • initiate and sustain conversations, face to face or on the phone, with native-speaking or more fluent individuals
- d • select vocabulary appropriate to a range of topics, employ simple and complex sentences in present, past, and future time frames, and express details and nuances by using appropriate modifiers
- e • exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on familiar utterances
- f • use repetition and circumlocution as well as gestures and other nonverbal cues to sustain conversation.

This is evident, for example, when students:

- ▲ follow conversations and understand messages that concern everyday life and the larger society
- ▲ view slides depicting diversity within the target culture and discuss their reactions
- ▲ listen to Native speakers live or on tape, and use nonverbal cues, repetition, and rephrasing to understand
- ▲ conduct an interview with a native speaker of the target language
- ▲ watch television programs in the target language
- ▲ discuss songs, stories, and selected excerpts from the literature of the target language.

LOTE I (ML)
(KI-2)

Students can:

- a • read and comprehend materials written for native speakers when the topic and language are familiar.
- b • use cognates and contextual and visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures
- c • read simple materials independently, but may have to guess at meanings of longer or more complex material
- d • write short notes, uncomplicated personal and business letters, brief journals, and short reports
- e • write brief analyses of more complex content when given the opportunity for organization and advance preparation, though errors may occur more frequently
- f • produce written narratives and expressions of opinion about radio and television programs, newspaper and magazine articles, and selected stories, songs, and literature of the target language.

This is evident, for example, when students:

- ▲ read personal letters and notes, simple business correspondence, pamphlets, feature articles or editorials in newspapers or magazines published for the general public and discuss the positions presented in them
- ▲ read selected short stories and poems and identify the main idea and some specific ones
- ▲ identify subtleties of meaning through the use of learned vocabulary and structures including present, past, and future tense
- ▲ give an oral presentation on an assigned topic, using learned and practiced vocabulary, complex sentence structures in the present and, some sentences in the past and future
- ▲ write a short response to a classroom situation.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

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Standard 2—Cultural Understanding

Modern Languages Latin

OTE 2 44
(KI-1)

1. Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.

Students can:

- a • exhibit more comprehensive knowledge of cultural traits and patterns
- b • draw comparisons between societies
- c • recognize that there are important linguistic and cultural variations among groups that speak the same target language
- d • understand how words, body language, rituals, and social interactions influence communication.

This is evident, for example, when students:

- ▲ role play daily activities such as ordering in a restaurant or shopping, using authentic materials from target language cultures
- ▲ write in their own language an essay about cultural similarities between their country and a country in which the target language is spoken
- ▲ describe linguistic variations including accent, idioms, and styles between two cultures that speak the same language
- ▲ simulate an encounter between two friends in a target language culture, using appropriate social conventions, gestures, and body language.

1. Latin acquisition provides the cultural context for learning about the ancient world and its people. From this basis students can compare and contrast antiquity and the present and thoughtfully contemplate the future.

Students can:

- demonstrate increased knowledge of Greco-Roman myths and legends, daily life and history, art, and architecture, and of their influence on later civilizations
- read culturally authentic passages of Latin adapted from Latin authors
- apply knowledge of Latin literature, authors, and techniques of style to world literary traditions.

This is evident, for example, when students:

- ▲ develop a portfolio of modern architecture, labeling those aspects derived from the Greco-Roman tradition
- ▲ read sections of poetry by Ovid, identifying recurring themes, forms, and issues
- ▲ write a paper in English showing how the literary techniques of a Latin author influence a modern author.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

Standard 1—Communication Skills

Modern Languages

1. Listening and speaking are primary communicative goals in modern language learning. These skills are used for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

1 (ML)

Students can:

- a • understand standard speech delivered in most authentic settings
- b • understand the main ideas and significant relevant details of extended discussions or presentations, and of recorded songs, feature programs on radio and television, movies, and other media designed for use by native speakers.
- c • draw on a wide range of language forms, vocabulary, idioms, and structures learned in class as well as those acquired through independent exposure to the language
- d • comprehend subtler, nuanced details of meaning with some repetition and rephrasing
- c • engage in extended discussions with native or fluent speakers on a broad range of topics that extend beyond their daily lives and are of general interest to the target cultures.

This is evident, for example, when students:

- ▲ detect emotional overtones and understand inferences in personal communications and formal presentations
- ▲ report orally on a radio news broadcast that covers contemporary themes and issues
- ▲ give an oral presentation on an assigned topic, using culturally appropriate vocabulary, expressions, gestures, and verbal and nonverbal cues, simple and complex sentences, and the full range of time frames
- ▲ maintain a natural conversational pace
- ▲ produce virtually error-free speech in brief exchanges with classmates, using simple structures and familiar vocabulary. Errors which may interfere with communication tend to occur during more extended and complicated discourse.

2. Reading and writing are used in languages other than English for the purposes of socializing, providing and acquiring information, expressing personal feelings and opinions, and getting others to adopt a course of action.

LOTE1 (ML)

(KI-2)

Students can:

- a • comprehend the content of most texts of interest to native speakers
- b • draw on a broad range of learned vocabulary, idioms, and structures, including the full range of time frames, as well as language acquired through independent reading
- c • write multiparagraphed essays, journals, personal and business letters, and creative texts in which their thoughts are unified and presented in an organized fashion; errors in form may occur, particularly when the students are writing about complex themes or issues requiring the expression of opinions, or when the topic is outside their realm of experiences
- d • use culturally appropriate learned vocabulary and structures associated with a broad range of topics, and structures such as simple and complex sentences to communicate through the full range of time frames.

This is evident, for example, when students:

- ▲ understand the full meaning of personal and business correspondence and pamphlets, full-length feature articles or editorials in newspapers or other periodicals of interest to the general public, general advertising, documentation accompanying commonly used products
- ▲ interpret full-length original versions of poetry and prose that express significant themes and issues of global and cultural concern
- ▲ write independently about a broad range of topics that extend beyond the students' daily lives to include issues, ideas, and opinions that are of general interest to the target cultures as expressed in songs (live and recorded), feature programs on television and radio, movies, articles in newspapers and magazines, other forms of media presentations used by native speakers, and literature selections
- ▲ express complex ideas, using simpler forms of language.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Standard 2—Cultural Understanding

Modern Languages

Latin

LOTEZ (M)
(I-1)
Effective communication involves meanings that go beyond words and require an understanding of perceptions, gestures, folklore, and family and community dynamics. All of these elements can affect whether and how well a message is received.

Students can:

- a • demonstrate sophisticated knowledge of cultural nuances in a target language culture
- b • model how spoken language, body language, and social interaction influence communication
- c • use appropriate registers
- d • write in the target language in a manner that articulates similarities and differences in cultural behaviors.

This is evident, for example, when students:

- ▲ read and understand poetry written for Native speakers
- ▲ exchange greetings with Native speakers and use culturally appropriate grammatical forms and body language
- ▲ write a simulated dialogue between Native speakers about a topic of current interest.

1. Latin acquisition provides the cultural context for learning about the ancient world and its people. From this basis students can compare and contrast antiquity and the present and thoughtfully contemplate the future.

Students can:

- use adapted reading from Latin prose and poetry to broaden knowledge about Greco-Roman civilization and its influence on subsequent civilizations
- make comparisons of Latin literary style with those of world literary traditions.

This is evident, for example, when students:

- ▲ read unadapted works of Virgil and identify new features of style and content
- ▲ compare and contrast the literary devices employed in an authentic Latin epic with those used in a medieval epic such as *El Cid*.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Overview for Math:

In the "Standards and Key Ideas" column of the Math Curriculum Crosswalks, underlined letter and number combinations stand for Subject Area and Standard. Please note that where a standard is divided into categories, the category is represented in parentheses just after the standard. Standard 1 in the Math, Science, and Technology learning standards is divided into three categories: Mathematical Analysis, Scientific Inquiry, and Engineering Design. Therefore, in item "MST1 (MA)" which appears in the first row of the column "Standards and Key Ideas," "MST" stands for Math, Science, and Technology, "1" indicates Standard 1, and "(MA)" represents the category "Mathematical Analysis." Beneath "MST1 (MA)" appears "(KI-1)." This stands for Key Idea 1.

In the New York State Learning Standards for Math, Science, and Technology that follow, Key Ideas and Performance Indicators are hand-labeled. The first Key Idea under Math, Science, and Technology Standard 1 (subcategory Mathematical Analysis) is labeled "MST1 (MA), (KI-1)" and so on and so forth. Performance Indicators are hand-labeled in lower case letters below the Key Ideas. Please note that in the newly revised (as of March 2005) Standard 3 section, performance indicators are numbered by the document's authors. Therefore, these performance indicators are represented numerically in our crosswalks.

Key to Math Curriculum Crosswalks:

The following codes appear in the "Standards and Key Idea" column of the Math Curriculum Crosswalks:

Code	Subject / Subcategory (if applicable)	Standard Number	Description of Standard
MST1 (MA)	Math, Science, & Technology / Mathematical Analysis	1	Analysis, Inquiry, and Design
MST1 (ED)	Math, Science, & Technology / Engineering Design	1	Analysis, Inquiry, and Design
MST3	Math, Science, & Technology	3	Mathematics
CD/OS1	Career Development and Occupational Studies	1	Career Development
CD/OS2	Career Development and Occupational Studies	2	Integrated Learning
CD/OS3a	Career Development and Occupational Studies	3a	Universal Foundation Skills

Kindergarten Math: Curriculum to Standards Crosswalk

Level: Elementary

Subject Area: Math

Content	Standards and Key Ideas	Performance Indicators
Mathematical Analysis and Application	MST1 (MA) (KI-1)	a
Saxon Mathematics Curriculum:	(KI-2)	a
Counting;	(KI-3)	a
Shapes;	MST3 (PS) (KI-1)	1, 2
Measuring (non-standard units of measurement);	(KI-2)	3, 4
Telling Time;	(KI-3)	5, 6, 7, 8, 9
Writing Numerals	(KI-4)	10
	MST3 (RP) (KI-1)	1
	(KI-2)	2, 3
	(KI-3)	4
	MST3 (CM) (KI-1)	1
	(KI-2)	2
	(KI-3)	3, 4
	(KI-4)	5
	MST3 (CN) (KI-1)	1, 2, 3
	MST3 (R) (KI-1)	1, 2
	(KI-2)	3, 4, 5
	MST3 (N) (KI-1)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
	(KI-2)	12, 13
	MST3 (A) (KI-1)	1, 2
	MST3 (G) (KI-1)	1
	(KI-2)	2
	(KI-3)	3, 4
	(KI-4)	5
	MST3 (M) (KI-1)	1, 2, 3
	MST3 (S) (KI-1)	1, 2, 3, 4, 5
	MST6 (KI-3)	a
	(KI-5)	a
	CD/OS1 (KI-2)	a
	CD/OS3a (KI-2)	a

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1st Grade Math: Curriculum to Standards Crosswalk		
Level: Elementary		
Subject Area: Math		
Content	Standards and Key Ideas	Performance Indicators
Mathematical Analysis and Application Saxon Mathematics Curriculum: Skip Counting; Place Value; Identifying and Extending Patterns; Addition and Subtraction; Comparison Symbols; Measurement (standard units); Polygons and Geometric Solids; Determining Likelihood of Events; Reading Graphs	MST1 (MA) (KI-1)	a
	(KI-2)	a
	(KI-3)	a
	MST3 (PS) (KI-1)	1, 2
	(KI-2)	3, 4
	(KI-3)	5, 6, 7, 8, 9
	(KI-4)	10
	MST3 (RP) (KI-1)	1, 2
	(KI-2)	3, 4
	(KI-3)	5, 6, 7
	(KI-4)	8
	MST3 (CM) (KI-1)	1, 2
	(KI-2)	3
	(KI-3)	4, 5
	(KI-4)	6
	MST3 (CN) (KI-1)	1, 2, 3
	(KI-2)	4, 5, 6
	(KI-3)	7, 8, 9
	MST3 (R) (KI-1)	1, 2, 3
	(KI-2)	4
	(KI-3)	5, 6, 7
	MST3 (N) (KI-1)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23
	(KI-2)	24, 25, 26, 27, 28, 29
	(KI-3)	30
	MST3 (A) (KI-1)	1
	MST3 (G) (KI-1)	1, 2
	(KI-2)	3, 4
	(KI-3)	5
	MST3 (M) (KI-1)	1, 2, 3
	(KI-2)	4, 5, 6, 7, 8, 9, 10
(KI-3)	11	
MST3 (S) (KI-1)	1, 2, 3, 4, 5, 6, 7	
(KI-2)	8, 9	
MST6 (KI-1)	a	
(KI-5)	a	
CD/OS3a (KI-1)	a	

2nd Grade Math: Curriculum to Standards Crosswalk

Level: Elementary

Subject Area: Math

Content	Standards and Key Ideas	Performance Indicators
Mathematical Analysis and Application	MST1 (MA)	a
Saxon Mathematics and Achievement First Math Curriculum:	(KI-1)	
Number Sense;	(KI-2)	a
Whole Numbers: Basic Facts and Operations;	(KI-3)	a
Commutative and Associative Properties of Addition;	MST2 (PS)	1, 2
Multiplication;	(KI-1)	1, 2
Place value;	(KI-2)	3, 4
Algebra Patterns, Relations, and Functions;	(KI-3)	5, 6, 7, 8, 9
Problem-solving;	(KI-4)	10
Fractions;	MST3 (RP)	1, 2
Geometry: Shape, Angles; Lines of Symmetry, Volume, Mass, Perimeter;	(KI-1)	1, 2
Reading Diagrams, Graphs, and Charts;	(KI-2)	3, 4
Measurement;	(KI-3)	5, 6, 7
Money;	(KI-4)	8
Calendars and Time;	MST3 (CM)	1, 2
Statistics and Probability;	(KI-1)	1, 2
Estimation	(KI-2)	3, 4
	(KI-3)	5, 6, 7
	(KI-4)	8
	MST3 (CM)	1, 2
	(KI-1)	1, 2
	(KI-2)	3
	(KI-3)	4, 5
	(KI-4)	6
	MST3 (CN)	1, 2, 3
	(KI-1)	1, 2, 3
	(KI-2)	4, 5, 6
	(KI-3)	7, 8, 9
	MST3 (R)	1, 2, 3
	(KI-1)	1, 2, 3
	(KI-2)	4
	(KI-3)	5, 6, 7
	MST3 (N)	1-14
	(KI-1)	1-14
	(KI-2)	15, 16, 17, 18, 19, 20, 21
	(KI-3)	22
	MST3 (A)	1
	(KI-1)	1
	(KI-2)	2
	MST3 (O)	1, 2, 3
	(KI-1)	1, 2, 3
	(KI-2)	4
	(KI-3)	5, 6
	MST3 (M)	1, 2, 3, 4, 5
	(KI-1)	1, 2, 3, 4, 5
	(KI-2)	6, 7, 8, 9
	(KI-3)	10
	MST3 (S)	1, 2, 3, 4
	(KI-1)	1, 2, 3, 4
	(KI-2)	5
	MST6	a
	(KI-3)	a
	(KI-5)	a, b
	(KI-6)	a
	CD/OS3a	a
	(KI-1)	a

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3rd Grade Math: Curriculum to Standards Crosswalk

Level: Elementary

Subject Area: Math

Content	Standards and Key Ideas	Performance Indicators
Mathematical Analysis and Application Saxon Mathematics and Achievement First Math Curriculum: Whole Numbers; Number Sense; Place Value; Multiplication (single-digit by double-digit numbers); Division; Problem Solving; Estimation; Negative numbers; Adding and Subtracting Fractions; Statistics and Probability; Geometry: Angles, Lines of Symmetry, Volume, Mass, Perimeter, Measurement; Patterns and Functions; Graphing Coordinates; Reading Graphs and Diagrams; Money; Time	MST1 (MA) (KI-1)	a
	(KI-2)	a
	(KI-3)	a
	MST3 (PS) (KI-1)	1, 2, 3
	(KI-2)	4, 5, 6, 7, 8
	(KI-3)	9-19
	(KI-4)	20, 21, 22, 23, 24, 25
	MST3 (RP) (KI-1)	1, 2
	(KI-2)	3, 4
	(KI-3)	5, 6, 7
	(KI-4)	8
	MST3 (CM) (KI-1)	1, 2, 3
	(KI-2)	4, 5, 6
	(KI-3)	7, 8
	(KI-4)	9, 10, 11
	MST3 (CN) (KI-1)	1, 2, 3
	(KI-2)	4, 5
	(KI-3)	6, 7, 8
	MST3 (R) (KI-1)	1, 2, 3, 4
	(KI-2)	5, 6, 7
	(KI-3)	8, 9, 10
	MST3 (N) (KI-1)	1-17
	(KI-2)	18, 19, 20, 21, 22, 23, 24
	(KI-3)	25, 26, 27
	MST3 (A) (KI-1)	1
	(KI-2)	2
	MST3 (G) (KI-1)	1, 2, 3, 4
	(KI-2)	5
	MST3 (M) (KI-1)	1, 2, 3, 4, 5, 6
	(KI-2)	7, 8
	(KI-3)	9, 10
	MST3 (S) (KI-1)	1, 2, 3, 4, 5, 6, 7
	(KI-2)	8
MST6 (KI-3)	a, b	
(KI-5)	a, b	
(KI-6)	a, b	
CD/OS3a (KI-1)	a	

4th Grade Math: Curriculum to Standards Crosswalk

Level: Elementary

Subject Area: Math

Content	Standards and Key Ideas	Performance Indicators
Mathematical Analysis and Application Achievement First Math Curriculum: Number Systems; Adding, Subtracting, and Multiplying Multi-digit Numbers; Expanded Numerical Form; Estimation; Inequalities; Prime and Composite Numbers; Mixed Numbers and Improper Fractions; Square and Cube Roots; Decimals and Percents; Roman Numerals; Polygons; Triangles (right, acute, obtuse); Volume, Mass, Perimeter, Pi; Parallel and Perpendicular Lines; Measurement (inc. using a compass and protractor); Patterns, Relations, and Functions; Statistics and Probability; Engaging Design Processes; Creating Graphs	MST1 (MA) (KI-1)	a
	(KI-2)	a
	(KI-3)	a
	MST1 (ED) (KI-1)	a, b, c, d, e
	MST1 (PS) (KI-1)	1, 2, 3
	(KI-2)	4, 5, 6, 7, 8
	(KI-3)	9-19
	(KI-4)	20, 21, 22, 23, 24, 25
	MST1 (RP) (KI-1)	1, 2
	(KI-2)	3, 4
	(KI-3)	5, 6, 7
	(KI-4)	8, 9
	MST1 (CM) (KI-1)	1, 2, 3
	(KI-2)	4, 5, 6
	(KI-3)	7, 8
	(KI-4)	9, 10, 11
	MST1 (CN) (KI-1)	1, 2, 3
	(KI-2)	4, 5
	(KI-3)	6, 7, 8
	MST1 (R) (KI-1)	1, 2, 3, 4
	(KI-2)	5, 6, 7
	(KI-3)	8, 9, 10
	MST1 (N) (KI-1)	1-13
	(KI-2)	14-25
	(KI-3)	26, 27
	MST1 (A) (KI-1)	1
	(KI-2)	2, 3
	(KI-3)	4, 5
	MST1 (G) (KI-1)	1, 2, 3, 4, 5
	(KI-2)	6, 7, 8
	MST1 (M) (KI-1)	1, 2, 3, 4, 5, 6, 7
	(KI-2)	8, 9, 10
	MST1 (S) (KI-1)	1, 2, 3, 4
(KI-2)	5, 6	
MST1 (KI-3)	a, b	
(KI-5)	a, b	
(KI-6)	a, b	
CD/OS2 (KI-1)	a, b, c	
CD/OS3a (KI-1)	a	
(KI-2)	a	
(KI-7)	a	

5th Grade Math: Curriculum to Standards Crosswalk

Level: Intermediate

Course: Math

Content	Standards and Key Ideas	Performance Indicators
Mathematical Analysis and Application Achievement First Math Curriculum: Number Sense; Problem-Solving; Basic Operations (addition, subtraction, multiplication, and division); Basic Algebra; Place Value; Comparing, Ordering, and Rounding Whole Numbers; Estimation; Calculator Basics; Fractions, Decimals, and Percent; Ratio and Proportion; Measurement and Conversion; Volume, Area, and Perimeter; Shape Relationships (e.g., congruent and similar); Triangles and Angles; Probability and Statistics; Patterns	MST1 (MA) (KI-1)	a
	(KI-2)	a
	(KI-3)	a
	MST1 (PS) (KI-1)	1, 2, 3
	(KI-2)	4, 5, 6, 7, 8, 9
	(KI-3)	10, 11, 12, 13, 14, 15
	(KI-4)	16-23
	MST1 (RP) (KI-1)	1, 2
	(KI-2)	3, 4
	(KI-3)	5, 6, 7
	(KI-4)	8
	MST1 (CM) (KI-1)	1, 2, 3
	(KI-2)	4, 5
	(KI-3)	6, 7, 8
	(KI-4)	9, 10, 11
	MST1 (CN) (KI-1)	1, 2, 3
	(KI-2)	4, 5
	(KI-3)	6, 7, 8, 9
	MST1 (R) (KI-1)	1, 2, 3, 4
	(KI-2)	5, 6
	(KI-3)	7, 8, 9
	MST1 (ND) (KI-1)	1-15
	(KI-2)	16-23
	(KI-3)	24, 25, 26, 27
	MST1 (A) (KI-1)	1, 2
	(KI-2)	3, 4, 5, 6
	(KI-3)	7, 8
	MST1 (G) (KI-1)	1
	(KI-2)	2, 3, 4, 5, 6, 7, 8, 9, 10
	(KI-3)	11
	(KI-4)	12, 13, 14
	MST1 (M) (KI-1)	1, 2, 3, 4, 5, 6
	(KI-2)	7, 8
	(KI-3)	9, 10, 11
	MST1 (S) (KI-1)	1, 2, 3
(KI-2)	4	
(KI-3)	5, 6, 7	
MST6 (KI-3)	a	
(KI-5)	b	
(KI-6)	a	
CD/OS2a (KI-1)	a	
(KI-2)	a	

6th Grade Math: Curriculum to Standards Crosswalk

Level: Intermediate

Course: Math

Content	Standards and Key Ideas	Performance Indicators
Mathematical Analysis and Application Achievement First Math Curriculum: Number Sense; Problem-Solving; Operations (addition, subtraction, multiplication, and division); Advanced Operations / Algebra; Place Value; Comparing, Ordering, and Rounding Whole Numbers; Estimation; Calculator Basics; Fractions, Decimals, and Percent; Ratio, Proportion, Percent, and Rate; Measurement and Conversion; Volume, Area, and Perimeter; Shape Relationships (e.g., congruent and similar); Triangles and Angles; Coordinate Geometry; Probability and Statistics; Graphs and Charts (inc. data collection and recording); Patterns	MST1 (MA) (KI-1)	a
	(KI-2)	a
	(KI-3)	a
	MST3 (PS) (KI-1)	1, 2, 3
	(KI-2)	4, 5, 6, 7, 8, 9
	(KI-3)	10, 11, 12, 13, 14, 15
	(KI-4)	16-23
	MST3 (RP) (KI-1)	1, 2
	(KI-2)	3, 4
	(KI-3)	5, 6, 7
	(KI-4)	8, 9
	MST3 (CM) (KI-1)	1, 2, 3
	(KI-2)	4, 5
	(KI-3)	6, 7, 8
	(KI-4)	9, 10, 11
	MST3 (CN) (KI-1)	1, 2, 3
	(KI-2)	4, 5
	(KI-3)	6, 7, 8, 9
	MST3 (R) (KI-1)	1, 2, 3, 4
	(KI-2)	5, 6
	(KI-3)	7, 8, 9
	MST3 (N) (KI-1)	1-15
	(KI-2)	16-25
	(KI-3)	26, 27
	MST3 (A) (KI-1)	1
	(KI-2)	2, 3, 4, 5, 6
	MST3 (G) (KI-1)	1, 2, 3, 4, 5, 6, 7, 8, 9
	(KI-2)	10, 11
	MST3 (M) (KI-1)	1, 2, 3, 4, 5, 6
	(KI-2)	7, 8, 9
MST3 (S) (KI-1)	1, 2, 3, 4, 5, 6, 7	
(KI-2)	8	
(KI-3)	9, 10, 11	
MST6 (KI-3)	a	
(KI-5)	a, b	
(KI-6)	a	
CD/OS3a (KI-1)	a	
(KI-2)	a	

7th Grade Math: Curriculum to Standards Crosswalk

Level: Intermediate

Course: Math

Content	Standards and Key Ideas	Performance Indicators
<u>Mathematical Analysis and Application</u> Achievement First Math Curriculum: Number Sense; Advanced Problem-Solving (whole numbers, fractions, decimals, money amounts); Operations (addition, subtraction, multiplication, and division); Algebra; Fractions, Decimals, and Percents; Factors and Exponents; Scientific Notation; Estimation; Circles (area, radius, diameter); Complex Shapes (volume, area, perimeter); Measurement and Conversion	<u>MST1 (MA)</u> (KI-1)	a
	(KI-2)	a
	(KI-3)	a
	<u>MST2 (PS)</u> (KI-1)	1, 2, 3
	(KI-2)	4, 5, 6
	(KI-3)	7, 8, 9, 10, 11
	(KI-4)	12, 13, 14, 15, 16, 17
	<u>MST2 (RP)</u> (KI-1)	1
	(KI-2)	2, 3
	(KI-3)	4, 5
	(KI-4)	6, 7, 8
	<u>MST2 (CM)</u> (KI-1)	1, 2, 3
	(KI-2)	4, 5
	(KI-3)	6, 7, 8
	(KI-4)	9, 10, 11
	<u>MST2 (CN)</u> (KI-1)	1, 2, 3
	(KI-2)	4, 5
	(KI-3)	6, 7, 8, 9
	<u>MST2 (R)</u> (KI-1)	1, 2, 3, 4, 5
	(KI-2)	6, 7, 8
	(KI-3)	9, 10, 11
	<u>MST2 (N)</u> (KI-1)	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
	(KI-2)	11, 12, 13, 14, 15, 16, 17
	(KI-3)	18, 19
	<u>MST2 (A)</u> (KI-1)	1
	(KI-2)	2, 3, 4, 5, 6
	(KI-3)	7, 8, 9, 10
	<u>MST2 (G)</u> (KI-1)	1, 2, 3, 4
	(KI-2)	5, 6, 7, 8, 9
	(KI-3)	10
	<u>MST2 (M)</u> (KI-1)	1, 2, 3, 4, 5, 6, 7, 8, 9
	(KI-2)	10, 11, 12, 13
	<u>MST2 (S)</u> (KI-1)	1, 2, 3, 4, 5, 6
(KI-2)	7	
(KI-3)	8, 9, 10, 11, 12	
<u>MST6</u> (KI-3)	a, b	
(KI-5)	a, b	
(KI-6)	a, b	
<u>CD/OS3a</u> (KI-1)	a	
(KI-2)	b, c	
<u>CD/OS2</u> (KI-1)	b, c	

8th Grade Math: Curriculum to Standards Crosswalk

Level: Intermediate

Course: Math

Content	Standards and Key Ideas	Performance Indicators
Mathematical Analysis and Application Achievement First Math and Addison-Wesley Algebra: Number Sense; Operations; Algebra (variables and expressions); Advanced Problem-Solving; Fractions, Decimals, and Percents; Equations and Inequalities; Estimation; Patterns, Relations, and Functions; Geometric Constructions and Relationships; Basic Concepts of Right Triangle Trigonometry; Coordinate Geometry; Measurement and Conversion	MST1 (MA) (KI-1)	a
	(KI-2)	a
	(KI-3)	a
	MST3 (PS) (KI-1)	1, 2, 3
	(KI-2)	4, 5, 6
	(KI-3)	7, 8, 9, 10, 11
	(KI-4)	12, 13, 14, 15, 16, 17
	MST3 (RP) (KI-1)	1
	(KI-2)	2, 3
	(KI-3)	4, 5
	(KI-4)	6, 7, 8
	MST3 (CM) (KI-1)	1, 2, 3
	(KI-2)	4, 5
	(KI-3)	6, 7, 8
	(KI-4)	9, 10, 11
	MST3 (CN) (KI-1)	1, 2, 3
	(KI-2)	4, 5
	(KI-3)	6, 7, 8, 9
	MST3 (R) (KI-1)	1, 2, 3, 4, 5
	(KI-2)	6, 7, 8
	(KI-3)	9, 10, 11
	MST3 (N) (KI-1)	1, 2, 3, 4
	(KI-2)	5, 6
	MST3 (A) (KI-1)	1, 2, 3, 4, 5
	(KI-2)	6, 7, 8, 9, 10, 11, 12, 13, 14
	(KI-3)	15, 16, 17, 18, 19
	MST3 (G) (KI-1)	0
	(KI-2)	1, 2, 3, 4, 5, 6
	(KI-3)	7, 8, 9, 10, 11, 12
	(KI-4)	13-21
	MST3 (M) (KI-1)	1
	MST6 (KI-3)	a, b
(KI-5)	a, b	
(KI-6)	a, b	
CD/OS3a (KI-1)	a	
(KI-2)	a	
CD/OS2 (KI-1)	a, b, c	

9th Grade Math: Curriculum to Standards Crosswalk		
Level: Commencement		
Course: Integrated Algebra		
Content	Standards and Key Ideas	Performance Indicators
Mathematical Analysis and Application Achievement First Math and Addison-Wesley Algebra: Advanced Problem-Solving; Solving for Variables; Using Multiple Operations in Algebraic Expressions; Advanced Calculator Functions; Volume, Area, and Perimeter; Geometric Formulas; Concepts of Engineering Design	MST1 (MA) (KI-1)	a
	(KI-2)	a
	(KI-3)	a
	MST1 (ED) (KI-1)	a, b
	MST3 (PS) (KI-1)	1, 2
	(KI-2)	3, 4
	(KI-3)	5, 6, 7
	(KI-4)	8, 9, 10
	MST3 (RP) (KI-1)	1
	(KI-2)	2, 3
	(KI-3)	4, 5, 6, 7
	(KI-4)	8, 9, 10, 11, 12
	MST3 (CM) (KI-1)	1, 2
	(KI-2)	3, 4, 5, 6
	(KI-3)	7, 8, 9
	(KI-4)	10, 11, 12, 13
	MST3 (CN) (KI-1)	1, 2
	(KI-2)	3, 4, 5
	(KI-3)	6, 7, 8
	MST3 (R) (KI-1)	1, 2, 3
	(KI-2)	4, 5
	(KI-3)	6, 7, 8
	MST3 (N) (KI-1)	1
	(KI-2)	2, 3, 4, 5, 6, 7, 8
	MST3 (A) (KI-1)	1-11
	(KI-2)	12-28
	(KI-3)	29-45
	MST3 (G) (KI-1)	1, 2
	(KI-2)	3, 4, 5, 6, 7, 8, 9, 10
	MST3 (M) (KI-1)	1, 2
	(KI-2)	3
	MST3 (S) (KI-1)	1-14
	(KI-2)	15, 16, 17
(KI-3)	18, 19, 20, 21, 22, 23	
MST6 (KI-3)	a	
(KI-4)	a	
(KI-5)	a, b	
(KI-6)	b	
CD/OS2 (KI-1)	a	
CD/OS3a (KI-1)	a	
(KI-2)	a	

Overview for Science:

In the "Standards and Key Ideas" column of the Science Curriculum Crosswalks, underlined letter and number combinations stand for Subject Area and Standard. Please note that where a standard is divided into categories, the category is represented in parentheses just after the standard. Standard 4 ("Science") in the Math, Science, and Technology learning standards is divided into two categories: Physical Setting and Living Environment. In item "MST4 (PS)" which appears in the first row of the column "Standards and Key Ideas," "MST" stands for Math, Science, and Technology, "4" indicates Standard 4, and "(PS)" represents the category "Physical Setting."

In the New York State Learning Standards for Math, Science, and Technology that follow, Key Ideas and Performance Indicators are hand-labeled. For all three levels (Elementary, Intermediate, and Commencement), the first Key Idea under Math, Science, and Technology Standard 4 (subcategory Physical Setting) is labeled "MST4 (PS), (KI-1)" and so on and so forth. Performance Indicators are labeled in lower case letters below the Key Ideas.

Key to Science Curriculum Crosswalks:

The following codes appear in the "Standards and Key Idea" column of the Science Crosswalks:

Code	Subject / Subcategory (if applicable)	Standard Number	Description of Standard
MST1 (SI)	Math, Science, & Technology / Scientific Inquiry	1	Analysis, Inquiry, and Design
MST1 (ED)	Math, Science, & Technology / Engineering Design	1	Analysis, Inquiry, and Design
MST2	Math, Science, & Technology	2	Information Systems
MST4 (PS)	Math, Science, & Technology / Physical Setting	4	Science
MST4 (LE)	Math, Science, & Technology / Living Environment	4	Science
CD/OS3a	Career Development and Occupational Studies	3a	Integrated Learning

Kindergarten Science: Curriculum to Standards Crosswalk		
Level: Elementary		
Subject Area: Science		
<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Physical Setting</u> FOSS Science curriculum: <u>Fabric:</u> What is the structure of fabric? How does fabric interact with other materials? <u>Wood and Paper:</u> What is the difference between wood and paper? How is paper made from wood?	<u>MST4 (PS)</u>	
	(KI-1)	a
	(KI-2)	a
	(KI-3)	a, b
	(KI-4)	a
	(KI-5)	a, b
	<u>MST 5</u>	
	(KI-2)	a, c
	<u>MST 6</u>	
	(KI-1)	a, b
	(KI-2)	b
<u>The Living Environment</u> FOSS Science curriculum: <u>Trees:</u> What do trees need in order to grow? What role do trees serve in the local community and the world beyond? <u>Animals:</u> What are the indentifiable structures and basic needs of fish, snails, worms, insects, and chicks?	(KI-4)	a, b
	<u>MST 7</u>	
	(KI-2)	d, e
	<u>MST4 (LE)</u>	
	(KI-1)	a, b
	(KI-2)	a, b
	(KI-3)	a
	(KI-4)	b
	(KI-5)	b, c
	(KI-6)	a, b
	<u>MST 6</u>	
(KI-1)	a, b	
(KI-2)	b	
(KI-4)	a, b	
<u>MST 7</u>		
(KI-2)	d, e	

1st Grade Science: Curriculum to Standards Crosswalk		
Level: Elementary		
Subject Area: Science		
<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Physical Setting</u> FOSS Science curriculum: <u>Solids and Liquids</u> : What are the differences between solids and liquids? <u>Balance and Motion</u> : How and why do objects balance, roll, and spin? <u>Air and Weather</u> : How does air interact with objects? What changes take place in weather over time? <u>Pebbles, Sand, and Silt</u> : What are rocks made of? How are earth materials used?	<u>MST4 (PE)</u> (KI-1)	a
	(KI-2)	a
	(KI-3)	a, b
	(KI-4)	a
	(KI-5)	a, b
	<u>MST 5</u> (KI-2)	a, c, d
	<u>MST6</u> (KI-1)	a, b
	(KI-2)	a
	<u>MST7</u> (KI-2)	d, e
	<u>The Living Environment</u> FOSS Science curriculum: <u>New Plants</u> : How do plants change as they grow? <u>Insects</u> : What are the life stages of insects?	<u>MST4 (LE)</u> (KI-1)
(KI-2)		a, b
(KI-3)		a
(KI-4)		a, b
(KI-5)		b, c
(KI-6)		a, b
<u>MST6</u> (KI-1)		a, b
(KI-2)		a
<u>MST7</u> (KI-2)		d, e

2nd Grade Science: Curriculum to Standards Crosswalk

Level: Elementary

Subject Area: Science

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<p>Physical Setting</p> <p>FOSS Science curriculum: <u>Solids and Liquids</u>: What are the differences between solids and liquids? <u>Balance and Motion</u>: How and why do objects balance, roll, and spin? <u>Air and Weather</u>: How does air interact with objects? What changes take place in weather over time? <u>Pebbles, Sand, and Silt</u>: What are rocks made of? How are earth materials used?</p>	MST4 (PE) (KI-1)	a
	(KI-2)	a
	(KI-3)	a, b
	(KI-4)	a
	(KI-5)	a, b
	MST5 (KI-1)	a, c, d
	MST6 (KI-1)	a,
	(KI-2)	a
	MST7 (KI-2)	a, b, d, e
	<p>The Living Environment</p> <p>FOSS Science curriculum: <u>New Plants</u>: How do plants change as they grow? <u>Insects</u>: What are the life stages of insects?</p>	MST4 (LE) (KI-1)
(KI-2)		a, b
(KI-3)		a
(KI-4)		a, b
(KI-5)		b, c
(KI-6)		a, b
MST6 (KI-1)		a,
(KI-2)		a
MST7 (KI-2)		a, b, d, e

3rd Grade Science: Curriculum to Standards Crosswalk

Level: Elementary

Subject Area: Science

Content	Standards and Key Ideas	Performance Indicators
<p>Scientific Inquiry</p> <p>FOSS Science curriculum: <u>Ideas and Inventions</u>: How can simple techniques (using mirrors, chromatography, etc.) make observation easier? <u>Measurement</u>: How does the metric system work, and how can we use it to measure length, mass, temperature, and volume?</p>	MST1 (SI) (KI-1)	a, b, c
	(KI-2)	a
	(KI-3)	a, b, c, d
	MST 6 (KI-1)	a, b
	(KI-2)	a, b, c
	MST7 (KI-1)	a, c
	(KI-2)	a, b, c, d, e, f
	CD/OS3a (KI-8)	a
<p>Physical Setting</p> <p>FOSS Science curriculum: <u>Magnetism and Electricity</u>: How do magnets and electricity work? <u>Sound</u>: How does sound travel through solids, liquids, and air? What is the relationship between the pitch of a sound and the physical properties of its source? <u>Water</u>: How does water interact with other earth materials? <u>Earth Materials</u>: What are the properties of rocks and minerals?</p>	MST4 (PS) (KI-1)	a
	(KI-2)	a
	(KI-3)	a, b
	(KI-4)	a, b
	(KI-5)	a, b
	MST5 (KI-2)	a, b, c, d
<p>The Living Environment</p> <p>FOSS Science curriculum: <u>Human Body</u>: How do the skeletal and muscular systems work? <u>Structures of Life</u>: What are the differences between plants and animals? How do plant species differ? Animal species?</p>	MST4 (LE) (KI-1)	a, b
	(KI-2)	a, b
	(KI-3)	a
	(KI-4)	a, b
	(KI-5)	b, c
	(KI-6)	a, b
	(KI-7)	a

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4th Grade Science: Curriculum to Standards Crosswalk		
Level: Elementary		
Subject Area: Science		
Content	Standards and Key Ideas	Performance Indicators
Scientific Inquiry FOSS Science curriculum: <u>Ideas and Inventions</u> : How can simple techniques (using mirrors, chromatography, etc.) make observation easier? <u>Measurement</u> : How does the metric system work, and how can we use it to measure length, mass, temperature, and volume?	MST1 (SI) (KI-1)	a, b, c
	(KI-2)	a
	(KI-3)	a, b, c, d
	MST6 (KI-1)	a, b
	(KI-2)	a, b, c
	MST7 (KI-1)	a, b, c, d
	(KI-2)	a, b, c, d, e, f
	CD/OS3a (KI-8)	a
Physical Setting FOSS Science curriculum: <u>Magnetism and Electricity</u> : How do magnets and electricity work? <u>Sound</u> : How does sound travel through solids, liquids, and air? What is the relationship between the pitch of a sound and the physical properties of its source? <u>Water</u> : How does water interact with other earth materials? <u>Earth materials</u> : What are the properties of rocks and minerals?	MST4 (PS) (KI-1)	a
	(KI-2)	a
	(KI-3)	a, b
	(KI-4)	a, b
	(KI-5)	a, b
	MST5 (KI-2)	a, b, c, d, e
The Living Environment FOSS Science curriculum: <u>Human Body</u> : How do the skeletal and muscular systems work? <u>Structures of Life</u> : What are the differences between plants and animals? How do plant species differ? Animal species?	MST4 (LE) (KI-1)	a, b
	(KI-2)	a, b
	(KI-3)	a
	(KI-4)	a, b
	(KI-5)	b, c
	(KI-6)	a, b
	(KI-7)	a

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5th Grade Science: Curriculum to Standards Crosswalk		
Level: Intermediate		
Course: Science		
Content	Standards and Key Ideas	Performance Indicators
<u>Scientific Inquiry</u> <i>These standards and performance indicators (right columns) will be covered as students pursue the topics below. Fitting with the standards, emphasis is placed on asking scientific questions and understanding systems.</i>	<u>MST1 (SI)</u> (KI-1)	a
	<u>CD/OS3a</u> (KI-2)	a
	(KI-8)	a
	<u>MST5</u> (KI-2)	b, d
	<u>MST6</u> (KI-1)	a
	(KI-2)	a, b
	(KI-4)	a
	<u>MST7</u> (KI-2)	a, b, c, d, e, f
<u>Information Systems</u> Achievement First Science curriculum: <u>Science and Technology</u> : How do science and technology affect the quality of our lives?	<u>CD/OS3a</u> (KI-5)	a
	(KI-6)	a
	<u>MST5</u> (KI-6)	a, b
<u>Physical Setting</u> Achievement First Science curriculum: <u>Energy Transfer and Transformations</u> : What is the role of energy in our world? <u>Earth in the Solar System</u> : How does the position of Earth affect the conditions on our planet?	<u>MST4 (PS)</u> (KI-1)	a
	(KI-2)	a, b
	(KI-3)	a
	(KI-4)	a, b
	(KI-5)	a, b
<u>The Living Environment</u> Achievement First Science curriculum: <u>Structure and Function</u> : How are organisms structured to ensure efficiency and survival?	<u>MST4 (LE)</u> (KI-1)	a, b
	(KI-3)	a, b
	(KI-4)	c
	(KI-7)	a

6th Grade Science: Curriculum to Standards Crosswalk		
Level: Intermediate		
Course: Science		
Content	Standards and Key Ideas	Performance Indicators
<p>Scientific Inquiry:</p> <p><i>These standards and performance indicators (right columns) will be covered as students pursue the topics below. Fitting with the standards, emphasis is placed on asking scientific questions, understanding systems, and proposing explanations.</i></p>	MST1 (SD) (KI-1)	a, c
	CD/OS3a (KI-2)	a
	(KI-7)	a
	(KI-8)	a
	MST5 (KI-2)	b, d
	MST6 (KI-1)	a, b, c
	(KI-2)	a, b
	(KI-4)	b
<p>Physical Setting</p> <p>Achievement First Science curriculum: Changing Earth: How do Earth's climates and landforms change over time? Water Quality: How do natural and man-made causes affect water quality?</p>	MST7 (KI-2)	a, b, c, d, e, f
	MST4 (PS) (KI-1)	a
	(KI-2)	a, b
	(KI-3)	a
	(KI-4)	a, b, e
<p>The Living Environment</p> <p>Achievement First Science curriculum: Energy and Work: How do organisms use energy both internally and for manipulating the environment? Structure and Function in Living Systems: How are plant and animal populations structured to ensure efficiency and survival?</p>	(KI-5)	a, b
	MST4 (LE) (KI-1)	a, b
	(KI-3)	a, b
	(KI-4)	c
	(KI-5)	b
	(KI-7)	a

7th Grade Science: Curriculum to Standards Crosswalk

Level: Intermediate

Course: Science

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<p>Scientific Inquiry</p> <p><i>These standards and performance indicators (right columns) will be covered as students pursue the topics below. Fitting with the standards, emphasis is placed on asking scientific questions, understanding systems, and proposing scientific explanations.</i></p>	<u>MST1 (SI)</u> (KI-1)	a, b, c
	(KI-2)	a
	(KI-3)	a, b, c
	<u>CD/OS3a</u> (KI-2)	a
	(KI-7)	a
	(KI-8)	a
	<u>MST5</u> (KI-2)	a, b, d
	<u>MST6</u> (KI-1)	a, b, c
	(KI-2)	a, b, c
	(KI-4)	a, b
	<u>MST7</u> (KI-1)	a, c
	(KI-2)	a, b, c, d, e, f
<p>Information Systems</p> <p>Achievement First Science curriculum: Food Technologies: How does technology affect global food production?</p>	<u>CD/OS3a</u> (KI-5)	a
	(KI-6)	a

<u>Physical Setting</u> Achievement First Science curriculum: <u>Elements, Mixtures, and Compounds</u> : What are the properties of elements, mixtures, and compounds? <u>Weather and Seasons</u> : What causes changes in the weather and seasons?	<u>MST4 (PS)</u>	
	(KI-1)	a
	(KI-2)	a, b
	(KI-3)	a, b, c
	(KI-4)	a, b, c, d, e
	(KI-5)	a, b
<u>The Living Environment</u> Achievement First Science curriculum: <u>Ecosystems</u> : What are eco-systems comprised of and why is balance so important to their continuation?	<u>MST4 (LE)</u>	
	(KI-1)	a, b
	(KI-2)	a, b
	(KI-3)	a, b
	(KI-4)	b, c
	(KI-5)	a, b
	(KI-7)	a, b

8th Grade Science: Curriculum to Standards Crosswalk

Level: Intermediate

Course: Science

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<p><u>Scientific Inquiry</u></p> <p><i>These standards and performance indicators (right column) will be covered as students pursue the topics below. Fitting with the standards, emphasis will be placed on asking scientific questions, understanding systems, proposing explanations, and engaging the research process.</i></p>	<p><u>MST1 (SD)</u> (KI-1)</p>	<p>a, b, c, d</p>
	<p>(KI-2)</p>	<p>a, b, c</p>
	<p>(KI-3)</p>	<p>a, b, c</p>
	<p><u>CD/OS3a</u> (KI-2)</p>	<p>a</p>
	<p>(KI-7)</p>	<p>a</p>
	<p>(KI-8)</p>	<p>a</p>
	<p><u>MST5</u> (KI-2)</p>	<p>b, d</p>
	<p><u>MST6</u> (KI-1)</p>	<p>a, b, c, d</p>
	<p>(KI-2)</p>	<p>a, b, c</p>
	<p>(KI-4)</p>	<p>a, b</p>
	<p><u>MST7</u> (KI-1)</p>	<p>a, b, c, d</p>
	<p>(KI-2)</p>	<p>a, b, c, d, e, f</p>
	<p><u>Information Systems</u></p> <p>Achievement First Science curriculum: <u>Technological Design:</u> How do people use scientific principles, creativity, and analysis to design and invent technological devices to meet human needs?</p>	<p><u>MST1 (ED)</u> (KI-1)</p>
<p><u>CD/OS3a</u> (KI-5)</p>		<p>a</p>

	(KI-6)	a
	<u>MST5</u> (KI-2)	a, c
	(KI-7)	a, b, c
Physical Setting	<u>MST4 (PS)</u> (KI-1)	a
Achievement First Science curriculum: <u>Forces and Motion</u> : What are the forces that cause motion, and how do they do it?	(KI-2)	a, b
<u>Solar System</u> : How does the regular motion of the Sun, Earth, and Moon explain day, year, phases of the moon, and eclipses?	(KI-3)	a, b, c
	(KI-4)	a, b, c, d, e
	(KI-5)	a, b
The Living Environment	<u>MST4 (LE)</u> (KI-1)	a, b
Achievement First Science curriculum: <u>Reproduction and Heredity</u> : What are the structure and function of reproduction and heredity in plants and animals?	(KI-2)	a, b
	(KI-3)	a, b
	(KI-4)	a, b, c, d
	(KI-5)	a, b
	(KI-6)	a, b
	(KI-7)	a, b

9th Grade Science: Curriculum to Standards Crosswalk

Level: Commencement

Course: Science

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<p>Scientific Inquiry</p> <p><i>These standards and performance indicators (right columns) will be covered as students pursue the topics below. Fitting with the standards, emphasis will be placed on reconciling scientific theories.</i></p>	MST1 (SD) (KI-1)	a, b, c, d
	(KI-2)	a, b, c, d
	(KI-3)	a, b, c, d, e
	CD/OS3a (KI-7)	a
	(KI-8)	a
	MST6 (KI-2)	a, d
	(KI-5)	a, b
	(KI-6)	b
	MST7 (KI-1)	a, d
	(KI-2)	a, b, c, d, e, f
<p>Physical Setting</p> <p>Achievement First Science curriculum: Meteorology: How do weather systems work? What instruments do humans use to measure and observe them? Energy: What are the many different forms of energy and what are their defining aspects?</p>	MST4 (PS) (KI-1)	a
	(KI-2)	b
	(KI-3)	a
	(KI-4)	a, d
	(KI-5)	c
<p>The Living Environment</p> <p>Achievement First Science curriculum: Genetics and Adaption: What is the combined role of genetics and environmental factors in adaptation? Ecosystems: How does adaptation create and define eco-systems?</p>	MST4 (LE) (KI-1)	a, b
	(KI-2)	a, b
	(KI-3)	a
	(KI-4)	a
	(KI-5)	b
	(KI-6)	a, b, c
	(KI-7)	a, b, c

Overview for Technology:

In the "Standards and Key Ideas" column of the Technology Curriculum Crosswalks, underlined letter and number combinations stand for Subject Area and Standard. In item "MST2" which appears in the first row of the column "Standards and Key Ideas," "MST" stands for Math, Science, and Technology, and "2" indicates Standard 2. Beneath "MST2" is "(KI-1)," which stands for Key Idea 1.

In the New York State Learning Standards for Math, Science, and Technology that follow, Key Ideas and Performance Indicators are hand-labeled. For all three levels (Elementary, Intermediate, and Commencement), the first Key Idea under Math, Science, and Technology Standard 2 is labeled "MST2, (KI-1)" and so on and so forth. Performance Indicators are labeled in lower case letters below the Key Ideas.

Key to Technology Curriculum Crosswalks:

The following codes appear in the "Standards and Key Idea" column of the Technology Curriculum Crosswalks:

Code	Subject / Subcategory (if applicable)	Standard Number	Description of Standard
MST2	Math, Science, & Technology	2	Information Systems
CD/OS3a	Career Development and Occupational Studies	3a	Integrated Learning

5th Grade Technology: Curriculum to Standards Crosswalk

Level: Intermediate

Course: Technology

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<p><u>Information Systems</u></p> <p>Computer Basics: Setting up a work station Keyboarding: Typing Instructor Deluxe keyboarding program Software: Professor Teaches software program (Frontpage, Word, Excel, PowerPoint) Internet Research: "Mini-lessons" in history and science (specific topics to be decided by instructor)</p>	<p>MST2 (KI-1)</p>	<p>a, b, c,</p>
	<p>(KI-2)</p>	<p>a, b, c</p>
	<p>(KI-3)</p>	<p>a</p>
	<p>MST5 (KI-3)</p>	<p>a, b</p>
	<p>CD/OS3a (KI-5)</p>	<p>a</p>
	<p>(KI-6)</p>	<p>a</p>

6th Grade Technology: Curriculum to Standards Crosswalk

Level: Intermediate

Course: Technology

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Information Systems</u> Computer Basics: Setting up a work station Keyboarding: Typing Instructor Deluxe keyboarding program Software: Professor Teaches software program (Frontpage, Word, Excel, PowerPoint); Comparing software systems Internet Research: "Mini-lessons" in history and science (specific topics to be decided by instructor)	<u>MST2</u> (KI-1)	a, b, c
	(KI-2)	a, b, c
	(KI-3)	a
	<u>MST5</u> (KI-3)	a, b
	(KI-4)	a
	<u>CD/OS3a</u> (KI-5)	a
	(KI-6)	a

7th Grade Technology: Curriculum to Standards Crosswalk		
Level: Intermediate		
Course: Technology		
<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Information Systems</u> Computer Basics: Comparing and understanding software and operating systems Keyboarding: Typing Instructor Deluxe keyboarding program Software: Professor Teaches software program (Frontpage, Word, Excel, PowerPoint); Drawing and design applications Internet Research: "Mini-lessons" in history and science (specific topics to be decided by instructor)	<u>MST2</u> (KI-1)	a, b, c, d
	(KI-2)	a, b, c
	(KI-3)	a, b, c
	<u>MST5</u> (KI-3)	a, b, c, e
	(KI-4)	a, c, d
	<u>CD/OS3a</u> (KI-5)	a
	(KI-6)	a

8th Grade Technology: Curriculum to Standards Crosswalk		
Level: Intermediate		
Course: Technology		
<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Information Systems</u> Computer Basics: Comparing and understanding software and operation systems; Understanding electrical systems Keyboarding: Typing Instructor Deluxe keyboarding program Software: Professor Teaches software program (Frontpage, Word, Excel, PowerPoint); Drawing and design applications Internet Research: "Mini-lessons" in history and science (specific topics to be decided by instructor)	MST2 (KI-1)	a, b, c, d, e
	(KI-2)	a, b, c
	(KI-3)	a, b, c
	MST5 (KI-3)	a, b, c, d, e
	(KI-4)	a, b, c, d
	CD/OS3a (KI-5)	a
	(KI-6)	a

9th Grade Technology: Curriculum to Standards Crosswalk

Level: Commencement

Course: Technology

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<p><u>Information Systems</u></p> <p><u>Technological Processes:</u> Industrial materials and their properties and uses; Effects of technology on society</p> <p><u>Computer Basics:</u> Using peripherals; Connecting a computer to the internet</p> <p><u>Software:</u> Professor Teaches software program (Frontpage, Word, Excel, PowerPoint)</p> <p><u>Internet Research:</u> Research projects in history and science (specific topics to be decided by instructor)</p>	<p><u>MST2</u> (KI-1)</p>	<p>a, b, c</p>
	(KI-2)	<p>a, b, c</p>
	<p><u>MST5</u> (KI-2)</p>	<p>a, b</p>
	(KI-3)	<p>a, c</p>
	(KI-5)	<p>a</p>
	(KI-6)	<p>a, b</p>
	(KI-7)	<p>a, c, d</p>
	<p><u>CD/OS3a</u> (KI-5)</p>	<p>a</p>
	(KI-6)	<p>a</p>

Learning Standards for Mathematics, Science, and Technology at Three Levels

Standard 1: Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Standard 2: Students will access, generate, process, and transfer information using appropriate technologies.

Standard 3: Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Standard 4: 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.

Standard 5: Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Standard 6: Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Standard 7: Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Standard 1—Analysis, Inquiry, and Design

Mathematical Analysis

Scientific Inquiry

MSTI (MA) 1. Abstraction and symbolic representation are used to communicate mathematically.

(KI-1)

Students:

- use special mathematical notation and symbolism to communicate in mathematics and to compare and describe quantities, express relationships, and relate mathematics to their immediate environments.

This is evident, for example, when students:

- ▲ describe their ages as an inequality such as $7 < 0 < 10$.

MSTI (MA) 2. Deductive and inductive reasoning are used to reach mathematical conclusions.

(KI-2)

Students:

- use simple logical reasoning to develop conclusions, recognizing that patterns and relationships present in the environment assist them in reaching these conclusions.

MA) 3. Critical thinking skills are used in the solution of mathematical problems.

(KI-3)

Students:

- explore and solve problems generated from school, home, and community situations, using concrete objects or manipulative materials when possible.

MSTI (SI) 1. The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.

(KI-1)

Students:

- ask "why" questions in attempts to seek greater understanding concerning objects and events they have observed and heard about.
- question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings.
- develop relationships among observations to construct descriptions of objects and events and to form their own tentative explanations of what they have observed.

This is evident, for example, when students:

- ▲ observe a variety of objects that either sink or float when placed in a container of water.* Working in groups, they propose an explanation of why objects sink or float. After sharing and discussing their proposed explanation, they refine it and submit it for assessment. The explanation is rated on clarity and plausibility.

MSTI (SI)

(KI-2)

2. 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.

Students:

- develop written plans for exploring phenomena or for evaluating explanations guided by questions or proposed explanations they have helped formulate.
- share their research plans with others and revise them based on their suggestions.
- carry out their plans for exploring phenomena through direct observation and through the use of simple instruments that permit measurements of quantities (e.g., length, mass, volume, temperature, and time).

This is evident, for example, when students:

- ▲ are asked to develop a way of testing their explanation of why objects sink or float when placed in a container of water.* They tell what procedures and materials they will use and indicate what results will support their explanation. Their plan is critiqued by others, they revise it, and submit it for assessment. The plan is rated on clarity, soundness in addressing the issue, and feasibility. After the teacher suggests modifications, the plan is carried out.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Engineering Design

STI (SI)
I-3)

3. The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena. *MSTI (ED)*
(KI-1)

Students:

- a • organize observations and measurements of objects and events through classification and the preparation of simple charts and tables.
- b • interpret organized observations and measurements, recognizing simple patterns, sequences, and relationships.
- c • share their findings with others and actively seek their interpretations and ideas.
- d • adjust their explanations and understandings of objects and events based on their findings and new ideas.

This is evident, for example, when students:

- ▲ prepare tables or other representations of their observations and look for evidence which supports or refutes their explanation of *why objects sink or float when placed in a container of water.** After sharing and discussing their results with other groups, they prepare a brief research report that includes methods, findings, and conclusions. The report is rated on its clarity, care in carrying out the plan, and presentation of evidence supporting the conclusions.

1. Engineering design is an iterative process involving modeling and optimization finding the best solution within given constraints which is used to develop technological solutions to problems within given constraints.

Students engage in the following steps in a design process:

- a • describe objects, imaginary or real, that might be modeled or made differently and suggest ways in which the objects can be changed, fixed, or improved.
- b • investigate prior solutions and ideas from books, magazines, family, friends, neighbors, and community members.
- c • generate ideas for possible solutions, individually and through group activity; apply age-appropriate mathematics and science skills; evaluate the ideas and determine the best solution; and explain reasons for the choices.
- d • plan and build, under supervision, a model of the solution using familiar materials, processes, and hand tools.
- e • discuss how best to test the solution; perform the test under teacher supervision; record and portray results through numerical and graphic means; discuss orally why things worked or didn't work; and summarize results in writing, suggesting ways to make the solution better.

This is evident, for example, when students:

- ▲ read a story called *Humpty's Big Day* wherein the readers visit the place where Humpty Dumpty had his accident, and are asked to design and model a way to get to the top of the wall and down again safely.
- ▲ generate, draw, and model ideas for a space station that includes a pleasant living and working environment.
- ▲ design and model footwear that they could use to walk on a cold, sandy surface.

* A variety of content-specific items can be substituted for the italicized text

Standard 2—Information Systems

Information Systems

ST2 (IS) KI-1) 1. Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning.

MYT2 (SI) (KI-2)

2. Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use.

Students:

- a • use a variety of equipment and software packages to enter, process, display, and communicate information in different forms using text, tables, pictures, and sound.
- b • telecommunicate a message to a distant location with teacher help.
- c • access needed information from printed media, electronic data bases, and community resources.

This is evident, for example, when students:

- ▲ use the newspaper or magazine index in a library to find information on a particular topic.
- ▲ invite local experts to the school to share their expertise.

Students:

- a • describe the uses of information systems in homes, schools, and businesses.
- b • understand that computers are used to store personal information.
- c • demonstrate ability to evaluate information.

This is evident, for example, when students:

- ▲ look for differences among species of bugs collected on the school grounds, and classify them according to preferred habitat.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

Students will access, generate, process, and transfer information using appropriate technologies.



IT (IS) 3. Information technology can have positive and negative impacts on society, depending upon how it is used.

I-3)

Students:

- a • describe the uses of information systems in homes and schools.
- b • demonstrate ability to evaluate information critically.

Standard 3—Mathematics

Mathematical Reasoning

Number and Numeration

5T3
I-1)

1. Students use mathematical reasoning to analyze mathematical situations, make conjectures, gather evidence, and construct an argument.

MST3
(KI2)

Students:

- a • use models, facts, and relationships to draw conclusions about mathematics and explain their thinking.
- b • use patterns and relationships to analyze mathematical situations.
- c • justify their answers and solution processes.
- d • use logical reasoning to reach simple conclusions.

This is evident, for example, when students:

- ▲ build geometric figures out of straws.
- ▲ find patterns in sequences of numbers, such as the triangular numbers 1, 3, 6, 10,
- ▲ explore number relationships with a calculator (e.g., $12 + 6 = 18$, $11 + 7 = 18$, etc.) and draw conclusions.

2. Students use number sense and numeration to develop an understanding of the multiple uses of numbers in the real world, the use of numbers to communicate mathematically, and the use of numbers in the development of mathematical ideas.

Students:

- a • use whole numbers and fractions to identify locations, quantify groups of objects, and measure distances.
- b • use concrete materials to model numbers and number relationships for whole numbers and common fractions, including decimal fractions.
- c • relate counting to grouping and to place-value.
- d • recognize the order of whole numbers and commonly used fractions and decimals.
- e • demonstrate the concept of percent through problems related to actual situations.

This is evident, for example, when students:

- ▲ count out 15 small cubes and exchange ten of the cubes for a rod ten cubes long.
- ▲ use the number line to show the position of $1/4$.
- ▲ figure the tax on \$4.00 knowing that taxes are 7 cents per \$1.00.

Sample Problems

16. Marlene is designing a uniform for her soccer team. She can choose from 2 different shirts and 3 different pairs of shorts. How many different uniforms can she make if she uses all the shirts and all the shorts?



Answer _____

Explain how you got your answer with a picture or diagram.

Ms. Rivera's class must collect 180 soda cans to win the recycling contest. The chart below shows how the class is doing. How many cans must they collect in the fourth week to reach the goal of 180?

Week	Cans
1	42
2	74
3	18
4	
Goal	180

Answer _____

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Operations

Modeling/Multiple Representation

T3
I-3)

3. Students use mathematical operations and relationships among them to understand mathematics.

NST3
(K-I-4)

Students:

- a • add, subtract, multiply, and divide whole numbers.
- b • develop strategies for selecting the appropriate computational and operational method in problem-solving situations.
- c • know single digit addition, subtraction, multiplication, and division facts.
- d • understand the commutative and associative properties.

This is evident, for example, when students:

- ▲ use the fact that multiplication is commutative (e.g., $2 \times 7 = 7 \times 2$), to assist them with their memorizing of the basic facts.
- ▲ solve multiple-step problems that require at least two different operations.
- ▲ progress from base ten blocks to concrete models and then to paper and pencil algorithms.

4. Students use mathematical modeling/multiple representation to provide a means of presenting, interpreting, communicating, and connecting mathematical information and relationships.

Students:

- a • use concrete materials to model spatial relationships.
- b • construct tables, charts, and graphs to display and analyze real-world data.
- c • use multiple representations (simulations, manipulative materials, pictures, and diagrams) as tools to explain the operation of everyday procedures.
- d • use variables such as height, weight, and hand size to predict changes over time.
- c • use physical materials, pictures, and diagrams to explain mathematical ideas and processes and to demonstrate geometric concepts.

This is evident, for example, when students:

- ▲ build a $3 \times 3 \times 3$ cube out of blocks.
- ▲ use square tiles to model various rectangles with an area of 24 square units.
- ▲ read a bar graph of population trends and write an explanation of the information it contains.

Sample Problems

7. Shanelle earns \$3.50 per hour for babysitting. Each week she babysits for 4 hours.

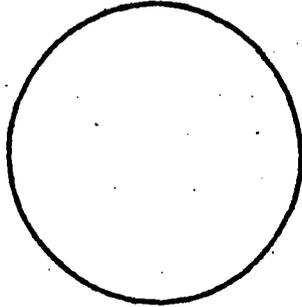
A) How much money does she earn in 1 week?

Answer _____

B) How much money does she earn in 4 weeks?

Answer _____

11. Bobbie's family bought a pizza. Her mother and sister together ate $\frac{1}{2}$ of the pizza. Bobbie ate $\frac{1}{3}$ of what was left. Use the circle to draw a picture that shows how much of the pizza Bobbie ate.



What fraction of the whole pizza did Bobbie eat?

Answer

Standard 3—Mathematics

Measurement

Uncertainty

ST 3
(K-5)

5. Students use measurement in both metric and English measure to provide a major link between the abstractions of mathematics and the real world in order to describe and compare objects and data.

Students:

- a • understand that measurement is approximate, never exact.
- b • select appropriate standard and nonstandard measurement tools in measurement activities.
- c • understand the attributes of area, length, capacity, weight, volume, time, temperature, and angle.
- d • estimate and find measures such as length, perimeter, area, and volume using both nonstandard and standard units.
- e • collect and display data.
- f • use statistical methods such as graphs, tables, and charts to interpret data.

This is evident, for example, when students:

- ▲ measure with paper clips or finger width.
- ▲ estimate, then calculate, how much paint would be needed to cover one wall.
- ▲ create a chart to display the results of a survey conducted among the classes in the school, or graph the amounts of survey responses by grade level.

6. Students use ideas of uncertainty to illustrate that mathematics involves more than exactness when dealing with everyday situations.

Students:

- a • make estimates to compare to actual results of both formal and informal measurement.
- b • make estimates to compare to actual results of computations.
- c • recognize situations where only an estimate is required.
- d • develop a wide variety of estimation skills and strategies.
- e • determine the reasonableness of results.
- f • predict experimental probabilities.
- g • make predictions using unbiased random samples.
- h • determine probabilities of simple events.

This is evident, for example, when students:

- ▲ estimate the length of the room before measuring.
- ▲ predict the average number of red candies in a bag before opening a group of bags, counting the candies, and then averaging the number that were red.
- ▲ determine the probability of picking an even numbered slip from a hat containing slips of paper numbered 1, 2, 3, 4, 5, and 6.

Sample Problems

It's Saturday and you're going to meet your friends for lunch and a movie. You have to leave your home at 11:30 AM. Your parents say you can't go until you finish your work. Your work includes your homework and your Saturday chores:

- 40 minutes of math homework.
- 30 minutes to clean your room.
- 15 minutes to fold the laundry
- 5 minutes to take out the garbage
- 60 minutes to eat and get ready to go

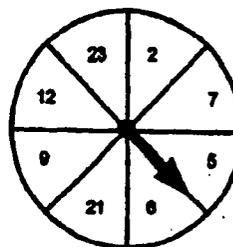
A) At what time should you get started doing your work? Show all the math you did to figure this out.

Answer _____ AM

B) Describe how you would use your time between when you wake up and when you leave at 11:30 AM to go to lunch and the movie.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

The spinner below was used by Jodie's class for the school fair.



A) If the spinner is spun once, what is the probability of the spinner landing on an even number?

Answer

B) If the spinner is spun a second time, what is the probability of the spinner landing on a number that is divisible by 3?

Answer

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Patterns, Functions

F3
:E-7)

7. Students use patterns and functions to develop mathematical power, appreciate the true beauty of mathematics, and construct generalizations that describe patterns simply and efficiently.

Students:

- a • recognize, describe, extend, and create a wide variety of patterns.
- b • represent and describe mathematical relationships.
- c • explore and express relationships using variables and open sentences.
- d • solve for an unknown using manipulative materials.
- e • use a variety of manipulative materials and technologies to explore patterns.
- f • interpret graphs.
- g • explore and develop relationships among two- and three-dimensional geometric shapes.
- h • discover patterns in nature, art, music, and literature.

This is evident, for example, when students:

- ▲ represent three more than a number is equal to nine as $n + 3 = 9$.
- ▲ draw leaves, simple wallpaper patterns, or write number sequences to illustrate recurring patterns.
- ▲ write generalizations or conclusions from display data in charts or graphs.

Sample Problem

8 dots 12 dots 16 dots 20 dots

Draw the next figure in this pattern. How many dots are in the figure you drew?

Answer _____

Write one or two sentences to describe how the figure is changing.

Standard 4—Science

Elementary

Physical Setting

MST4 (PS)
(KI-1) 1. The Earth and celestial phenomena can be described by principles of relative motion and perspective.

Students:

- a • describe patterns of daily, monthly, and seasonal changes in their environment.

This is evident, for example, when students:

- ▲ conduct a long-term weather investigation, such as running a weather station or collecting weather data.
- ▲ keep a journal of the phases of the moon over a one-month period. This information is collected for several different one-month periods and compared.

3. Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.

Students:

- a • observe and describe properties of materials using appropriate tools.
- b • describe chemical and physical changes, including changes in states of matter.

This is evident, for example, when students:

- ▲ compare the appearance of materials when seen with and without the aid of a magnifying glass.
- ▲ investigate simple physical and chemical reactions and the chemistry of household products, e.g., freezing, melting, and evaporating; a comparison of new and rusty nails; the role of baking soda in cooking.

MST4 (PS)
(KI-2) 2. Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

Students:

- a • describe the relationships among air, water, and land on Earth.

This is evident, for example, when students:

- ▲ observe a puddle of water outdoors after a rainstorm. On a return visit after the puddle has disappeared, students describe where the water came from and possible locations for it now.
- ▲ assemble rock and mineral collections based on characteristics such as erosional features or crystal size features.

MST4 (PS)
(KI-4) 4. Energy exists in many forms, and when these forms change energy is conserved.

Students:

- a • describe a variety of forms of energy (e.g., heat, chemical, light) and the changes that occur in objects when they interact with those forms of energy.
- b • observe the way one form of energy can be transformed into another form of energy present in common situations (e.g., mechanical to heat energy, mechanical to electrical energy, chemical to heat energy).

This is evident, for example, when students:

- ▲ investigate the interactions of liquids and powders that result in chemical reactions (e.g., vinegar and baking soda) compared to interactions that do not (e.g., water and sugar).
- ▲ in order to demonstrate the transformation of chemical to electrical energy, construct electrical cells from objects, such as lemons or potatoes, using pennies and aluminum foil inserted in slits at each end of fruits or vegetables; the penny and aluminum are attached by wires to a milliammeter. Students can compare the success of a variety of these electrical cells.

MST4 (PS)
(KI-5) 5. Energy and matter interact through forces that result in changes in motion.

Students:

- a • describe the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.
- b • describe how forces can operate across distances.

This is evident, for example, when students:

- ▲ investigate simple machines and use them to perform tasks.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

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.

The Living Environment

MYTH (LE)
(KI-1)

1. Living things are both similar to and different from each other and nonliving things.

Students:

- a • describe the characteristics of and variations between living and nonliving things.
- b • describe the life processes common to all living things.

This is evident, for example, when students:

- ▲ grow a plant or observe a pet, investigating what it requires to stay alive, including evaluating the relative importance and necessity of each item.
- ▲ investigate differences in personal body characteristics, such as temperature, pulse, heart rate, blood pressure, and reaction time.

MYTH (LE)
(KI-4)

4. The continuity of life is sustained through reproduction and development.

Students:

- a • describe the major stages in the life cycles of selected plants and animals.
- b • describe evidence of growth, repair, and maintenance, such as nails, hair, and bone, and the healing of cuts and bruises.

This is evident, for example, when students:

- ▲ grow bean plants or butterflies; record and describe stages of development.

MYTH (LE)
(KI-2)

2. Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.

Students:

- a • recognize that traits of living things are both inherited and acquired or learned.
- b • recognize that for humans and other living things there is genetic continuity between generations.

This is evident, for example, when students:

- ▲ interact with a classroom pet, observe its behaviors, and record what they are able to teach the animal, such as navigation of a maze or performance of tricks, compared to that which remains constant, such as eye color, or number of digits on an appendage.
- ▲ use breeding records and photographs of racing horses or pedigreed animals to recognize that variations exist from generation to generation but "like begets like."

MYTH (LE)
(KI-5)

5. Organisms maintain a dynamic equilibrium that sustains life.

Students:

- a • describe basic life functions of common living specimens (guppy, mealworm, gerbil).
- b • describe some survival behaviors of common living specimens.
- c • describe the factors that help promote good health and growth in humans.

This is evident, for example, when students:

- ▲ observe a single organism over a period of weeks and describe such life functions as moving, eating, resting, and eliminating.
- ▲ observe and demonstrate reflexes such as pupil dilation and contraction and relate such reflexes to improved survival.
- ▲ analyze the extent to which diet and exercise habits meet cardiovascular, energy, and nutrient requirements.

MYTH (LE)
(KI-3)

3. Individual organisms and species change over time.

Students:

- a • describe how the structures of plants and animals complement the environment of the plant or animal.
- b • observe that differences within a species may give individuals an advantage in surviving and reproducing.

This is evident, for example, when students:

- ▲ relate physical characteristics of organisms to habitat characteristics (e.g., long hair and fur color change for mammals living in cold climates).
- ▲ visit a farm or a zoo and make a written or pictorial comparison of members of a litter and identify characteristics that may provide an advantage.

MYTH (LE)
(KI-6)

6. Plants and animals depend on each other and their physical environment.

Students:

- a • describe how plants and animals, including humans, depend upon each other and the nonliving environment.
- b • describe the relationship of the sun as an energy source for living and nonliving cycles.

This is evident, for example, when students:

- ▲ investigate how humans depend on their environment (neighborhood), by observing, recording, and discussing the interactions that occur in carrying out their everyday lives.
- ▲ observe the effects of sunlight on growth for a garden vegetable.

MYTH (LE)
(KI-7)

7. Human decisions and activities have had a profound impact on the physical and living environment.

Students:

- a • identify ways in which humans have changed their environment and the effects of those changes.

This is evident, for example, when students:

- ▲ give examples of how inventions and innovations have changed the environment; describe benefits and burdens of those changes.

Standard 6—Interconnectedness: Common Themes Elementary

Systems Thinking

Models

MST6 (KI-1) 1. Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions.

Students:

- a • observe and describe interactions among components of simple systems.
- b • identify common things that can be considered to be systems (e.g., a plant population, a subway system, human beings).

MST6 (KI-2)

2. Models are simplified representations of objects, structures, or systems used in analysis, explanation, interpretation, or design.

Students:

- a • analyze, construct, and operate models in order to discover attributes of the real thing.
- b • discover that a model of something is different from the real thing but can be used to study the real thing.
- c • use different types of models, such as graphs, sketches, diagrams, and maps, to represent various aspects of the real world.

This is evident, for example, when students:

- ▲ compare toy cars with real automobiles in terms of size and function.
- ▲ model structures with building blocks.
- ▲ design and construct a working model of the human circulatory system to explore how varying pumping pressure might affect blood flow.
- ▲ describe the limitations of model cars, planes, or houses.
- ▲ use model vehicles or structures to illustrate how the real object functions.
- ▲ use a road map to determine distances between towns and cities.

Sample Problem/Activity

WHAT ARE SOME IMPORTANT PROPERTIES OF SOILS?

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Magnitude and Scale

Equilibrium and Stability

MST6 (KI-3) 3. The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems. **MST6 (KI-4)**

Students:

- a • provide examples of natural and manufactured things that belong to the same category yet have very different sizes, weights, ages, speeds, and other measurements.
- b • identify the biggest and the smallest values as well as the average value of a system when given information about its characteristics and behavior.

This is evident, for example, when students:

- ▲ compare the weight of small and large animals.
- ▲ compare the speed of bicycles, cars, and planes.
- ▲ compare the life spans of insects and trees.
- ▲ collect and analyze data related to the height of the students in their class, identifying the tallest, the shortest, and the average height.
- ▲ compare the annual temperature range of their locality.

4. Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium).

Students:

- a • cite examples of systems in which some features stay the same while other features change.
- b • distinguish between reasons for stability—from lack of changes to changes that counterbalance one another to changes within cycles.

This is evident, for example, when students:

- ▲ record their body temperatures in different weather conditions and observe that the temperature of a healthy human being stays almost constant even though the external temperature changes.
- ▲ identify the reasons for the changing amount of fresh water in a reservoir and determine how a constant supply is maintained.

Sample Problem/Activity

What can I learn about my body?

CONTENT UNDERSTANDINGS
 ■ Soil consists of weathered rock fragments that contain organic material

- > How do your results compare to your classmates' results?
- > What factors do you think could account for the differences?
- > Who would benefit from the information you gathered and how?
- > What other information do you think would complete your knowledge of your body?
- > Are there some data on your form that you would rather keep confidential? Which data?
- > Who should and should not have access to this information? Give reasons for your answers.

MEASURING ME

Name:	_____
Short Person:	_____
Tall Person:	_____
Temperature:	_____
Fast Growth:	_____
Slow Growth:	_____
Fast Food:	_____
Slow Food:	_____
Fast Sleep:	_____
Slow Sleep:	_____

Standard 6—Interconnectedness: Common Themes Elementary

Patterns of Change Optimization

MST6 (KZ-5) 5. Identifying patterns of change is necessary for making predictions about future behavior and conditions. **MST6 (KZ-6)**

Students:

- a • use simple instruments to measure such quantities as distance, size, and weight and look for patterns in the data.
- b • analyze data by making tables and graphs and looking for patterns of change.

This is evident, for example, when students:

- ▲ compare shoe size with the height of people to determine if there is a trend.
- ▲ collect data on the speed of balls rolling down ramps of different slopes and determine the relationship between speed and steepness of the ramp.
- ▲ take data they have collected and generate tables and graphs to begin the search for patterns of change.

6. In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.

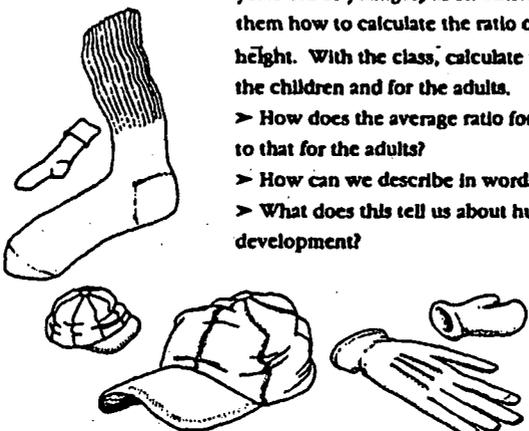
Students:

- a • determine the criteria and constraints of a simple decision making problem.
- b • use simple quantitative methods, such as ratios, to compare costs to benefits of a decision problem.

This is evident, for example, when students:

- ▲ describe the criteria (e.g., size, color, model) and constraints (e.g., budget) used to select the best bicycle to buy.
- ▲ compare the cost of cereal to number of servings to figure out the best buy.

Sample Problem/Activity



Ask each student to measure the length of the head and the height of three adults and three children (two years old or younger) as an outside assignment. Show them how to calculate the ratio of head length to height. With the class, calculate the average ratio for the children and for the adults.

- > How does the average ratio for the children compare to that for the adults?
- > How can we describe in words the change in ratios?
- > What does this tell us about human growth and development?

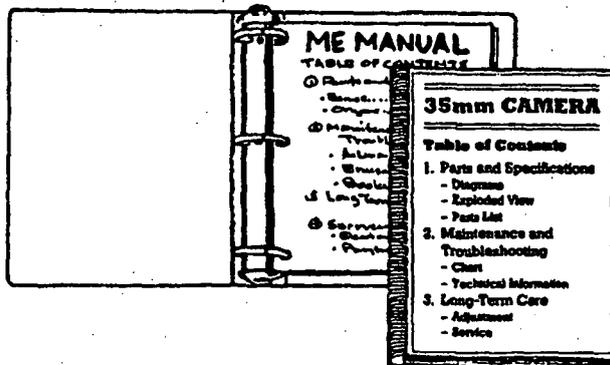
Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Sample Problem/Activity

Why would I need an owner's manual?

Students will be able to describe similarities and differences between a manual they create for a device and a personal manual they will create throughout the course of this module and perhaps beyond.



Interdisciplinary Connections

These activities focus on devices as technologies:

► **Technology:** Compare electronics information about several types of devices, and account for their similarities and differences.

► **Social Studies:** Talk to a lawyer, paralegal, or representative of the Better Business Bureau about written and implied warranties.

► **Language Arts:** Develop a second version of your manual that contains a limited number of technical words. Consult your language arts teacher, a children's writer, or a technical writer for assistance in using this kind of controlled approach to manual writing.

► **Mathematics:** Locate and read selected magazine articles to determine the nature and extent of the market in various devices. Prepare graphs and charts that show relative percentages of kinds of goods sold and other pertinent information.

► **Health:** Interview a nurse, audiologist, pediatrician, or other health specialist regarding hearing losses associated with one or more entertainment devices.

► **Home and Career Skills:** Conduct a survey of the electronic devices in your home, including entertainment and nonentertainment devices. Compare your results with an

informal survey of one or more older persons regarding electronic devices used in a typical home in the early sixties.

► **Foreign Languages and Cultures:** Look through a number of owners' manuals at home or at a car dealership or electronics store. Note whether these manuals are written only in English or in other languages as well. Try to explain why the manufacturer chose certain languages.

Standard 7—Interdisciplinary Problem Solving Elementary

Connections Strategies

MST 7 1. The knowledge and skills of mathematics, science, and technology are used together to make informed decisions and solve problems, especially those relating to issues of science/technology/society, consumer decision making, design, and inquiry into phenomena.

MST 7
(KI-2)

Students:

- A** • analyze science/technology/society problems and issues that affect their home, school, or community, and carry out a remedial course of action.
- B** • make informed consumer decisions by applying knowledge about the attributes of particular products and making cost/benefit tradeoffs to arrive at an optimal choice.
- C** • design solutions to problems involving a familiar and real context, investigate related science concepts to inform the solution, and use mathematics to model, quantify, measure, and compute.
- d** • observe phenomena and evaluate them scientifically and mathematically by conducting a fair test of the effect of variables and using mathematical knowledge and technological tools to collect, analyze, and present data and conclusions.

This is evident, for example, when students:

- ▲ develop and implement a plan to reduce water or energy consumption in their home.
- ▲ choose paper towels based on tests of absorption quality, strength, and cost per sheet.
- ▲ design a wheeled vehicle, sketch and develop plans, test different wheel and axle designs to reduce friction, chart results, and produce a working model with correct measurements.
- ▲ collect leaves of similar size from different varieties of trees, and compare the ratios of length to width in order to determine whether the ratios are the same for all species.

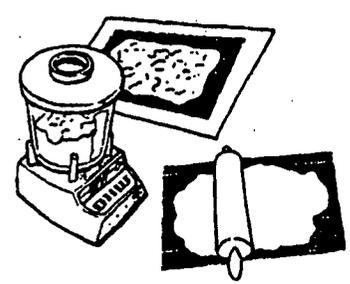
2. Solving interdisciplinary problems involves a variety of skills and strategies, including effective work habits; gathering and processing information; generating and analyzing ideas; realizing ideas; making connections among the common themes of mathematics, science, and technology; and presenting results.

Students participate in an extended, culminating mathematics, science, and technology project. The project would require students to:

- a** • work effectively
- b** • gather and process information
- c** • generate and analyze ideas
- d** • observe common themes
- e** • realize ideas
- f** • present results

This is evident, for example, when students, addressing the issue of solid waste at the school in an interdisciplinary science/technology/society project:

- ▲ use the newspaper index to find out about how solid waste is handled in their community, and interview the custodial staff to collect data about how much solid waste is generated in the school, and they make and use tables and graphs to look for patterns of change. Students work together to reach consensus on the need for recycling and on choosing a material to recycle—in this case, paper.
- ▲ investigate the types of paper that could be recycled, measure the amount (weight, volume) of this type of paper in their school during a one-week period, and calculate the cost. Students investigate the processes involved in changing used paper into a useable product and how and why those changes work as they do.
- ▲ using simple mixers, wire screens, and lint, leaves, rags, etc., students recycle used paper into useable sheets and evaluate the quality of the product. They present their results using charts, graphs, illustrations, and photographs to the principal and custodial staff.



Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.

Skills and Strategies for Interdisciplinary Problem Solving

Working Effectively: Contributing to the work of a brainstorming group, laboratory partnership, cooperative learning group, or project team; planning procedures; identify and managing responsibilities of team members; and staying on task, whether working alone or as part of a group.

Gathering and Processing Information: Accessing information from printed media, electronic data bases, and community resources and using the information to develop a definition of the problem and to research possible solutions.

Generating and Analyzing Ideas: Developing ideas for proposed solutions, investigating ideas, collecting data, and showing relationships and patterns in the data.

Common Themes: Observing examples of common unifying themes, applying them to the problem, and using them to better understand the dimensions of the problem.

Realizing Ideas: Constructing components or models, arriving at a solution, and evaluating the result.

Presenting Results: Using a variety of media to present the solution and to communicate the results.

Sample Problem/Activity

How much of Earth's water is readily available for human consumption?

Student Worksheet		
Category	Percentage of Total Water in the World	Freshwater/Salt Water
freshwater lakes	0.0090	freshwater
saltwater lakes	0.0080	salt water
rivers	0.0001	
groundwater	0.6250	
sea ice and glaciers	2.1500	
atmospheric water vapor	0.0010	
oceans	97.2000	

- As you conduct your library research, complete the chart above by filling in the Freshwater/Salt Water column with either the term "freshwater" or the term "salt water."
- Represent the information in the first two columns by constructing either a two- or three-dimensional model.

Comments:

Standard 1—Analysis, Inquiry, and Design

Mathematical Analysis

Scientific Inquiry

MSTI (MA) 1. Abstraction and symbolic representation are used to communicate mathematically.
(KI-1)

Students:

- extend mathematical notation and symbolism to include variables and algebraic expressions in order to describe and compare quantities and express mathematical relationships.

MSTI (MA) 2. Deductive and inductive reasoning are used to reach mathematical conclusions.
(KI-2)

Students:

- use inductive reasoning to construct, evaluate, and validate conjectures and arguments, recognizing that patterns and relationships can assist in explaining and extending mathematical phenomena.

This is evident, for example, when students:

- ▲ predict the next triangular number by examining the pattern 1, 3, 6, 10, □.

MSTI (MA) 3. Critical thinking skills are used in the solution of mathematical problems.
(KI-3)

Students:

- apply mathematical knowledge to solve real-world problems and problems that arise from the investigation of mathematical ideas, using representations such as pictures, charts, and tables.

MSTI (SI) 1. The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.
(KI-1)

Students:

- a • formulate questions independently with the aid of references appropriate for guiding the search for explanations of everyday observations.
- b • construct explanations independently for natural phenomena, especially by proposing preliminary visual models of phenomena.
- c • represent, present, and defend their proposed explanations of everyday observations so that they can be understood and assessed by others.
- d • seek to clarify, to assess critically, and to reconcile with their own thinking the ideas presented by others, including peers, teachers, authors, and scientists.

This is evident, for example, when students:

- ▲ After being shown the disparity between the amount of solid waste which is recycled and which could be recycled,* students working in small groups are asked to explain why this disparity exists. They develop a set of possible explanations and to select one for intensive study. After their explanation is critiqued by other groups, it is refined and submitted for assessment. The explanation is rated on clarity, plausibility, and appropriateness for intensive study using research methods.

MSTI (SI) 2. 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.
(KI-2)

Students:

- a • use conventional techniques and those of their own design to make further observations and refine their explanations, guided by a need for more information.
- b • develop, present, and defend formal research proposals for testing their own explanations of common phenomena, including ways of obtaining needed observations and ways of conducting simple controlled experiments.
- c • carry out their research proposals, recording observations and measurements (e.g., lab notes, audio tape, computer disk, video tape) to help assess the explanation.

This is evident, for example, when students:

- ▲ develop a research plan for studying the accuracy of their explanation of the disparity between the amount of solid waste that is recycled and that could be recycled.* After their tentative plan is critiqued, they refine it and submit it for assessment. The research proposal is rated on clarity, feasibility and soundness as a method of studying the explanations' accuracy. They carry out the plan, with teacher suggested modifications. This work is rated by the teacher while it is in progress.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Engineering Design

11 (5E)
5-3)

3. The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena.

MST/CEI
(K-1)

1. Engineering design is an iterative process involving modeling and optimization finding the best solution within given constraints which is used to develop technological solutions to problems within given constraints.

Students:

- a • design charts, tables, graphs and other representations of observations in conventional and creative ways to help them address their research question or hypothesis.
- b • interpret the organized data to answer the research question or hypothesis and to gain insight into the problem.
- c • modify their personal understanding of phenomena based on evaluation of their hypothesis.

This is evident, for example, when students:

- ▲ carry out their plan making appropriate observations and measurements. They analyze the data, reach conclusions regarding their explanation of the *disparity between the amount of solid waste which is recycled and which could be recycled*,* and prepare a tentative report which is critiqued by other groups, refined, and submitted for assessment. The report is rated on clarity, quality of presentation of data and analyses, and soundness of conclusions.

- Students engage in the following steps in a design process:
- a • identify needs and opportunities for technical solutions from an investigation of situations of general or social interest.
 - b • locate and utilize a range of printed, electronic, and human information resources to obtain ideas.
 - c • consider constraints and generate several ideas for alternative solutions, using group and individual ideation techniques (group discussion, brainstorming, forced connections, role play); defer judgment until a number of ideas have been generated; evaluate (critique) ideas; and explain why the chosen solution is optimal.
 - d • develop plans, including drawings with measurements and details of construction, and construct a model of the solution, exhibiting a degree of craftsmanship.
 - e • in a group setting, test their solution against design specifications, present and evaluate results, describe how the solution might have been modified for different or better results, and discuss tradeoffs that might have to be made.

This is evident, for example, when students:

- ▲ reflect on the need for alternative growing systems in desert environments and design and model a hydroponic greenhouse for growing vegetables without soil.
- ▲ brainstorm and evaluate alternative ideas for an adaptive device that will make life easier for a person with a disability, such as a device to pick up objects from the floor.
- ▲ design a model vehicle (with a safety belt restraint system and crush zones to absorb impact) to carry a raw egg as a passenger down a ramp and into a barrier without damage to the egg.
- ▲ assess the performance of a solution against various design criteria, enter the scores on a spreadsheet, and see how varying the solution might have affected total score.

* A variety of content-specific items can be substituted for the italicized text

Standard 2—Information Systems

Information Systems

(ST-2 (IS))
(KI-1) 1. Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning.

(KI-2) 2. Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use.

Students:

- a • use a range of equipment and software to integrate several forms of information in order to create good quality audio, video, graphic, and text-based presentations.
- b • use spreadsheets and data-base software to collect, process, display, and analyze information. Students access needed information from electronic data bases and on-line telecommunication services.
- c • systematically obtain accurate and relevant information pertaining to a particular topic from a range of sources, including local and national media, libraries, museums, governmental agencies, industries, and individuals.
- d • collect data from probes to measure events and phenomena.
- e • use simple modeling programs to make predictions.

Students:

- a • understand the need to question the accuracy of information displayed on a computer because the results produced by a computer may be affected by incorrect data entry.
- b • identify advantages and limitations of data-handling programs and graphics programs.
- c • understand why electronically stored personal information has greater potential for misuse than records kept in conventional form.

This is evident, for example, when students:

- ▲ compose letters on a word processor and send them to representatives of industry, governmental agencies, museums, or laboratories seeking information pertaining to a student project.
- ▲ acquire data from weather stations.
- ▲ use a software package, such as Science Tool Kit, to monitor the acceleration of a model car traveling down a given distance on a ramp.
- ▲ use computer software to model how plants grow plants under different conditions.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Students will access, generate, process, and transfer information using appropriate technologies.

(2 CS) 3. Information technology can have positive and negative impacts on society, depending upon how it is used.
E-3)

Students:

- a • use graphical, statistical, and presentation software to presents project to fellow classmates.
- b • describe applications of information technology in mathematics, science, and other technologies that address needs and solve problems in the community.
- c • explain the impact of the use and abuse of electronically generated information on individuals and families.

Standard 3—Mathematics

Mathematical Reasoning

Number and Numeration

ST3

KI-1)

1. Students use mathematical reasoning to analyze mathematical situations, make conjectures, gather evidence, and construct an argument.

MST3

(KI-2)

Students:

- a • apply a variety of reasoning strategies.
- b • make and evaluate conjectures and arguments using appropriate language.
- c • make conclusions based on inductive reasoning.
- d • justify conclusions involving simple and compound (i.e., and/or) statements.

This is evident, for example, when students:

- ▲ use trial and error and work backwards to solve a problem.
- ▲ identify patterns in a number sequence.
- ▲ are asked to find numbers that satisfy two conditions, such as $n > -4$ and $n \leq 6$.

2. Students use number sense and numeration to develop an understanding of the multiple uses of numbers in the real world, the use of numbers to communicate mathematically, and the use of numbers in the development of mathematical ideas.

Students:

- a • understand, represent, and use numbers in a variety of equivalent forms (integer, fraction, decimal, percent, exponential, expanded and scientific notation).
- b • understand and apply ratios, proportions, and percents through a wide variety of hands-on explorations.
- c • develop an understanding of number theory (primes, factors, and multiples).
- d • recognize order relations for decimals, integers, and rational numbers.

This is evident, for example, when students:

- ▲ use prime factors of a group of denominators to determine the least common denominator.
- ▲ select two pairs from a number of ratios and prove that they are in proportion.
- ▲ demonstrate the concept that a number can be symbolized by many different numerals as in:

$$\frac{1}{4} = \frac{3}{12} = \frac{25}{100} = 0.25 = 25\%$$

Sample Problems

The table below shows the height of a plant during a period of 3 weeks. Initially the plant was 5 inches tall. The table indicates the growth rate of the plant for week 1 through week 3.

Weeks (W)	0	1	2	3
Height (H) (in inches)	5	8	11	14

A) Write an equation that expresses the height (H) of the plant in terms of the number of weeks (W).

Answer: _____

B) Use the table or your equation to predict the height of the plant after 10 weeks.

2. An inspector found 5 defective cassettes out of a random sample of 200 cassette tapes. If 4,000 cassette tapes are produced each day, how many tapes would you expect to be defective? Write a proportion that can be used to solve this problem and then solve the problem.

Answer: _____

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Operations Modeling/Multiple Representation

3
I-3)

3. Students use mathematical operations and relationships among them to understand mathematics. MST 3
(K-E-4)

Students:

- a • add, subtract, multiply, and divide fractions, decimals, and integers.
- b • explore and use the operations dealing with roots and powers.
- c • use grouping symbols (parentheses) to clarify the intended order of operations.
- d • apply the associative, commutative, distributive, inverse, and identity properties.
- e • demonstrate an understanding of operational algorithms (procedures for adding, subtracting, etc.).
- f • develop appropriate proficiency with facts and algorithms.
- g • apply concepts of ratio and proportion to solve problems.

This is evident, for example, when students:

- ▲ create area models to help in understanding fractions, decimals, and percents.
- ▲ find the missing number in a proportion in which three of the numbers are known, and letters are used as place holders.
- ▲ arrange a set of fractions in order, from the smallest to the largest:

$$\begin{array}{r} 3 \ 1 \ 2 \ 1 \ 1 \\ \hline 4 \ 5 \ 3 \ 2 \ 4 \end{array}$$

- ▲ illustrate the distributive property for multiplication over addition, such as $2(a + 3) = 2a + 6$.

4. Students use mathematical modeling/multiple representation to provide a means of presenting, interpreting, communicating, and connecting mathematical information and relationships.

Students:

- a • visualize, represent, and transform two- and three-dimensional shapes.
- b • use maps and scale drawings to represent real objects or places.
- c • use the coordinate plane to explore geometric ideas.
- d • represent numerical relationships in one- and two-dimensional graphs.
- e • use variables to represent relationships.
- f • use concrete materials and diagrams to describe the operation of real world processes and systems.
- g • develop and explore models that do and do not rely on chance.
- h • investigate both two- and three-dimensional transformations.
- i • use appropriate tools to construct and verify geometric relationships.
- j • develop procedures for basic geometric constructions.

This is evident, for example, when students:

- ▲ build a city skyline to demonstrate skill in linear measurements, scale drawing, ratio, fractions, angles, and geometric shapes.
- ▲ bisect an angle using a straight edge and compass.
- ▲ draw a complex of geometric figures to illustrate that the intersection of a plane and a sphere is a circle or point.

Sample Problems

The graph below shows how Sue spent her allowance last week.

If Sue's allowance is \$6.00, how much of her allowance did she spend on entertainment last week?

TASK SHARING

5. Six students were given four candy bars of equal size. Show how they could divide the candy bars so that each of them received the same amount of candy. Then use the numbers to express how much of a candy bar each student received.

Standard 3—Mathematics

Measurement

Uncertainty

MST 3
:KI-5)

5. Students use measurement in both metric and English measure to provide a major link between the abstractions of mathematics and the real world in order to describe and compare objects and data.

6. Students use ideas of uncertainty to illustrate that mathematics involves more than exactness when dealing with everyday situations.

- Students:
- a • estimate, make, and use measurements in real-world situations.
 - b • select appropriate standard and nonstandard measurement units and tools to measure to a desired degree of accuracy.
 - c • develop measurement skills and informally derive and apply formulas in direct measurement activities.
 - d • use statistical methods and measures of central tendencies to display, describe, and compare data.
 - e • explore and produce graphic representations of data using calculators/computers.
 - f • develop critical judgment for the reasonableness of measurement.

MST 3
(KI-6)

- Students:
- a • use estimation to check the reasonableness of results obtained by computation, algorithms, or the use of technology.
 - b • use estimation to solve problems for which exact answers are inappropriate.
 - c • estimate the probability of events.
 - d • use simulation techniques to estimate probabilities.
 - e • determine probabilities of independent and mutually exclusive events.

This is evident, for example, when students:

- ▲ use box plots or stem and leaf graphs to display a set of test scores.
- ▲ estimate and measure the surface areas of a set of gift boxes in order to determine how much wrapping paper will be required.
- ▲ explain when to use mean, median, or mode for a group of data.

This is evident, for example, when students:

- ▲ construct spinners to represent random choice of four possible selections.
- ▲ perform probability experiments with independent events (e.g., the probability that the head of a coin will turn up, or that a 6 will appear on a die toss).
- ▲ estimate the number of students who might chose to eat hot dogs at a picnic.

Sample Problems

TASK: Donello's Pizzeria

1. Donello's is considering adding a 12" in diameter "large" pizza to its menu. One customer says that adding the large size pizza is unnecessary because it is the same amount of pizza as 2 of the 6" size pizzas. Use mathematics to determine if the customer is correct. Show your work and write a few sentences to explain your answer.

Answer _____

TASK: PAY PLANS

You have just gotten an after school job at City Outfitters. This company offers two different payment plans to its sales employees.

Plan A Earnings:	\$110 per week plus 10% of sales
Plan B Earnings:	\$80 per week plus 15% of sales

You need to decide which plan to choose and explain why you made this choice.

28. To help you decide, you ask the sales manager what the average weekly sales are. She tells you sales vary a lot, but average around \$350 a week. How much would you expect to earn under each payment plan during an average week?

Answer: Plan A _____

Plan B _____

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Patterns Functions

AST 3
KI-7)

7. Students use patterns and functions to develop mathematical power, appreciate the true beauty of mathematics, and construct generalizations that describe patterns simply and efficiently.

Students:

- a • recognize, describe, and generalize a wide variety of patterns and functions.
- b • describe and represent patterns and functional relationships using tables, charts and graphs, algebraic expressions, rules, and verbal descriptions.
- c • develop methods to solve basic linear and quadratic equations.
- d • develop an understanding of functions and functional relationships: that a change in one quantity (variable) results in change in another.
- e • verify results of substituting variables.
- f • apply the concept of similarity in relevant situations.
- g • use properties of polygons to classify them.
- h • explore relationships involving points, lines, angles, and planes.
- i • develop and apply the Pythagorean principle in the solution of problems.
- j • explore and develop basic concepts of right triangle trigonometry.
- k • use patterns and functions to represent and solve problems.

This is evident, for example, when students:

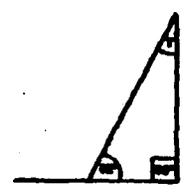
- ▲ find the height of a building when a 20-foot ladder reaches the top of the building when its base is 12 feet away from the structure.
- ▲ investigate number patterns through palindromes (pick a 2-digit number, reverse it and add the two—repeat the process until a palindrome appears)

	42	86
	+24	+68
palindrome →	66	154
		+451
		605
		+508
palindrome →		1111

- ▲ solve linear equations, such as $2(x + 3) = x + 5$ by several methods.

Sample Problem

A painter leaned a ladder up against the wall of my kitchen. The ladder forms an angle of 62° with the floor. What is the measure of the angle formed between the top of the ladder and the wall?



Answer: _____

Standard 4—Science

Physical Setting

MYM (PS) (KI-1) 1. The Earth and celestial phenomena can be described by principles of relative motion and perspective.

Students:

- explain daily, monthly, and seasonal changes on earth.

This is evident, for example, when students:

- ▲ create models, drawings, or demonstrations describing the arrangement, interaction, and movement of the Earth, moon, and sun.
- ▲ plan and conduct an investigation of the night sky to describe the arrangement, interaction, and movement of celestial bodies.

MYM (PS) (KI-4) 4. Energy exists in many forms, and when these forms change energy is conserved.

Students:

- describe the sources and identify the transformations of energy observed in everyday life.
- observe and describe heating and cooling events.
- observe and describe energy changes as related to chemical reactions.
- observe and describe the properties of sound, light, magnetism, and electricity.
- describe situations that support the principle of conservation of energy.

This is evident, for example, when students:

- ▲ design and construct devices to transform/transfer energy.
- ▲ conduct supervised explorations of chemical reactions (not including ammonia and bleach products) for selected household products, such as hot and cold packs used to treat sport injuries.
- ▲ build an electromagnet and investigate the effects of using different types of core materials, varying thicknesses of wire, and different circuit types.

MYM (PS) (KI-2) 2. Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

Students:

- explain how the atmosphere (air), hydrosphere (water), and lithosphere (land) interact, evolve, and change.
- describe volcano and earthquake patterns, the rock cycle, and weather and climate changes.

This is evident, for example, when students:

- ▲ add heat to and subtract heat from water and graph the temperature changes, including the resulting phase changes.
- ▲ make a record of reported earthquakes and volcanoes and interpret the patterns formed worldwide.

MYM (PS) (KI-5) 5. Energy and matter interact through forces that result in changes in motion.

Students:

- describe different patterns of motion of objects.
- observe, describe, and compare effects of forces (gravity, electric current, and magnetism) on the motion of objects.

This is evident, for example, when students:

- ▲ investigate physics in everyday life, such as at an amusement park or a playground.
- ▲ use simple machines made of pulleys and levers to lift objects and describe how each machine transforms the force applied to it.
- ▲ build "Rube Goldberg" type devices and describe the energy transformations evident in them.

MYM (PS) (KI-3) 3. Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.

Students:

- observe and describe properties of materials, such as density, conductivity, and solubility.
- distinguish between chemical and physical changes.
- develop their own mental models to explain common chemical reactions and changes in states of matter.

This is evident, for example, when students:

- ▲ test and compare the properties (hardness, shape, color, etc.) of an array of materials.
- ▲ observe an ice cube as it begins to melt at temperature and construct an explanation for what happens, including sketches and written descriptions of their ideas.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

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.

The Living Environment

MST4 (LE)
(KI-1)

1. Living things are both similar to and different from each other and nonliving things.

Students:

- a • compare and contrast the parts of plants, animals, and one-celled organisms.
- b • explain the functioning of the major human organ systems and their interactions.

This is evident, for example, when students:

- ▲ conduct a survey of the school grounds and develop appropriate classification keys to group plants and animals by shared characteristics.
- ▲ use spring-type clothespins to investigate muscle fatigue or rulers to determine the effect of amount of sleep on hand-eye coordination.

MST4 (LE)
(KI-4)

4. The continuity of life is sustained through reproduction and development.

Students:

- a • observe and describe the variations in reproductive patterns of organisms, including asexual and sexual reproduction.
- b • explain the role of sperm and egg cells in sexual reproduction.
- c • observe and describe developmental patterns in selected plants and animals (e.g., insects, frogs, humans, seed-bearing plants).
- d • observe and describe cell division at the microscopic level and its macroscopic effects.

This is evident, for example, when students:

- ▲ apply a model of the genetic code as an analogue for the role of the genetic code in human populations.

MST4 (LE)
(KI-2)

2. Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.

Students:

- a • describe sexual and asexual mechanisms for passing genetic materials from generation to generation.
- b • describe simple mechanisms related to the inheritance of some physical traits in offspring.

This is evident, for example, when students:

- ▲ contrast dominance and blending as models for explaining inheritance of traits.
- ▲ trace patterns of inheritance for selected human traits.

MST4 (LE)
(KI-5)

5. Organisms maintain a dynamic equilibrium that sustains life.

Students:

- a • compare the way a variety of living specimens carry out basic life functions and maintain dynamic equilibrium.
- b • describe the importance of major nutrients, vitamins, and minerals in maintaining health and promoting growth and explain the need for a constant input of energy for living organisms.

This is evident, for example, when students:

- ▲ record and compare the behaviors of animals in their natural habitats and relate how these behaviors are important to the animals.
- ▲ design and conduct a survey of personal nutrition and exercise habits, and analyze and critique the results of that survey.

MST4 (LE)
(KI-3)

3. Individual organisms and species change over time.

Students:

- a • describe sources of variation in organisms and their structures and relate the variations to survival.
- b • describe factors responsible for competition within species and the significance of that competition.

This is evident, for example, when students:

- ▲ conduct a long-term investigation of plant or animal communities.
- ▲ investigate the acquired effects of industrialization on tree trunk color and those effects on different insect species.

MST4 (LE)
(KI-6)

6. Plants and animals depend on each other and their physical environment.

Students:

- a • describe the flow of energy and matter through food chains and food webs.
- b • provide evidence that green plants make food and explain the significance of this process to other organisms.

This is evident, for example, when students:

- ▲ construct a food web for a community of organisms and explore how elimination of a particular part of a chain affects the rest of the chain and web.

MST4 (LE)
(KI-7)

7. Human decisions and activities have had a profound impact on the physical and living environment.

Students:

- a • describe how living things, including humans, depend upon the living and nonliving environment for their survival.
- b • describe the effects of environmental changes on humans and other populations.

This is evident, for example, when students:

- ▲ conduct an extended investigation of a local environment affected by human actions, (e.g., a pond, stream, forest, empty lot).

Standard 5—Technology

Intermediate

Engineering Design

Tools, Resources, and Technological Processes

1. Engineering design is an iterative process involving modeling and optimization used to develop technological solutions to problems within given constraints.

2. Technological tools, materials, and other resources should be selected on the basis of safety, cost, availability, appropriateness, and environmental impact; technological processes change energy, information, and material resources into more useful forms.

Students engage in the following steps in a design process:

- a • identify needs and opportunities for technical solutions from an investigation of situations of general or social interest.
- b • locate and utilize a range of printed, electronic, and human information resources to obtain ideas.
- c • consider constraints and generate several ideas for alternative solutions, using group and individual ideation techniques (group discussion, brainstorming, forced connections, role play); defer judgment until a number of ideas have been generated; evaluate (critique) ideas; and explain why the chosen solution is optimal.
- d • develop plans, including drawings with measurements and details of construction, and construct a model of the solution, exhibiting a degree of craftsmanship.
- e • in a group setting, test their solution against design specifications, present and evaluate results, describe how the solution might have been modified for different or better results, and discuss tradeoffs that might have to be made.

This is evident, for example, when students:

- ▲ reflect on the need for alternative growing systems in desert environments and design and model a hydroponic greenhouse for growing vegetables without soil.
- ▲ brainstorm and evaluate alternative ideas for an adaptive device that will make life easier for a person with a disability, such as a device to pick up objects from the floor.
- ▲ design a model vehicle (with a safety belt restraint system and crush zones to absorb impact) to carry a raw egg as a passenger down a ramp and into a barrier without damage to the egg.
- ▲ assess the performance of a solution against various design criteria, enter the scores on a spreadsheet, and see how varying the solution might have affected total score.

Students:

- a • choose and use resources for a particular purpose based upon an analysis and understanding of their properties, costs, availability, and environmental impact.
- b • use a variety of hand tools and machines to change materials into new forms through forming, separating, and combining processes, and processes which cause internal change to occur.
- c • combine manufacturing processes with other technological processes to produce, market, and distribute a product.
- d • process energy into other forms and information into more meaningful information.

This is evident, for example, when students:

- ▲ choose and use resources to make a model of a building and explain their choice of materials based upon physical properties such as tensile and compressive strength, hardness, and brittleness.
- ▲ choose materials based upon their acoustic properties to make a set of wind chimes.
- ▲ use a torch to heat a steel rod to a cherry red color and cool it slowly to demonstrate how the process of annealing changes the internal structure of the steel and removes its brittleness.
- ▲ change materials into new forms using separate processes such as drilling and sawing.
- ▲ process energy into other forms such as assembling a solar cooker using a parabolic reflector to convert light energy to heat energy.
- ▲ process information into more meaningful information such as adding a music track or sound effects to an audio tape.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

Standard 5—Technology

Intermediate

History and Evolution of Technology Impacts of Technology

MST5 5. Technology has been the driving force in the evolution of society from an agricultural to an industrial to an information base.
(KI-5)

MST5 6. Technology can have positive and negative impacts on individuals, society, and the environment and humans have the capability and responsibility to constrain or promote technological development.
(KI-6)

Students:

- a • describe how the evolution of technology led to the shift in society from an agricultural base to an industrial base to an information base.
- b • understand the contributions of people of different genders, races, and ethnic groups to technological development.
- c • describe how new technologies have evolved as a result of combining existing technologies (e.g., photography combined optics and chemistry; the airplane combined kite and glider technology with a lightweight gasoline engine).

This is evident, for example, when students:

- ▲ construct models of technological devices (e.g., the plow, the printing press, the digital computer) that have significantly affected human progress and that illustrate how the evolution of technology has shifted the economic base of the country.
- ▲ develop a display of pictures or models of technological devices invented by people from various cultural backgrounds, along with photographs and short biographies of the inventors.
- ▲ make a poster with drawings and photographs showing how an existing technology is the result of combining various technologies.

Students:

- a • describe how outputs of a technological system can be desired, undesired, expected, or unexpected.
- b • describe through examples how modern technology reduces manufacturing and construction costs and produces more uniform products.

This is evident, for example, when students:

- ▲ use the automobile, for example, to explain desired (easier travel), undesired (pollution), expected (new jobs created), unexpected (crowded highways and the growth of suburbs) impacts.
- ▲ provide an example of an assembly line that produces products with interchangeable parts.
- ▲ compare the costs involved in producing a prototype of a product to the per product cost of a batch of 100.

Sample Problem/Activity

In how many ways can you send the same message?

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Management of Technology

M-75

7. Project management is essential to ensuring that technological endeavors are profitable and that (KI-7) products and systems are of high quality and built safely, on schedule, and within budget.

Students:

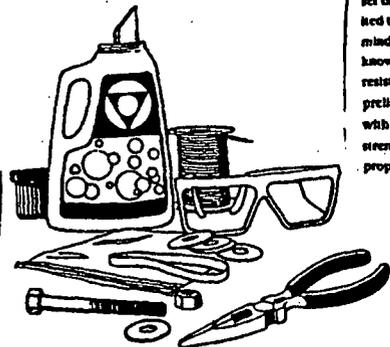
- 4 • manage time and financial resources in a technological project.
- 6 • provide examples of products that are well (and poorly) designed and made, describe their positive and negative attributes, and suggest measures that can be implemented to monitor quality during production.
- C • assume leadership responsibilities within a structured group activity.

This is evident, for example, when students:

- ▲ make up and follow a project work plan, time schedule, budget, and a bill of materials.
- ▲ analyze a child's toy and describe how it might have been better made at a lower cost.
- ▲ assume leadership on a team to play an audio or video communication system, and use it for an intended purpose (e.g., to inform, educate, persuade, entertain).

Sample Problem/Activity

Can we build a working speaker?



Classroom Activity

1. Divide the class into groups consisting of four students each. Challenge each group to design a plan for the construction of a homemade radio speaker for the eight-ohm speaker jack on an inexpensive transistor radio or cassette recorder. Provide each group with a set of materials, and inform students that they are limited to the use of these materials in their designs. Remind students to draw upon the information and knowledge they possess about electromagnets, current, resistors, and circuits. After each group has generated a preliminary plan, hold a class discussion. Work out with students a class consensus plan that combines the strengths and minimizes the weaknesses of their group-proposed plans (see Procedural Notes section).

Standard 6—Interconnectedness: Common Themes Intermediate

Systems Thinking

Models

M576 1. Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions.
(KI-1)

Students:

- a • describe the differences between dynamic systems and organizational systems.
- b • describe the differences and similarities between engineering systems, natural systems, and social systems.
- c • describe the differences between open- and closed-loop systems.
- d • describe how the output from one part of a system (which can include material, energy, or information) can become the input to other parts.

This is evident, for example, when students:

- ▲ compare systems with internal control (e.g., homeostasis in organisms or an ecological system) to systems of related components without internal control (e.g., the Dewey decimal, solar system).

M576
(KI-2)

2. Models are simplified representations of objects, structures, or systems used in analysis, explanation, interpretation, or design.

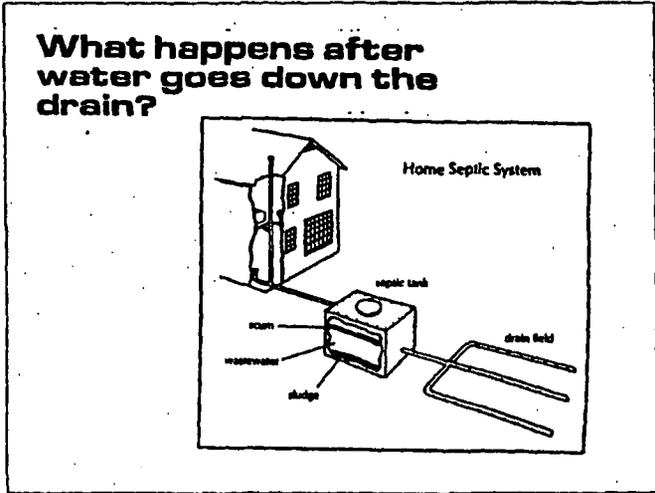
Students:

- a • select an appropriate model to begin the search for answers or solutions to a question or problem.
- b • use models to study processes that cannot be studied directly (e.g., when the real process is too slow, too fast, or too dangerous for direct observation).
- c • demonstrate the effectiveness of different models to represent the same thing and the same model to represent different things.

This is evident, for example, when students:

- ▲ choose a mathematical model to predict the distance a car will travel at a given speed in a given time.
- ▲ use a computer simulation to observe the process of growing vegetables or to test the performance of cars.
- ▲ compare the relative merits of using a flat map or a globe to model where places are situated on Earth.
- ▲ use blueprints or scale models to represent room plans.

Sample Problem/Activity



Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Magnitude and Scale

Equilibrium and Stability

MSTG
(K1-3) 3. The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems.

MSTG
(K1-4) Students:
6. describe how feedback mechanisms are used in both designed and natural systems to keep changes within desired limits.
6. describe changes within equilibrium cycles in terms of frequency or cycle length and determine the highest and lowest values and when they occur.

- Students:
- a. cite examples of how different aspects of natural and designed systems change at different rates with changes in scale.
 - b. use powers of ten notation to represent very small and very large numbers.

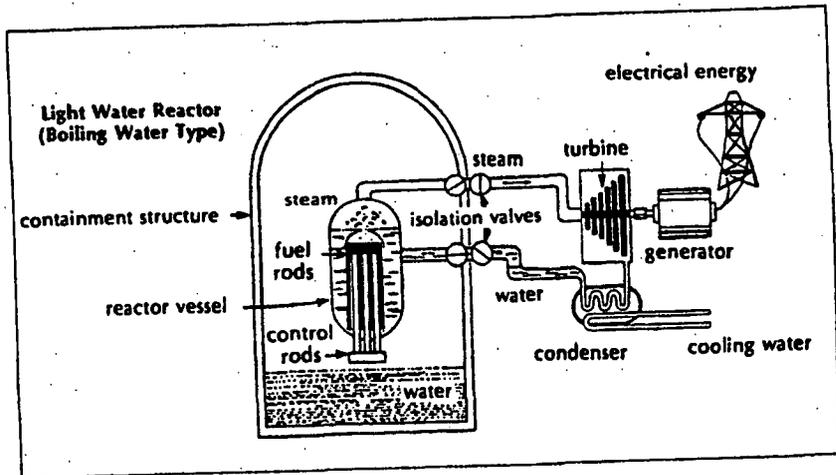
This is evident, for example, when students:

- ▲ demonstrate that a large container of hot water (more volume) cools off more slowly than a small container (less volume).
- ▲ compare the very low frequencies (60 Hertz AC or 6×10 Hertz) to the mid-range frequencies (10 Hertz-FM radio) to the higher frequencies (10^{15} Hertz) of the electromagnetic spectrum.

This is evident, for example, when students:

- ▲ compare the feedback mechanisms used to keep a house at a constant temperature to those used by the human body to maintain a constant temperature.
- ▲ analyze the data for the number of hours of sunlight from the shortest day to the longest day of the year.

Sample Problem/Activity



Standard 6—Interconnectedness: Common Themes Intermediate

Patterns of Change

Optimization

7176 5. Identifying patterns of change is necessary for making predictions about future behavior and conditions. MST6 (K2-5)

Students:

- a • use simple linear equations to represent how a parameter changes with time.
- b • observe patterns of change in trends or cycles and make predictions on what might happen in the future.

This is evident, for example, when students:

- ▲ study how distance changes with time for a car traveling at a constant speed.
- ▲ use a graph of a population over time to predict future population levels.

(KE-6)

6. In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.

Students:

- a • determine the criteria and constraints and make trade-offs to determine the best decision.
- b • use graphs of information for a decision making problem to determine the optimum solution.

This is evident, for example, when students:

- ▲ choose components for a home stereo system.
- ▲ determine the best dimensions for fencing in the maximum area.

Sample Problem/Activity

HOW MANY IS ENOUGH?

Students will be able to use a simple model to illustrate resource depletion and will be able to suggest variations to the model which would allow management of population size for a wildlife species.

Classroom Activity

1. Form student groups of four or five. Display a container more than half full of paper clips. Tell students that each clip represents an individual of one kind of bird and that all the clips in this container represent a wild bird population (i.e., all are of the same species).



The container represents the habitat for the population. Also display a similar container less than half full of the same size, but a different color, of paper clip. Explain that each of the clips in this container represents one individual of another population (i.e., a different species) of wild birds. Finish introducing the bird game (see Procedural Notes section) and have students play the game.

Evaluation

Students are able to identify factors that influence population size, and they suggest reasons why unlimited killing of wild creatures by humans has more of a long-term effect on some species than on others.

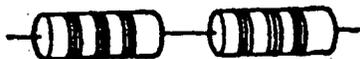
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Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

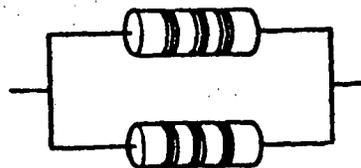
Sample Problem/Activity

What is a resistor and how can it be used?

In Series



In Parallel



These activities focus on resistors:

► **Technology:** Carefully open one or more unplugged electronic devices around your house, and list the various types of resistors employed in the different devices. (You may use schematics to describe the types of resistors instead of naming the types.) Calculate an average value of a typical resistor in a domestic appliance.

► **Social Studies:** Research the invention of the resistor and ways in which its use has expanded over time. / Explore patent law as it would relate to the discovery of a new type of resistor.

► **Language Arts:** Write a play which chronicles the life history of a resistor from the creation of its original constituent materials to the end of its useful life.

► **Mathematics:** Create a computer program that will calculate the overall resistance for a particular circuit when different types of resistors are employed. / Calculate the resistance of one of the circuits used in this activity if several different values of resistors are utilized within the circuit.

► **Health:** Write to Underwriters Laboratories to find out about their work testing electrical devices in the interest of consumer safety.

► **Home and Career Skills:** Conduct a mini-family workshop in which you explain to members of your household the use of resistors. / Investigate careers in electronics.

► **Arts:** Produce a small flip-chart presentation of the movement of electrons within a circuit in which two resistors reside, so that when the booklet is flipped with the fingers, the electrons appear to move through the circuit. Alternatively, create a set of overhead transparencies that your teacher can use to demonstrate this phenomenon.

► **Foreign Languages and Cultures:** Research periodical literature to find out which nations are the leading producers of resistors.

Standard 1—Analysis, Inquiry, and Design

Mathematical Analysis

Scientific Inquiry

MST1 (MA) (KI-1) 1. Abstraction and symbolic representation are used to communicate mathematically.

- Students:
- a • use algebraic and geometric representations to describe and compare data.

MST1 (MA) (KI-2) 2. Deductive and inductive reasoning are used to reach mathematical conclusions.

- Students:
- a • use deductive reasoning to construct and evaluate conjectures and arguments, recognizing that patterns and relationships in mathematics assist them in arriving at these conjectures and arguments.

MST1 (MA) (KI-3) 3. Critical thinking skills are used in the solution of mathematical problems.

- Students:
- a • apply algebraic and geometric concepts and skills to the solution of problems.

MST1 (SI) (KI-2)

1. The central purpose of scientific inquiry is to develop explanations of natural phenomena in a continuing, creative process.

- Students:
- a • elaborate on basic scientific and personal explanations of natural phenomena, and develop extended visual models and mathematical formulations to represent their thinking.
 - b • hone ideas through reasoning, library research, and discussion with others, including experts.
 - c • work toward reconciling competing explanations; clarifying points of agreement and disagreement.
 - d • coordinate explanations at 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.

This is evident, for example, when students:

- ▲ in small groups, are asked to explain why a cactus plant requires much less water to survive than many other plants.* They are asked to develop, through research, a set of explanations for the differences and to select at least one for study. After the proposed explanation is critiqued by others, they refine it by formulating a hypothesis which is rated on clarity, plausibility, and researchability.

2. 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.

- Students:
- a • devise ways of making observations to test proposed explanations.
 - b • refine their research ideas through library investigations, including electronic information retrieval and reviews of the literature, and through peer feedback obtained from review and discussion.
 - c • develop and present proposals including formal hypotheses to test their explanations, i.e., they predict what should be observed under specified conditions if the explanation is true.
 - d • carry out their research plan for testing explanations, including selecting and developing techniques, acquiring and building apparatus, and recording observations as necessary.

This is evident, for example, when students:

- ▲ develop, through research, a proposal to test their hypothesis of why a cactus plant requires much less water to survive than many other plants.* After their proposal is critiqued, it is refined and submitted for assessment by a panel of students. The proposal is rated on clarity, appropriateness, and feasibility. Upon approval, students complete the research. Progress is rated holistically by the teacher.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

Students will use mathematical analysis, scientific inquiry, and engineering design, as appropriate, to pose questions, seek answers, and develop solutions.

Engineering Design

1 (ST)
I-3) 3. The observations made while testing proposed explanations, when analyzed using conventional and invented methods, provide new insights into phenomena. **MS1 (ED)**
(KI-1)

1. Engineering design is an iterative process involving modeling and optimization finding the best solution within given constraints which is used to develop technological solutions to problems within given constraints.

Students:

- a • use various means of representing and organizing observations (e.g., diagrams, tables, charts, graphs, equations, matrices) and insightfully interpret the organized data.
- b • apply statistical analysis techniques when appropriate to test if chance alone explains the result.
- c • assess correspondence between the predicted result contained in the hypothesis and the actual result and reach a conclusion as to whether or not the explanation on which the prediction was based is supported.
- d • based on the results of the test and through public discussion, they revise the explanation and contemplate additional research.
- e • develop a written report for public scrutiny that describes their proposed explanation, including a literature review, the research they carried out, its result, and suggestions for further research.

This is evident, for example, when students:

- ▲ carry out a research plan, including keeping a lab book, to test their hypothesis of why a cactus plant requires much less water to survive than many other plants.* After completion, a paper is presented describing the research. Based on the class critique, the paper is rewritten and submitted with the lab book for separate assessment or as part of a portfolio of their science work. It is rated for clarity, thoroughness, soundness of conclusions, and quality of integration with existing literature.

- Students engage in the following steps in a design process:
- a • initiate and carry out a thorough investigation of an unfamiliar situation and identify needs and opportunities for technological invention or innovation.
 - b • identify, locate, and use a wide range of information resources, and document through notes and sketches how findings relate to the problem.
 - c • generate creative solutions, break ideas into significant functional elements, and explore possible refinements; predict possible outcomes using mathematical and functional modeling techniques; choose the optimal solution to the problem, clearly documenting ideas against design criteria and constraints; and explain how human understands, economics, ergonomics, and environmental considerations have influenced the solution.
 - d • develop work schedules and working plans which include optimal use and cost of materials, processes, time, and expertise; construct a model of the solution, incorporating developmental modifications while working to a high degree of quality (craftsmanship).
 - e • devise a test of the solution according to the design criteria and perform the test; record, portray, and logically evaluate performance test results through quantitative, graphic, and verbal means. Use a variety of creative verbal and graphic techniques effectively and persuasively to present conclusions, predict impacts and new problems, and suggest and pursue modifications.

This is evident, for example, when students:

- ▲ search the Internet for world wide web sites dealing with renewable energy and sustainable living and research the development and design of an energy efficient home.
- ▲ develop plans, diagrams, and working drawings for the construction of a computer-controlled marble sorting system that simulates how parts on an assembly line are sorted by color.
- ▲ design and model a portable emergency shelter that could be heated by a person's body to a life-sustaining temperature when the outside temperature is 20° F.

* A variety of content-specific items can be substituted for the italicized text

Standard 2—Information Systems

Information Systems

MSTZ (IS) (KI-1) 1. Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning.

MSTZ (IS) (KI-2) 2. Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use.

Students:

- a • understand and use the more advanced features of word processing, spreadsheets, and data-base software.
- b • prepare multimedia presentations demonstrating a clear sense of audience and purpose.
- c • access, select, collate, and analyze information obtained from a wide range of sources such as research data bases, foundations, organizations, national libraries, and electronic communication networks, including the Internet.
- d • students receive news reports from abroad and work in groups to produce newspapers reflecting the perspectives of different countries.
- e • utilize electronic networks to share information.
- f • model solutions to a range of problems in mathematics, science, and technology using computer simulation software.

This is evident, for example, when students:

- ▲ collect and amend quantitative and qualitative information for a particular purpose and enter it into a data-handling package for processing and analysis.
- ▲ visit businesses, laboratories, environmental areas, and universities to obtain on-site information
- ▲ receive news reports from abroad, and work in groups to produce newspapers reflecting the perspectives of different countries.
- ▲ join a list serve and send electronic mail to other persons sharing mutual concerns and interests.
- ▲ use computer software to simulate and graph the motion of an object.
- ▲ study a system in a dangerous setting (e.g., a nuclear power plant).

Students:

- a • explain the impact of the use and abuse of electronically generated information on individuals and families.
- b • evaluate software packages relative to their suitability to a particular application and their ease of use.
- c • discuss the ethical and social issues raised by the use and abuse of information systems.

This is evident, for example, when students:

- ▲ discuss how unauthorized people might gain access to information about their interests and way of life.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

Students will access, generate, process, and transfer information using appropriate technologies.

12 (IS)
E-3) **3. Information technology can have positive and negative impacts on society, depending upon how it is used.**

Students:

- a** • work with a virtual community to conduct a project or solve a problem using the network.
- b** • discuss how applications of information technology can address some major global problems and issues.
- c** • discuss the environmental, ethical, moral, and social issues raised by the use and abuse of information technology.

Standard 3—Mathematics

Mathematical Reasoning

Number and Numeration

15T3
(KI-1)

1. Students use mathematical reasoning to analyze mathematical situations, make conjectures, gather evidence, and construct an argument.

15T3
(KI-2)

Students:

- construct simple logical arguments.
- follow and judge the validity of logical arguments.
- use symbolic logic in the construction of valid arguments.
- construct proofs based on deductive reasoning.

This is evident, for example, when students:

- ▲ prove that an altitude of an isosceles triangle, drawn to the base, is perpendicular to that base.
- ▲ determine whether or not a given logical sentence is a tautology.
- ▲ show that the triangle having vertex coordinates of (0,6), (0,0), and (5,0) is a right triangle.

2. Students use number sense and numeration to develop an understanding of the multiple uses of numbers in the real world, the use of numbers to communicate mathematically, and the use of numbers in the development of mathematical ideas.

Students:

- understand and use rational and irrational numbers.
- recognize the order of the real numbers.
- apply the properties of the real numbers to various subsets of numbers.

This is evident, for example, when students:

- ▲ determine from the discriminant of a quadratic equation whether the roots are rational or irrational.
- ▲ give rational approximations of irrational numbers to a specific degree of accuracy.
- ▲ determine for which value of x the expression $\frac{2x+8}{x-7}$ is undefined.

Sample Problems

33 Given the true statements:

$$\begin{aligned} & \neg a \vee \neg b \\ & b \\ & c = a \end{aligned}$$

Which statement is also true?

- (1) c
- (2) $\neg b$
- (3) $\neg c$
- (4) a

34 Which statement is logically equivalent to the statement: "If you are not part of the solution, then you are part of the problem?"

- (1) If you are part of the solution, then you are not part of the problem.
- (2) If you are not part of the problem, then you are part of the solution.
- (3) If you are part of the problem, then you are not part of the solution.
- (4) If you are not part of the problem, then you are not part of the solution.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real-world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

Operations

73
I-3

3. Students use mathematical operations and relationships among them to understand mathematics. ^{MST 3 (K-4)}

Students:

- a • use addition, subtraction, multiplication, division, and exponentiation with real numbers and algebraic expressions.
- b • develop an understanding of and use the composition of functions and transformations.
- c • explore and use negative exponents on integers and algebraic expressions.
- d • use field properties to justify mathematical procedures.
- e • use transformations on figures and functions in the coordinate plane.

This is evident, for example, when students:

- ▲ determine the coordinates of triangle A(2,5), B(9,8), and C(3,8) after a translation $(x,y) \rightarrow (x+3, y-1)$.
- ▲ evaluate the binary operation defined as $x * y = x^2 + (y+x)^2$ for $3 * 4$.
- ▲ identify the field properties used in solving the equation $2(x-5) + 3 = x + 7$.

Modeling/Multiple Representation

4. Students use mathematical modeling/multiple representation to provide a means of presenting, interpreting, communicating, and connecting mathematical information and relationships.

Students:

- a • represent problem situations symbolically by using algebraic expressions, sequences, tree diagrams, geometric figures, and graphs.
- b • manipulate symbolic representations to explore concepts at an abstract level.
- c • choose appropriate representations to facilitate the solving of a problem.
- d • use learning technologies to make and verify geometric conjectures.
- e • justify the procedures for basic geometric constructions.
- f • investigate transformations in the coordinate plane.
- g • develop meaning for basic conic sections.
- h • develop and apply the concept of basic loci to compound loci.
- i • use graphing utilities to create and explore geometric and algebraic models.
- j • model real-world problems with systems of equations and inequalities.

This is evident, for example, when students:

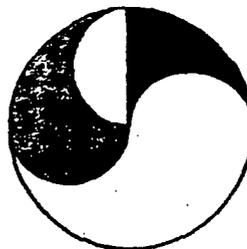
- ▲ determine the locus of points equidistant from two parallel lines.
- ▲ explain why the basic construction of bisecting a line is valid.
- ▲ describe the various conics produced when the equation $ax^2 + by^2 = c^2$ is graphed for various values of a, b, and c.

Sample Problems

- 36 a On graph paper, draw the graph of the equation $y = x^2 - 4x + 3$, including all values of x in the interval $-1 \leq x \leq 5$. [4]
- b On the same set of axes, draw the graph of the image of the graph drawn in part a after the translation which moves (x,y) to $(x+3, y+2)$, and label this graph b. [3]
- c On the same set of axes, draw the graph of the image of the graph drawn in part b after a reflection in the x -axis, and label this graph c. [3]

Semicircles

The figure below is made of three small semicircles, all of the same size, and one large circle. The diameters of the semicircles are the same length as the radius of the large circle.



Assume that the radius of the large circle is 4 cm long. What is the area of the gray region?
Describe your method: how did you figure it out?

Standard 3—Mathematics

Measurement

Uncertainty

5T3
(E-5)

5. Students use measurement in both metric and English measure to provide a major link between the abstractions of mathematics and the real world in order to describe and compare objects and data.

MST3
(K1-6)

Students:

- derive and apply formulas to find measures such as length, area, volume, weight, time, and angle in real-world contexts.
- choose the appropriate tools for measurement.
- use dimensional analysis techniques.
- use statistical methods including measures of central tendency to describe and compare data.
- use trigonometry as a method to measure indirectly.
- apply proportions to scale drawings, computer-assisted design blueprints, and direct variation in order to compute indirect measurements.
- relate absolute value, distance between two points, and the slope of a line to the coordinate plane.
- understand error in measurement and its consequence on subsequent calculations.
- use geometric relationships in relevant measurement problems involving geometric concepts.

to and to

This is evident, for example, when students:

- ▲ change mph to ft/sec.
- ▲ use the tangent ratio to determine the height of a tree.
- ▲ determine the distance between two points in the coordinate plane.

6. Students use ideas of uncertainty to illustrate that mathematics involves more than exactness when dealing with everyday situations.

Students:

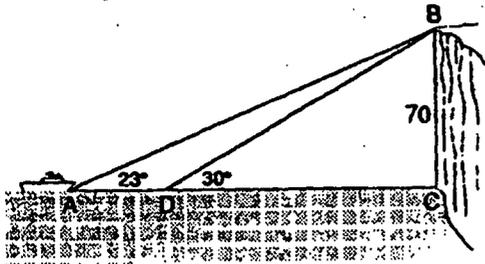
- a • judge the reasonableness of results obtained from applications in algebra, geometry, trigonometry, probability, and statistics.
- b • judge the reasonableness of a graph produced by a calculator or computer.
- c • use experimental or theoretical probability to represent and solve problems involving uncertainty.
- d • use the concept of random variable in computing probabilities.
- e • determine probabilities using permutations and combinations.

This is evident, for example, when students:

- ▲ construct a tree diagram or sample space for a compound event.
- ▲ calculate the probability of winning the New York State Lottery.
- ▲ develop simulations for probability problems for which they do not have theoretical solutions.

Sample Problems

39 As shown in the accompanying diagram, a ship is headed directly toward a coastline formed by a vertical cliff \overline{BC} , 70 meters high. At point A, the angle of elevation from the ship to B, the top of the cliff, is 23° . A few minutes later at point D, the angle of elevation increased to 30° .



a To the nearest meter, find:

- (1) DC [3]
- (2) AC [3]
- (3) AB [3]

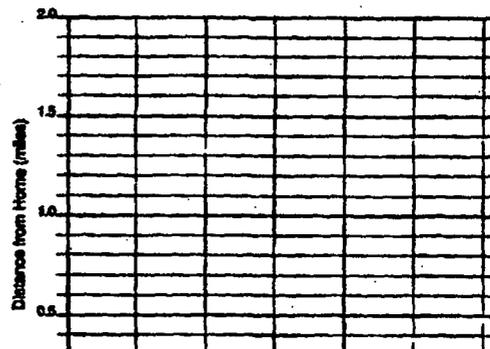
b To the nearest meter, what is the distance between the ship's position at the two sightings?

Every morning Walter Bryce walks 1.7 miles to school.

He leaves his home at 8:05 and walks 1.2 miles, then he waits for Bobby and Denise.

When they show up, all three of them start walking to school together. They arrive ten minutes later at 8:55.

Draw a graph that could show Walter's journey to school.



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Sample tasks are identified by triangles (▲).

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Patterns Functions

15T3
6E-7)

7. Students use patterns and functions to develop mathematical power, appreciate the true beauty of mathematics, and construct generalizations that describe patterns simply and efficiently.

Students:

- a • use function vocabulary and notation.
- b • represent and analyze functions using verbal descriptions, tables, equations, and graphs.
- c • translate among the verbal descriptions, tables, equations and graphic forms of functions.
- d • analyze the effect of parametric changes on the graphs of functions.
- e • apply linear, exponential, and quadratic functions in the solution of problems.
- f • apply and interpret transformations to functions.
- g • model real-world situations with the appropriate function.
- h • apply axiomatic structure to algebra and geometry.
- i • use computers and graphing calculators to analyze mathematical phenomena.

This is evident, for example, when students:

- ▲ determine, in more than one way, whether or not a specific relation is a function.
- ▲ explain the relationship between the roots of a quadratic equation and the intercepts of its corresponding graph.
- ▲ use transformations to determine the inverse of a function.

Sample Problem

Fibonacci Pattern

This is the Fibonacci sequence:

$$1, 1, 2, 3, 5, 8, 13, 21, \dots$$

Each number (starting with the "2") is the sum of the previous two. For example,

$$1 + 1 = 2 \text{ and } 2 + 3 = 5.$$

The number that comes after 21, in the above sequence, is 34 because:

$$13 + 21 = 34.$$

Now look at the pattern of odd and even numbers in this sequence. If we replace each odd number with "O" and each even with "E," we get:

$$O, O, E, O, O, E, O, O, \dots$$

Only one of the following statements is correct. Decide which one you think is correct and explain in detail your choice.

A. The pattern, O, O, E, does NOT repeat forever.

B. The pattern, O, O, E, repeats forever.

Standard 4—Science

Physical Setting

M5TH (PS)
(KI-1)

1. The Earth and celestial phenomena can be described by principles of relative motion and perspective.

Students:

- a • explain complex phenomena, such as tides, variations in day length, solar insolation, apparent motion of the planets, and annual traverse of the constellations.
- b • describe current theories about the origin of the universe and solar system.

This is evident, for example, when students:

- ▲ create models, drawings, or demonstrations to explain changes in day length, solar insolation, and the apparent motion of planets.

M5TH (PS)
(KI-2)

2. Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

Students:

- a • use the concepts of density and heat energy to explain observations of weather patterns, seasonal changes, and the movements of the Earth's plates.
- b • explain how incoming solar radiations, ocean currents, and land masses affect weather and climate.

This is evident, for example, when students:

- ▲ use diagrams of ocean currents at different latitudes to develop explanations for the patterns present.

M5TH (PS)
(KI-3)

3. Matter is made up of particles whose properties determine the observable characteristics of matter and its reactivity.

Students:

- a • explain the properties of materials in terms of the arrangement and properties of the atoms that compose them.
- b • use atomic and molecular models to explain common chemical reactions.
- c • apply the principle of conservation of mass to chemical reactions.
- d • use kinetic molecular theory to explain rates of reactions and the relationships among temperature, pressure, and volume of a substance.

This is evident, for example, when students:

- ▲ use the atomic theory of elements to justify their choice of an element for use as a lighter than air gas for a launch vehicle.
- ▲ represent common chemical reactions using three-dimensional models of the molecules involved.
- ▲ discuss and explain a variety of everyday phenomena involving rates of chemical reactions, in terms of the kinetic molecular theory (e.g., use of refrigeration to keep food from spoiling, ripening of fruit in a bowl, use of kindling wood to start a fire, different types of flames that come from a Bunsen burner).

4. Energy exists in many forms, and when these forms change energy is conserved.

Students:

- a • observe and describe transmission of various forms of energy.
- b • explain heat in terms of kinetic molecular theory.
- c • explain variations in wavelength and frequency in terms of the source of the vibrations that produce them, e.g., molecules, electrons, and nuclear particles.
- d • explain the uses and hazards of radioactivity.

This is evident, for example, when students:

- ▲ demonstrate through drawings, models, and diagrams how the potential energy that exists in the chemical bonds of fossil fuels can be converted to electrical energy in a power plant (potential energy \Rightarrow heat energy \Rightarrow mechanical energy \Rightarrow electrical energy).
- ▲ investigate the sources of radioactive emissions in their environment and the dangers and benefits they pose for humans.

M5TH (PS)
(KI-5)

5. Energy and matter interact through forces that result in changes in motion.

Students:

- a • explain and predict different patterns of motion of objects (e.g., linear and angular motion, velocity and acceleration, momentum and inertia).
- b • explain chemical bonding in terms of the motion of electrons.
- c • compare energy relationships within an atom's nucleus to those outside the nucleus.

This is evident, for example, when students:

- ▲ construct drawings, models, and diagrams representing several different types of chemical bonds to demonstrate the basis of the bond, the strength of the bond, and the type of electrical attraction that exists.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

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.

The Living Environment

MST4 (LE)
(KI-1)

1. Living things are both similar to and different from each other and nonliving things.

Students:

- a • explain how diversity of populations within ecosystems relates to the stability of ecosystems.
- b • describe and explain the structures and functions of the human body at different organizational levels (e.g., systems, tissues, cells, organelles).
- c • explain how a one-celled organism is able to function despite lacking the levels of organization present in more complex organisms.

MST4 (LE)
(KI-2)

2. Organisms inherit genetic information in a variety of ways that result in continuity of structure and function between parents and offspring.

Students:

- a • explain how the structure and replication of genetic material result in offspring that resemble their parents.
- b • explain how the technology of genetic engineering allows humans to alter the genetic makeup of organisms.

This is evident, for example, when students:

- ▲ record outward characteristics of fruit flies and then breed them to determine patterns of inheritance.

MST4 (LE)
(KI-3)

3. Individual organisms and species change over time.

Students:

- a • explain the mechanisms and patterns of evolution.

This is evident, for example, when students:

- ▲ determine characteristics of the environment that affect a hypothetical organism and explore how different characteristics of the species give it a selective advantage.

MST4 (LE)
(KI-4)

4. The continuity of life is sustained through reproduction and development.

Students:

- a • explain how organisms, including humans, reproduce their own kind.

This is evident, for example, when students:

- ▲ observe the development of fruit flies or rapidly maturing plants, from fertilized egg to mature adult, relating embryological development and structural adaptations to the propagation of the species.

MST4 (LE)
(KI-5)

5. Organisms maintain a dynamic equilibrium that sustains life.

Students:

- a • explain the basic biochemical processes in living organisms and their importance in maintaining dynamic equilibrium.
- b • explain disease as a failure of homeostasis.
- c • relate processes at the system level to the cellular level in order to explain dynamic equilibrium in multicelled organisms.

This is evident, for example, when students:

- ▲ investigate the biochemical processes of the immune system, and its relationship to maintaining mental and physical health.

MST4 (LE)
(KI-6)

6. Plants and animals depend on each other and their physical environment.

Students:

- a • explain factors that limit growth of individuals and populations.
- b • explain the importance of preserving diversity of species and habitats.
- c • explain how the living and nonliving environments change over time and respond to disturbances.

This is evident, for example, when students:

- ▲ conduct a long-term investigation of a local ecosystem.

MST4 (LE)
(KI-7)

7. Human decisions and activities have had a profound impact on the physical and living environment.

Students:

- a • describe the range of interrelationships of humans with the living and nonliving environment.
- b • explain the impact of technological development and growth in the human population on the living and nonliving environment.
- c • explain how individual choices and societal actions can contribute to improving the environment.

This is evident, for example, when students:

- ▲ compile a case study of a technological development that has had a significant impact on the environment.

Standard 5—Technology

Commencement

Engineering Design Tools, Resources, and Technological Processes

MST5 (KI-1) 1. Engineering design is an iterative process involving *modeling* and *optimization* used to develop technological solutions to problems within given constraints.

MST5 (KI-2) 2. Technological tools, materials, and other resources should be selected on the basis of safety, cost, availability, appropriateness, and environmental impact; technological processes change energy, information, and material resources into more useful forms.

Students engage in the following steps in a design process:

- a • initiate and carry out a thorough investigation of an unfamiliar situation and identify needs and opportunities for technological invention or innovation.
- b • identify, locate, and use a wide range of information resources including subject experts, library references, magazines, videotapes, films, electronic data bases and on-line services, and discuss and document through notes and sketches how findings relate to the problem.
- c • generate creative solution ideas, break ideas into the significant functional elements, and explore possible refinements; predict possible outcomes using mathematical and functional modeling techniques; choose the optimal solution to the problem, clearly documenting ideas against design criteria and constraints; and explain how human values, economics, ergonomics, and environmental considerations have influenced the solution.
- d • develop work schedules and plans which include optimal use and cost of materials, processes, time, and expertise; construct a model of the solution, incorporating developmental modifications while working to a high degree of quality (craftsmanship).
- e • in a group setting, devise a test of the solution relative to the design criteria and perform the test; record, portray, and logically evaluate performance test results through quantitative, graphic, and verbal means; and use a variety of creative verbal and graphic techniques effectively and persuasively to present conclusions, predict impacts and new problems, and suggest and pursue modifications.

Students:

- a • test, use, and describe the attributes of a range of material (including synthetic and composite materials), information, and energy resources.
- b • select appropriate tools, instruments, and equipment and use them correctly to process materials, energy, and information.
- c • explain tradeoffs made in selecting alternative resources in terms of safety, cost, properties, availability, ease of processing, and disposability.
- d • describe and model methods (including computer-based methods) to control system processes and monitor system outputs.

This is evident, for example, when students:

- ▲ use a range of high-tech composite or synthetic materials to make a model of a product, (e.g., skt, an airplane, earthquake-resistant building) and explain their choice of material.
- ▲ design a procedure to test the properties of synthetic and composite materials.
- ▲ select appropriate tools, materials, and processes to manufacture a product (chosen on the basis of market research) that appeals to high school students.
- ▲ select the appropriate instrument and use it to test voltage and continuity when repairing a household appliance.
- ▲ construct two forms of packaging (one from biodegradable materials, the other from any other materials), for a children's toy and explain the tradeoffs made when choosing one or the other.
- ▲ describe and model a method to design and evaluate a system that dispenses candy and counts the number dispensed using, for example, Fischertechnik, Capsela, or Lego.
- ▲ describe how the flow, processing, and monitoring of materials is controlled in a manufacturing plant and how information processing systems provide inventory, tracking, and quality control data.

This is evident, for example, when students:

- ▲ search the Internet for world wide web sites dealing with renewable energy and sustainable living and research the development and design of an energy efficient home.
- ▲ develop plans, diagrams, and working drawings for the construction of a computer-controlled marble sorting system that simulates how parts on an assembly line are sorted by color.
- ▲ design and model a portable emergency shelter for a homeless person that could be carried by one person and be heated by the body heat of that person to a life-sustaining temperature when the outside temperature is 20° F.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Computer Technology Technological Systems

MST5 (KI-3) 3. Computers, as tools for design, modeling, information processing, communication, and system control, have greatly increased human productivity and knowledge.

Students:

- a • understand basic computer architecture and describe the function of computer subsystems and peripheral devices.
- b • select a computer system that meets personal needs.
- c • attach a modem to a computer system and telephone line, set up and use communications software, connect to various on-line networks, including the Internet, and access needed information using e-mail, telnet, gopher, ftp, and web searches.
- d • use computer-aided drawing and design (CADD) software to model realistic solutions to design problems.
- e • develop an understanding of computer programming and attain some facility in writing computer programs.

This is evident, for example, when students:

- ▲ choose a state-of-the art computer system from computer magazines, price the system, and justify the choice of CPU, CD-ROM and floppy drives, amount of RAM, video and sound cards, modem, printer, and monitor; explain the cost-benefit tradeoffs they have made.
- ▲ use a computer-aided drawing and design package to design and draw a model of their own room.
- ▲ write a computer program that works in conjunction with a bar code reader and an optical sensor to distinguish between light and dark areas of the bar code.

4. Technological systems are designed to achieve specific results and produce outputs, such as products, structures, services, energy, or other systems.

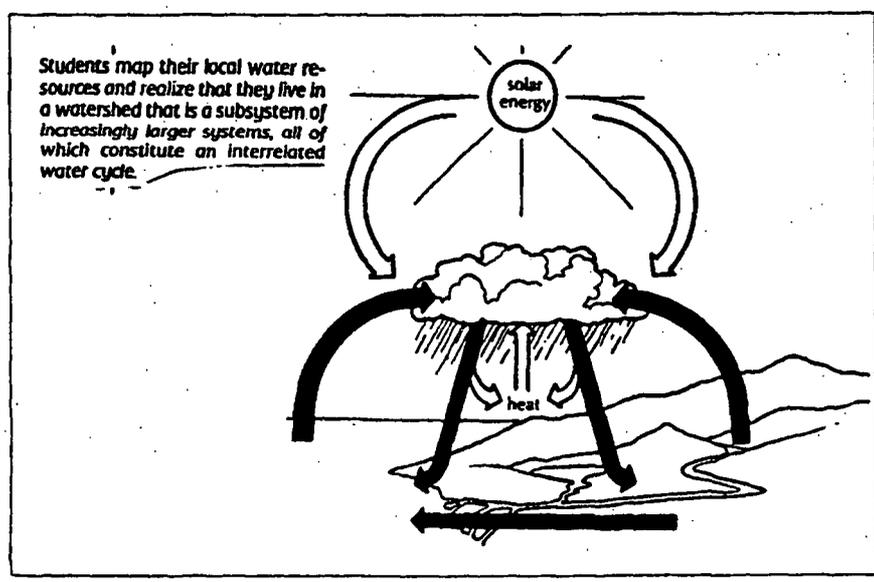
MST5 (KI-4) Students:

- a • explain why making tradeoffs among characteristics, such as safety, function, cost, ease of operation, quality of post-purchase support, and environmental impact, is necessary when selecting systems for specific purposes.
- b • model, explain, and analyze the performance of a feedback control system.
- c • explain how complex technological systems involve the confluence of numerous other systems.

This is evident, for example, when students:

- ▲ model, explain, and analyze how the float mechanism of a toilet tank senses water level, compares the actual level to the desired level, and controls the flow of water into the tank.
- ▲ draw a labeled system diagram which explains the performance of a system, and include several subsystems and multiple feedback loops.
- ▲ explain how the space shuttle involves communication, transportation, biotechnical, and manufacturing systems.

Sample Problem/Activity



Students map their local water resources and realize that they live in a watershed that is a subsystem of increasingly larger systems, all of which constitute an interrelated water cycle.

Standard 5—Technology

Commencement

History and Evolution of Technology Impacts of Technology

MST5 (KI-5) 5. Technology has been the driving force in the evolution of society from an agricultural to an industrial to an information base.

MST5 (KI-6) 6. Technology can have positive and negative impacts on individuals, society, and the environment and humans have the capability and responsibility to constrain or promote technological development.

Students:

- 1 • explain how technological inventions and innovations have caused global growth and interdependence, stimulated economic competitiveness, created new jobs, and made other jobs obsolete.

This is evident, for example, when students:

- ▲ compare qualitatively and quantitatively the performance of a contemporary manufactured product, such as a household appliance, to the comparable device or system 50-100 years ago, and present results graphically, orally, and in writing.
- ▲ describe the process that an inventor must follow to obtain a patent for an invention.
- ▲ explain through examples how some inventions are not translated into products and services with market place demand, and therefore do not become commercial successes.

Students:

- 1 • explain that although technological effects are complex and difficult to predict accurately, humans can control the development and implementation of technology.
- 6 • explain how computers and automation have changed the nature of work.
- 6 • explain how national security is dependent upon both military and nonmilitary applications of technology.

This is evident, for example, when students:

- ▲ develop and implement a technological device that might be used to assist a disabled person perform a task.
- ▲ identify a technology which impacts negatively on the environment and design and model a technological fix.
- ▲ identify new or emerging technologies and use a futuring technique (e.g., futures wheel, cross impact matrix, Delphi survey) to predict what might be the second and third order impacts.

Sample Problem/Activity

How Has The Use Of Electric Appliances Changed Over Time?

Have each student make a list of the electric appliances in her/his household, including every thing from light bulbs to refrigerators. Instruct students to ask a parent (or other adult of approximately the same age) to record how many of each kind of appliance was in her/his household when (s)he was a child. Develop with the class a set of common procedures that can be used to collect the information.

- What specific procedures should we follow to ensure that everyone's data is comparable?
- How will we account for missing data in our survey, due to forgetfulness of some participants or other factors?



Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

Management of Technology

M4T5
(KZ-7) 7. Project management is essential to ensuring that technological endeavors are profitable and that products and systems are of high quality and built safely, on schedule, and within budget.

Students:

- a • develop and use computer-based scheduling and project tracking tools, such as flow charts and graphs.
- b • explain how statistical process control helps to assure high quality output.
- c • discuss the role technology has played in the operation of successful U.S. businesses and under what circumstances they are competitive with other countries.
- d • explain how technological inventions and innovations stimulate economic competitiveness and how, in order for an innovation to lead to commercial success, it must be translated into products and services with marketplace demand.
- e • describe new management techniques (e.g., computer-aided engineering, computer-integrated manufacturing, total quality management, just-in-time manufacturing), incorporate some of these in a technological endeavor, and explain how they have reduced the length of design-to-manufacture cycles, resulted in more flexible factories, and improved quality and customer satisfaction.
- f • help to manage a group engaged in planning, designing, implementation, and evaluation of a project to gain understanding of the management dynamics.

This is evident, for example, when students:

- ▲ design and carry out a plan to create a computer-based information system that could be used to help manage a manufacturing system (e.g., monitoring inventory, measurement of production rate, development of a safety signal).
- ▲ identify several successful companies and explain the reasons for their commercial success.
- ▲ organize and implement an innovative project, based on market research, that involves design, production, testing, marketing, and sales of a product or a service.

Standard 6—Interconnectedness: Common Themes Commencement

Systems Thinking Models

11576
(KI-1) **1. Through systems thinking, people can recognize the commonalities that exist among all systems and how parts of a system interrelate and combine to perform specific functions.**

Students:

- explain how positive feedback and negative feedback have opposite effects on system outputs.
- use an input-process-output-feedback diagram to model and compare the behavior of natural and engineered systems.
- define boundary conditions when doing systems analysis to determine what influences a system and how it behaves.

This is evident, for example, when students:

- ▲ describe how negative feedback is used to control loudness automatically in a stereo system and how positive feedback from loudspeaker to microphone results in louder and louder squeals.

11576
(KI-2)

2. Models are simplified representations of objects, structures, or systems used in analysis, explanation, interpretation, or design.

Students:

- revise a model to create a more complete or improved representation of the system.
- collect information about the behavior of a system and use modeling tools to represent the operation of the system.
- find and use mathematical models that behave in the same manner as the processes under investigation.
- compare predictions to actual observations using test models.

This is evident, for example, when students:

- ▲ add new parameters to an existing spreadsheet model.
- ▲ incorporate new design features in a CAD drawing.
- ▲ use computer simulation software to create a model of a system under stress, such as a city or an ecosystem.
- ▲ design and construct a prototype to test the performance of a temperature control system.
- ▲ use mathematical models for scientific laws, such as Hooke's Law or Newton's Laws, and relate them to the function of technological systems, such as an automotive suspension system.
- ▲ use sinusoidal functions to study systems that exhibit periodic behavior.
- ▲ compare actual populations of animals to the numbers predicted by predator/ prey computer simulations.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

Magnitude and Scale

Equilibrium and Stability

MST6
(K1-5) 3. The grouping of magnitudes of size, time, frequency, and pressures or other units of measurement into a series of relative order provides a useful way to deal with the immense range and the changes in scale that affect the behavior and design of systems. MST6
(K1-4)

Students:

- a • describe the effects of changes in scale on the functioning of physical, biological, or designed systems.
- b • extend their use of powers of ten notation to understanding the exponential function and performing operations with exponential factors.

This is evident, for example, when students:

- ▲ explain that an increase in the size of an animal or a structure requires larger supports (legs or columns) because of the greater volume or weight.
- ▲ use the relationship that $v=f\lambda$ to determine wave length when given the frequency of an FM radio wave, such as 100.0 megahertz (1.1×10^8 Hertz), and velocity of light or EM waves as 3×10^8 m/sec.

4. Equilibrium is a state of stability due either to a lack of changes (static equilibrium) or a balance between opposing forces (dynamic equilibrium).

Students:

- a • describe specific instances of how disturbances might affect a system's equilibrium, from small disturbances that do not upset the equilibrium to larger disturbances (threshold level) that cause the system to become unstable.
- b • cite specific examples of how dynamic equilibrium is achieved by equality of change in opposing directions.

This is evident, for example, when students:

- ▲ use mathematical models to predict under what conditions the spread of a disease will become epidemic.
- ▲ document the range of external temperatures in which warm-blooded animals can maintain a relatively constant internal temperature and identify the extremes of cold or heat that will cause death.
- ▲ experiment with chemical or biological processes when the flow of materials in one way direction is counter-balanced by the flow of materials in the opposite direction.

Sample Problem/Activity

Observing the Greenhouse Effect

Directions: Follow the steps below and complete the experiment. Place all information that you gather on the data table on Worksheet C. Then graph your results and answer the questions.

- Place soil to a depth of 2 cm in each of the shoeboxes. Thoroughly moisten the soil with water, but not so much that water sits on top of the soil.
- Cut out a piece of cardboard so that when it is inserted into one of the clear plastic shoeboxes it will divide the box in half and will be only about three-fourths the height of the box (Diagram 1). Construct a similar cardboard divider for the other box.
- Insert a cardboard divider into each shoebox.
- Lean a thermometer (with the bulb end up) against each divider (Diagram 2).
- Set the boxes side by side and about 2 cm apart under the flood lamp. Adjust the flood lamp so that it is about 23 cm above and equally distant from each box (Diagram 3). Place a clear plastic cover on one box.
- When the temperatures of the thermometers stop changing, record them in the appropriate spaces of the "0 minutes" row of the data table on Worksheet C.
- Turn on the light. Record in the data table the temperature of each thermometer every 30 seconds for 15 minutes. Then turn off the light.

Diagram 1

Diagram 1 shows a clear plastic shoebox with a cardboard support inserted vertically to divide the box into two equal halves. The bottom of the box is filled with soil.

Diagram 2

Diagram 2 shows the same shoebox as in Diagram 1, but with a thermometer placed inside. The thermometer's bulb is resting against the cardboard divider, and the bulb is oriented upwards.

Diagram 3

Diagram 3 shows two shoeboxes placed side-by-side. The box on the left is covered with a clear plastic cover, while the box on the right is open. A flood lamp is positioned above the boxes, with a distance of 23 cm indicated between the lamp and the boxes. The boxes are spaced 2 cm apart.

Caution: Do not touch the flood lamp since it may become very hot. Do not look directly at the lamp. Do not leave the lamp unattended.

Standard 6—Interconnectedness: Common Themes Commencement

Patterns of Change

Optimization

MST6 5. Identifying patterns of change is necessary for making predictions about future behavior and (KI-5) conditions. MST6 (KI-6)

6. In order to arrive at the best solution that meets criteria within constraints, it is often necessary to make trade-offs.

Students:

- a • use sophisticated mathematical models, such as graphs and equations of various algebraic or trigonometric functions.
- b • search for multiple trends when analyzing data for patterns, and identify data that do not fit the trends.

Students:

- a • use optimization techniques, such as linear programming, to determine optimum solutions to problems that can be solved using quantitative methods.
- b • analyze subjective decision making problems to explain the trade-offs that can be made to arrive at the best solution.

This is evident, for example, when students:

- ▲ use a sine pattern to model the property of a sound or electromagnetic wave.
- ▲ use graphs or equations to model exponential growth of money or populations.
- ▲ explore historical data to determine whether the growth of a parameter is linear or exponential or both.

This is evident, for example, when students:

- ▲ use linear programming to figure the optimum diet for farm animals.
- ▲ evaluate alternative proposals for providing people with more access to mass transportation systems.

Sample Problem/Activity

Graph Section

SKILLS DEVELOPMENT

► recording data: Using data provided by the teacher, students plot fatality data on a map and contemplate the resulting pattern.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

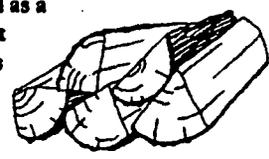
Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.



Sample Problem/Activity



Classroom Activity

1. Ask students to describe to one another in small groups what the word "composting" means. See if each group can develop a definition acceptable to all members of the group. Share these definitions with the entire class.
 - Does anyone's family, relatives, or neighbors compost?
 - What are the advantages and disadvantages of composting?
 - What actually goes on within material to cause it to turn to compost? How do you know?
 - Could the items in the bags used in Activity 1.2 become compost? Why or why not?
 - Does composting occur in nature without human intervention? How can we verify this?
2. Help students plan a natural decomposition field investigation such as a comparison of two logs in a local woodland—one decomposing and the other with no visible signs of decomposition. Students should develop a common observation sheet to use in their investigations, as well as a systematic set of procedures to obtain samples from different locations for further study.
 

3. Take students to a local woodland or wet area. Have them take notes on evidence of active decomposition within the area. They should remove for study small samples of various materials (both decomposing and nondecomposed), using the procedures they developed.

Overview for Physical Education:

In the "Standards and Key Ideas" column of the Physical Education Crosswalks, underlined letter and number combinations stand for Subject Area and Standard. Please note that where a standard is divided into subcategories, the category is represented in parentheses after the standard. In item "HPF1 (HE)" which appears in the first row of the column "Standards and Key Ideas," "HPF" stands for Health, Physical Education, and Family and Consumer Sciences, "1" indicates Standard 1, and "(HE)" stands for Health Education (a subcategory of the standard).

In the New York State Learning Standards for Health, PE, and Family and Consumer Sciences (FCS) that follow, Key Ideas and Performance Indicators are hand-labeled. For each level (Elementary, Intermediate, and Commencement), the first Key Idea under Health, PE, and FCS Standard 1 (subcategory Health Education) is labeled "HPF1 (HE), (KI-1)." Performance Indicators are labeled in lower case letters below the Key Ideas.

Key to Physical Education Crosswalks:

The following codes appear in the "Standards and Key Idea" column of the PE Crosswalks:

Code	Subject / Subcategory (if applicable)	Standard Number	Description of Standard
HPF1 (HE)	Health, PE, and FCS / Health Education	1	Personal Health and Fitness
HPF2 (HE)	Health, PE, and FCS / Health Education	2	A Safe and Healthy Environment
HPF3 (HE)	Health, PE, and FCS / Health Education	3	Resource Management
HPF1 (PE)	Health, PE, and FCS / Physical Education	1	Personal Health and Fitness
HPF2 (PE)	Health, PE, and FCS / Physical Education	2	A Safe and Healthy Environment
HPF3 (PE)	Health, PE, and FCS / Physical Education	3	Resource Management
HPF1 (FCS)	Health, PE, and FCS / Family and Consumer Sciences	1	Personal Health and Fitness
HPF2 (FCS)	Health, PE, and FCS / Family and Consumer Sciences	2	A Safe and Healthy Environment
HPF3 (FCS)	Health, PE, and FCS / Family and Consumer Sciences	3	Resource Management

Kindergarten Physical Education: Curriculum to Standards Crosswalk

Level: Elementary

Course: Physical Education

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<p><u>Fitness, Safety, and Personal Health</u></p> <p>Achievement First PE curriculum and CATCH PE curriculum: <u>Body Management</u>: walking/running, jumping/skipping, tumbling; <u>Manipulative Skills</u>: using bean balls, bean bags, hoops, ropes; <u>Fitness</u>: the difference between running and jogging; sit-up and sit-and-reach stretch; the difference between fat and muscle; healthy and unhealthy foods <u>Social Skills</u>: willingness to participate in all activities <u>Safety Skills</u>: basic rules for individual safety</p>	<u>HPF1 (HE)</u> (KI-1)	b, c
	<u>HPF1 (PE)</u> (KI-1)	a
	<u>HPF1 (FCS)</u> (KI-1)	c
	<u>HPF2 (HE)</u> (KI-1)	a
	<u>HPF2 (PE)</u> (KI-1)	b, c
	<u>HPF2 (FCS)</u> (KI-1)	a
	<u>HPF3 (HE)</u> (KI-1)	a
	<u>HPF3 (PE)</u> (KI-1)	a
	<u>HPF3 (FCS)</u> (KI-1)	b

1st Grade Physical Education: Curriculum to Standards Crosswalk

Level: Elementary

Subject Area: Physical Education

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<p><u>Fitness, Safety, and Personal Health</u></p> <p>Achievement First PE curriculum and CATCH PE curriculum: <u>Body Management</u>: walking/running, jumping/skipping, tumbling; <u>Manipulative Skills</u>: using various objects (bean balls, bean bags, hoops, ropes) to perform instructed tasks <u>Fitness</u>: the difference between running and jogging; proper techniques of sit-up and sit-and-reach stretch; the difference between fat and muscle in body composition <u>Social Skills</u>: willingness to participate in all activities <u>Safety Skills</u>: basic rules for individual safety</p>	<u>HPF1 (HE)</u> (KI-1)	a, b, c
	<u>HPF1 (PE)</u> (KI-1)	a, d
	<u>HPF1 (FCS)</u> (KI-1)	b, c
	<u>HPF2 (HE)</u> (KI-1)	a, b, c
	<u>HPF2 (PE)</u> (KI-1)	a, b, c, d
	<u>HPF2 (FCS)</u> (KI-1)	a, b
	<u>HPF3 (HE)</u> (KI-1)	a, c
	<u>HPF3 (PE)</u> (KI-1)	a
	<u>HPF3 (FCS)</u> (KI-1)	b, c

2nd Grade Physical Education: Curriculum to Standards Crosswalk

Level: Elementary

Course: Physical Education

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<p><u>Fitness, Safety, and Personal Health</u></p> <p>Achievement First PE curriculum and CATCH PE curriculum: <u>Body Management</u>: walking and running <u>Manipulative Skills</u>: using different objects (bean balls, bean bags, hoops, ropes) in group activities and games as instructed by teacher <u>Fitness</u>: one mile walk/run; proper techniques of sit-up and sit-and-reach stretch, with a focus on building muscular endurance; the difference between fat and muscle and how dietary choices affect body composition <u>Social Skills</u>: willingness to participate in all activities; good sportsmanship <u>Safety Skills</u>: rules for individual and group safety; injury prevention</p>	<u>HPF1 (HE)</u> (KI-1)	a, b, c, d, e
	<u>HPF1 (PE)</u> (KI-1)	a, b, d, e
	<u>HPF1 (FCS)</u> (KI-1)	a, c
	<u>HPF2 (HE)</u> (KI-1)	a, b, c, d
	<u>HPF2 (PE)</u> (KI-1)	a, b, c, d, e
	<u>HPF2 (FCS)</u> (KI-1)	a, b
	<u>HPF3 (HE)</u> (KI-1)	b, c
	<u>HPF3 (PE)</u> (KI-1)	a, c
	<u>HPF3 (FCS)</u> (KI-1)	a, b, c

3rd Grade Physical Education: Curriculum to Standards Crosswalk

Level: Elementary

Course: Physical Education

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Fitness, Safety, and Personal Health</u>	<u>HPF1 (HE)</u> (KI-1)	a, b, c, d, e, f
Achievement First PE curriculum and CATCH PE curriculum:	<u>HPF1 (PE)</u> (KI-1)	a, b, d, e, f
<u>Manipulative Skills</u> balls and ropes;	<u>HPF1 (FCS)</u> (KI-1)	a, b, c
<u>Sport Skills</u> : basketball (dribbling and passing), football (throwing and catching), soccer (dribbling and passing), softball (throwing, catching, and fielding a ground ball), volleyball (rotation, underhand pass, basic rules), track and Field (sprinting, proper running form, low hurdle jumps), bymnastics (baby cartwheel, combining three stunts into a routine);	<u>HPF2 (HE)</u> (KI-1)	a, b, c, d
<u>Fitness</u> : one mile walk/run, proper techniques of sit-up and sit-and-reach stretch, dietary choices and body composition; obesity-related Diabetes prevention;	<u>HPF2 (PE)</u> (KI-1)	a, b, c, d, e
<u>Social Skills</u> willingness to participate in all activities	<u>HPF2 (FCS)</u> (KI-1)	a, b
<u>Safety Skills</u> rules for individual and group safety; injury prevention	<u>HPF3 (HE)</u> (KI-1)	a, b, c
	<u>HPF3 (PE)</u> (KI-1)	a, b, c
	<u>HPF3 (FCS)</u> (KI-1)	a, b, c

4th Grade Physical Education: Curriculum to Standards Crosswalk		
Level: Elementary		
Course: Physical Education		
<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Fitness, Safety, and Personal Health</u> Achievement First PE curriculum and CATCH PE curriculum: <u>Manipulative Skills</u> balls, ropes, and hoops; <u>Sport Skills</u> : basketball (dribbling and passing), football (throwing and catching), soccer (dribbling and passing), softball (throwing, catching, and fielding a ground ball), volleyball (rotation, underhand pass, basic rules), track and Field (sprinting, proper running form, low hurdle jumps), <u>Fitness</u> : one mile walk/run, proper techniques of sit-up and sit-and-reach stretch, dietary choices and body composition; obesity-related Diabetes prevention; health consequences of chewing tobacco and smoking; <u>Social Skills</u> willingness to participate in all activities <u>Safety Skills</u> rules for individual and group safety; injury prevention	<u>HPF1 (HE)</u> (KI-1)	a, b, c, d, e, f
	<u>HPF1 (PE)</u> (KI-1)	a, b, d, e, f
	<u>HPF1 (FCS)</u> (KI-1)	a, b, c
	<u>HPF2 (HE)</u> (KI-1)	a, b, c, d
	<u>HPF2 (PE)</u> (KI-1)	a, b, c, d, e
	<u>HPF2 (FCS)</u> (KI-1)	a, b
	<u>HPF3 (HE)</u> (KI-1)	a, b, c
	<u>HPF3 (PE)</u> (KI-1)	a, b, c
	<u>HPF3 (FCS)</u> (KI-1)	a, b, c

5th Grade Physical Education: Curriculum to Standards Crosswalk		
Level: Intermediate		
Course: Physical Education		
Content	Standards and Key Ideas	Performance Indicators
<p><u>Fitness, Safety, and Personal Health</u></p> <p>Achievement First PE curriculum and CATCH PE curriculum: <u>Body management</u> jogging and power walking <u>Sports skills</u>: soccer (dribbling, passing, trapping, protecting the goal), floor hockey (safety rules, scoring, grip, dribbling, passing, shooting), basketball (dribbling, catching, passing, shooting), running relays; kickball; <u>Fitness</u>: push-ups, sit-ups, stretching, rope jumping, running; taking pulse and finding target heart rate</p> <p>HealthSmart curriculum: <u>Violence and Injury Prevention</u> conflict resolution; preventing bullying, fights, and hazing; getting help in case of emergency</p>	HPF1 (HE) (KI-1)	c
	HPF1 (PE) (KI-1)	a, d, f
	HPF 1 (FCS) (KI-1)	c
	HPF (HE) (KI-1)	a, b, c
	HPF2 (PE) (KI-1)	b, c
	HPF2 (FCS) (KI-1)	b
	HPF3 (HE) (KI-1)	c, e
	HPF3 (PE) (KI-1)	c
	HPF3 (FCS) (KI-1)	a, d

6th Grade Physical Education: Curriculum to Standards Crosswalk

Level: Intermediate

Course: Physical Education

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<p><u>Fitness, Safety, and Personal Health</u></p> <p>Achievement First PE curriculum and CATCH PE curriculum: <u>Body Management</u>: jogging and power walking <u>Sports Skills</u>: soccer (dribbling, passing, trapping, protecting the goal), floor hockey (safety rules, scoring, grip, dribbling, passing, shooting), basketball (dribbling, catching, passing, shooting), kickball; running relays; <u>Fitness</u>: push-ups, sit-ups, stretching, rope jumping, running; taking pulse and finding target heart rate</p> <p>HealthSmart curriculum: <u>Abstinence and Puberty</u>: male and female reproductive systems; healthy relationships; benefits of abstinence</p>	<u>HPF1 (HE)</u> (KI-1)	c, d
	<u>HPF1 (PE)</u> (KI-1)	a, b, d, f
	<u>HPF 1 (FCS)</u> (KI-1)	b, c
	<u>HPF (HE)</u> (KI-1)	a, b, c
	<u>HPF2 (PE)</u> (KI-1)	b, c, e
	<u>HPF2 (FCS)</u> (KI-1)	b, c
	<u>HPF3 (HE)</u> (KI-1)	a, c, e
	<u>HPF3 (PE)</u> (KI-1)	b, c
	<u>HPF3 (FCS)</u> (KI-1)	a, b, d

7th Grade Physical Education: Curriculum to Standards Crosswalk

Level: Intermediate

Course: Physical Education

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<p><u>Fitness, Safety, and Personal Health</u></p> <p>Achievement First PE curriculum and CATCH PE curriculum: <u>Body Management</u> jogging and power walking <u>Sports Skills</u>: soccer (dribbling, passing, trapping, protecting the goal), floor hockey (safety rules, scoring, grip, dribbling, passing, shooting), basketball (dribbling, catching, passing, shooting), running relays; kickball; softball (rules, safety, scoring, fielding ground balls) <u>Fitness</u>: push-ups, sit-ups, stretching, rope jumping, running; taking pulse and finding target heart rate</p> <p>HealthSmart curriculum: <u>Tobacco, Alcohol, and Other Drug Prevention</u>: health consequences of tobacco, alcohol, and marijuana; resisting peer pressure; critical analysis of tobacco and alcohol advertising</p>	<p><u>HPF1 (HE)</u> (KI-1)</p>	<p>a, c, d</p>
	<p><u>HPF1 (PE)</u> (KI-1)</p>	<p>a, b, c, d, f</p>
	<p><u>HPF1 (FCS)</u> (KI-1)</p>	<p>b, c, d</p>
	<p><u>HPF2 (HE)</u> (KI-1)</p>	<p>a, b, c</p>
	<p><u>HPF2 (PE)</u> (KI-1)</p>	<p>a, b, c, d, e</p>
	<p><u>HPF2 (FCS)</u> (KI-1)</p>	<p>a, b, c</p>
	<p><u>HPF3 (HE)</u> (KI-1)</p>	<p>a, b, c, d, e</p>
	<p><u>HPF3 (PE)</u> (KI-1)</p>	<p>b, c</p>
	<p><u>HPF3 (FCS)</u> (KI-1)</p>	<p>a, b, c, d</p>

8th Grade Physical Education: Curriculum to Standards Crosswalk

Level: Intermediate

Course: Physical Education

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<p><u>Fitness, Safety, and Personal Health</u></p> <p>Achievement First PE curriculum and CATCH PE curriculum: <u>Body Management</u>: jogging and power walking <u>Sports Skills</u>: soccer (dribbling, passing, trapping, protecting the goal), floor hockey (safety rules, scoring, grip, dribbling, passing, shooting), basketball (dribbling, catching, passing, shooting), running relays, kickball; softball (rules, safety, scoring, fielding ground balls) <u>Fitness</u>: push-ups, sit-ups, stretching, rope jumping, running; taking pulse and finding target heart rate</p> <p>HealthSmart curriculum: <u>HIV, STD, and Pregnancy Prevention</u>: benefits of abstinence; consequences of risky sexual behavior; healthy relationships and communication; reducing risk of pregnancy and STDs</p>	<u>HPF1 (HE)</u> (KI-1)	a, b, c, d
	<u>HPF1 (PE)</u> (KI-1)	a, b, c, d, e, f
	<u>HPF1 (FCS)</u> (KI-1)	a, b, c, d
	<u>HPF2 (HE)</u> (KI-1)	a, b, c
	<u>HPF2 (PE)</u> (KI-1)	a, b, c, d, e
	<u>HPF2 (FCS)</u> (KI-1)	a, b, c
	<u>HPF3 (HE)</u> (KI-1)	a, b, c, d, e, f
	<u>HPF3 (PE)</u> (KI-1)	b, c
	<u>HPF3 (FCS)</u> (KI-1)	a, b, c, d, e

9th Grade Physical Education: Curriculum to Standards Crosswalk

Level: Intermediate

Course: Physical Education

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<p><u>Fitness, Safety, and Personal Health</u></p> <p>Achievement First PE curriculum: <u>Body Management</u> jogging and power walking <u>Sports Skills</u>: soccer (dribbling, passing, trapping, protecting the goal), floor hockey (safety rules, scoring, grip, dribbling, passing, shooting), basketball (dribbling, catching, passing, shooting), running relays; kickball; softball (rules, safety, scoring, fielding ground balls); <u>Fitness</u>: push-ups, sit-ups, stretching, rope jumping, running; taking pulse and finding target heart rate</p> <p>HealthSmart curriculum: <u>Emotional and Mental Health</u>: healthy self-esteem; expressing feelings in healthy ways; counseling resources; handling stress; time management and organizational skills</p>	<p><u>HPF1 (HE)</u> (KI-1)</p>	a, b, c, d
	<p><u>HPF1 (PE)</u> (KI-1)</p>	a, e
	<p><u>HPF1 (FCS)</u> (KI-1)</p>	a, b, c, d
	<p><u>HPF2 (HE)</u> (KI-1)</p>	a, b, c
	<p><u>HPF2 (PE)</u> (KI-1)</p>	a, b
	<p><u>HPF2 (FCS)</u> (KI-1)</p>	d
	<p><u>HPF3 (HE)</u> (KI-1)</p>	a, b, c
	<p><u>HPF3 (PE)</u> (KI-1)</p>	b
	<p><u>HPF3 (FCS)</u> (KI-1)</p>	d, e

Learning Standards for Health, Physical Education, and Family and Consumer Sciences at Three Levels

Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment.

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management.

Students will understand and be able to manage their personal and community resources.

Standard 1—Personal Health and Fitness

Health Education

Physical Education

HPF1 (HE)
(KI-1)

1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.

Students:

- a • know how basic body systems work and interrelate in normal patterns of growth and development
- b • possess basic knowledge and skills which support positive health choices and behaviors
- c • understand how behaviors such as food selection, exercise, and rest affect growth and development
- d • recognize influences which affect health choices and behaviors
- e • know about some diseases and disorders and how they are prevented and treated
- f • practice and support others in making healthy choices.

This is evident, for example, when students:

- ▲ describe the basic structure and functions of human body systems
- ▲ identify the harmful effects of alcohol, tobacco and other drugs
- ▲ explain how eating nutritionally balanced meals and snacks promotes health
- ▲ describe the physical, social and emotional indicators of healthy people
- ▲ demonstrate the use of interpersonal communication skills to enhance health
- ▲ identify responsible health behaviors and demonstrate strategies to improve or maintain personal health
- ▲ demonstrate health practices such as washing hands, covering one's mouth when coughing or sneezing, and brushing and flossing teeth
- ▲ identify common health problems and indicate how they can be prevented, detected and treated
- ▲ set a personal health goal and track progress toward its achievement.

1. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

Students:

- a • participate in physical activities (games, sports, exercises) that provide conditioning for each fitness area
- b • develop physical fitness skills through regular practice, effort, and perseverance
- c • demonstrate mastery of fundamental motor, non-locomotor, and manipulative skills, and understand fundamental principles of movement
- d • understand the effects of activity on the body, the risks associated with inactivity, and the basic components of health-related fitness (cardiovascular, muscle strength, muscle endurance, flexibility, and body composition)
- e • demonstrate and assess their fitness by performing exercises or activities related to each health-related fitness component, and establish personal goals to improve their fitness
- f • understand the relationship between physical activity and individual well being.

This is evident, for example, when students:

- ▲ demonstrate basic motor skills (run, climb, hop), manipulative skills (throw, catch, strike), and non-locomotor skills (balance, weight transfer) using mature motor patterns while engaged in a variety of activities
- ▲ apply the concepts and principles of human movement to the development of new skills (e.g., catching objects while moving, throwing objects using opposition)
- ▲ adjust performance of skill as a result of monitoring or assessing previous performance (e.g., moves closer to target or throws at altered angle of release following toss that falls short)
- ▲ do additional push-ups each day to improve upper body strength, additional stretches to improve flexibility, and additional running to develop cardiorespiratory fitness
- ▲ engage in physical activity and frequent monitoring of pulse rate to reach and maintain a target heart rate for an appropriate amount of time
- ▲ perform appropriate warm-up and cool-down exercises before and after vigorous activity to avoid muscle injury
- ▲ set a personal physical activity goal and track progress toward its achievement.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

STANDARD 1

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Family and Consumer Sciences

- FCI (FCS) I-1)** 1. Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.

Students:

- a • understand the importance of nutritious food and how it contributes to good health, make simple nutritious food choices, and assist with basic food preparation
- b • use simple household tools safely to perform a variety of everyday tasks
- c • recognize how a family contributes to personal health.

This is evident, for example, when students:

- ▲ know the food groups as described in the food guide pyramid and plan meals and snacks that include a nutritious balance of foods
- ▲ prepare simple snacks, handling food properly, and using utensils safely
- ▲ wash hands before and after handling food
- ▲ use age appropriate technology such as microwave for food preparation
- ▲ identify ways a family helps its members maintain their health.

STANDARD 1

Standard 2—A Safe and Healthy Environment

Health Education

Physical Education

1. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.

PFZ (HE)
(I-1)

HPFZ (PE)
(KI-1)

Students:

- a • understand basic safety rules
- b • recognize potentially dangerous situations and know how to avoid or reduce their risk
- c • know some personal and social skills which contribute to individual safety
- d • recognize characteristics of the environment that contribute to health.

This is evident, for example, when students:

- ▲ describe personal safety rules to avoid such things as abuse, abduction, poisoning, and accidents
- ▲ discuss how following safety rules help to protect people at home and in the school and community
- ▲ apply safety rules to prevent injury
- ▲ demonstrate ways to avoid and reduce threatening situations
- ▲ identify ways to care for and show respect for self and others
- ▲ demonstrate refusal skills to protect health
- ▲ identify ways to protect and preserve a healthy environment
- ▲ develop a safety plan for healthy living.

1. Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

Students:

- a • contribute to a safe and healthy environment by observing safe conditions for games, recreation, and outdoor activities
- b • come to know and practice appropriate participant and spectator behaviors to produce a safe and positive environment
- c • work constructively with others to accomplish a variety of goals and tasks
- d • know how injuries from physical activity can be prevented or treated
- e • demonstrate care, consideration, and respect of self and others during physical activity.

This is evident, for example, when students:

- ▲ handle equipment safely
- ▲ wear proper attire and protective gear as necessary
- ▲ demonstrate appropriate skill in fundamental movement tasks (e.g., lifting, carrying, climbing)
- ▲ properly use facilities with attention to safety hazards
- ▲ create a dance with a partner that combines movement to music from a specific culture
- ▲ modify a game so that individuals with less ability may participate more
- ▲ demonstrate self-control and the ability to cope with success and failure
- ▲ take turns in playing various roles in games
- ▲ follow directions to perform safely and correctly
- ▲ accept teammates regardless of ability and treat opponents with respect and courtesy
- ▲ know and demonstrate practices necessary to insure safe conditions for physical activity
- ▲ demonstrate responsible personal and social behavior while engaged in physical activities.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

STANDARD 2

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Family and Consumer Sciences

FZ (FCS)
I-1)

1. Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.

Students:

- a • understand some basic requirements of nurturing people of various ages, and demonstrate appropriate ways to interact with them
- b • know some conditions necessary for a safe and healthy home and school environment and recognize the various ways individuals contribute to that environment.

This is evident, for example, when students:

- ▲ demonstrate procedures to be followed in case of fire, floods, other natural disasters, or personal danger
- ▲ describe procedures for safe handling and storage of hazardous materials (e.g., cleaning materials)
- ▲ describe aspects of a nurturing and safe environment for self and others
- ▲ assist with simple classroom maintenance by disposing of litter properly and keeping aisles and doorways free of obstacles
- ▲ describe safe and appropriate toys and activities for young children at different ages
- ▲ demonstrate procedures for getting emergency assistance (e.g., calling a neighbor, 911, police)
- ▲ maintain personal belongings.

STANDARD 2

Standard 3—Resource Management

Health Education

Physical Education

HPFS (HE)
KI-1)

HPFS (PE)

1. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

Students:

- a • Identify characteristics of valid health information and health-promoting products and services and know where to locate them
- b • understand how culture contributes to individual family and community beliefs and practices affecting health
- c • know how to access help when illness, injury, or emergency situations occur
- d • recognize how the media influences health choices.

This is evident, for example, when students:

- ▲ describe how to access resources in the home, school and community to assist with health problems
- ▲ demonstrate how to use "911" or similar emergency services
- ▲ describe how culture influences personal health behaviors such as selection of food
- ▲ identify the ways various media promote products and services that influence health choices.

1. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.

Students:

- a • know that resources available at home and in the community offer opportunities to participate in and enjoy a variety of physical activities in their leisure time
- b • become discriminating consumers of fitness information, health-related fitness activities in their communities, and fitness and sports equipment
- c • demonstrate the ability to apply the decision making process to physical activity.

This is evident, for example, when students:

- ▲ identify community facilities for recreational activities, such as parks, swimming pools, and skating rinks
- ▲ identify community programs, such as YMCA/YWCA, Boys/Girls Clubs, Sport Camps, Youth Sports Leagues
- ▲ describe how the family influences one's physical activity
- ▲ identify community agencies that advocate for physically active individuals, families, and communities.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

STANDARD 3

Students will understand and be able to manage their personal and community resources.

Family and Consumer Sciences

1. Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

'F3 (F3)

I-1)

Students:

- a** • understand the kinds of resources available in their community and make informed decisions related to their own use
- b** • understand how people acquire, use, and protect money and recognize some factors that influence spending
- c** • know the different jobs in their communities and the contributions made by individuals performing those jobs.

This is evident, for example, when students:

- ▲ use the decision making process to make informed decisions related to their own resources of talent, time, energy, and money
- ▲ identify family, school, and community members who can assist with personal decisions
- ▲ participate in a school community service project (e.g., water conservation or recycling program)
- ▲ select clothing appropriate for their activities
- ▲ describe the relationship between jobs and money
- ▲ identify some procedures for keeping money safe
- ▲ contribute to a class decision on how to raise and spend funds
- ▲ identify specific careers related to personal interests.

STANDARD 3

Standard 1—Personal Health and Fitness

Health Education

Physical Education

HPFI (PE)
PEI (HE)
KI-1)
 1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.

Students:

- a • Integrate knowledge of basic body systems with an understanding of the changes that accompany puberty
- b • apply prevention and risk reduction strategies to adolescent health problems
- c • demonstrate the necessary knowledge and skills to promote healthy adolescent development
- d • analyze the multiple influences which affect health decisions and behaviors.

This is evident, for example, when students:

- ▲ describe bodily changes that occur during adolescence
- ▲ demonstrate a variety of problem solving, communication and stress management skills to address health compromising behaviors such as fad dieting, alcohol, tobacco, and other drug use, early sexual involvement and violent behavior
- ▲ predict how decisions regarding health behaviors have consequences for self and others
- ▲ describe the interrelationship of social, emotional and physical health during adolescence
- ▲ explain how lifestyle, family history and other factors are related to the cause or prevention of diseases and other health problems.

HPFI (PE)
KI-1)
 1. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

Students:

- a • demonstrate competency in a variety of physical activities (games, sports, exercises) that provide conditioning for each fitness area
- b • know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints
- c • combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment
- d • understand the relationship between physical activity and the prevention of illness, disease, and premature death
- e • develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity
- f • develop leadership, problem solving, cooperation, and team work by participating in group activities.

This is evident, for example, when students:

- ▲ throw objects for accuracy and distance to moving targets, or use a variety of strategies to gain offensive or defensive advantage in a game
- ▲ perform motor/movement skills in a variety of structured games and sport activities requiring the integration of skills (e.g., hand or foot dribble while preventing opponent from taking ball)
- ▲ self-analyze a skill or strategy in order to improve performance, e.g., adjusting throw using principles of rotation and force application
- ▲ select a variety of appropriate activities to improve one or more components of health-related fitness based on a fitness assessment
- ▲ monitor heart rate as a means for determining intensity and duration of activity
- ▲ demonstrate correct form in various physical activities to prevent injury (e.g., weight training, lifting, and climbing)
- ▲ analyze a partner's performance in a movement task
- ▲ use video taping to assist in self assessment of a skill.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

STANDARD 1

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal and health.

Family and Consumer Sciences

FI (RS) I-1) 1. Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.

Students:

- a • understand the relationships among diet, health, and physical activities; evaluate their own eating patterns; and use appropriate technology and resources to make food selections and prepare simple, nutritious meals
- b • apply principles of food safety and sanitation
- c • recognize the mental, social, and emotional aspects of good health
- d • apply decision making process to dilemmas related to personal health.

This is evident, for example, when students:

- ▲ plan a personal diet that accommodates nutritional needs, activity level, and optimal weight
- ▲ prepare a meal with foods from the food groups described in the food guide pyramid, handling food safely to avoid contamination, and using appropriate cooking equipment safely and responsibly
- ▲ practice techniques to help reduce stress (e.g., time management)
- ▲ identify the impact risky behavior can have on long-term goals (e.g., health, career).

STANDARD 1

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Family and Consumer Sciences

F2 (FCS)
E-1)

1. Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.

Students:

- a • demonstrate the principles of safe and healthy child care
- b • know the basics of managing a safe and healthy home
- c • use age-appropriate techniques to select and maintain clothing.

This is evident, for example, when students:

- ▲ describe the normal range of differences among children of the same age and respond appropriately to the different abilities
- ▲ describe and demonstrate safe and healthy procedures for clothing, feeding, and supervising children at various stages of development
- ▲ appropriately interact with younger children entrusted to their care
- ▲ develop a fire safety plan for the home
- ▲ develop a list of telephone numbers that would be useful in emergency situations
- ▲ demonstrate skills related to a wide variety of household tasks
- ▲ use and store appliances, cleaning materials, and tools properly and safely
- ▲ read labels and evaluate products for selection, use, and safety
- ▲ maintain and organize personal property and living space
- ▲ demonstrate appropriate clothing care, maintenance, and selection.

STANDARD 2

Standard 3—Resource Management

Health Education

Physical Education

HPF3 (PE)

1. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

HPF3 (HE)
(KE-1)

Students:

- a • distinguish between valid and invalid health information, products and services
- b • recognize how cultural beliefs influence health behaviors and the use of health services
- c • demonstrate the ability to work cooperatively when advocating for healthy individuals, families and schools
- d • analyze how media and technology influence the selection of health information, products and services
- e • recognize the need to be an advocate for family and community health
- f • demonstrate the ability to access community health services for prevention, illness, and emergency care.

This is evident, for example, when students:

- ▲ explain how community norms contribute to health
- ▲ identify family and community health issues and propose various solutions to address them
- ▲ analyze how information from peers influences health decisions and behaviors
- ▲ explain how the timely use of health care services can prevent premature death and disability
- ▲ identify community agencies which advocate for healthy families and communities
- ▲ analyze the consequences of invalid information on the health of individuals, families and communities
- ▲ analyze cultural influences on health and the use of health services.

1. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.

Students:

- a • should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available
- b • demonstrate the ability to locate physical activity information, products, and services
- c • know some career options in the field of physical fitness and sports.

This is evident, for example, when students:

- ▲ plan and participate in family and community activities
- ▲ describe the difference between good-quality equipment and inferior equipment
- ▲ participate in community-sponsored sports programs
- ▲ describe some career choices in fitness and sports fields, including the required academic training and job responsibilities.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

STANDARD 3

Students will understand and be able to manage their personal and community resources.

Family and Consumer Sciences

FS (K-12)
KF-1)

1. Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, workplaces, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

Students:

- a • understand how the family can provide for the economic, physical, and emotional needs of its members
- b • understand the resources available to them, make informed decisions about the use of those resources, and know some ways to expand resources
- c • are able to budget their time and money
- d • understand how working contributes to a quality living environment
- e • identify their own abilities and interests as possible guides to career choice.

This is evident, for example, when students:

- ▲ explain ways that families can provide for the economic, physical, and emotional needs of its members
- ▲ explain wise use of resources and energy conservation, describing the relationships between family decisions and the environment
- ▲ analyze space needs to accommodate purposes such as individual and group activity in a household
- ▲ select, care for, and repair clothing
- ▲ identify community resources that help families and individuals
- ▲ plan a schedule to provide time for schoolwork, recreation and exercise, family activity, and adequate sleep
- ▲ develop a personal financial plan, keeping in mind short- and long-term goals
- ▲ analyze the influence of marketing and advertisements on purchases
- ▲ read and understand labels and consumer information to make informed purchases
- ▲ set short- and long-term career goals and take some steps toward those goals (e.g., selecting particular courses of study, visiting workplaces with parents or other relatives)
- ▲ analyze their involvement in school and community activities to develop an inventory of experiences and abilities related to career interests
- ▲ apply decision making, problem solving, and management skills in everyday situations
- ▲ participate in youth leadership organizations.

STANDARD 3

Standard 1—Personal Health and Fitness

Health Education

Physical Education

HPFI (HE)
KI-1)

1. Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.

Students:

- a • understand human growth and development throughout the life cycle
- b • demonstrate the necessary knowledge and skills to promote healthy development into adulthood
- c • apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood
- d • evaluate how the multiple influences which affect health decisions and behaviors can be altered.

This is evident, for example, when students:

- ▲ analyze personal dietary patterns and develop dietary plans to meet changing nutritional requirements
- ▲ evaluate a case study to determine strategies for health enhancement and risk reduction
- ▲ identify the consequences associated with engaging in high risk behaviors which compromise health, such as smoking, violent behavior, or driving under the influence of alcohol/drugs
- ▲ identify the characteristics of social and emotional health which are critical to adulthood.

1. Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

Students:

- a • demonstrate proficiency in selected complex physical activities (games, sports, exercises) that provide conditioning for each fitness area
- b • establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities
- c • make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health care costs
- d • use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities
- e • know the components of personal wellness (nutrition and weight control, disease prevention, stress management, safety, and physical fitness), establish a personal profile with fitness/wellness goals, and engage in appropriate activities to improve or sustain their fitness
- f • follow a program that relates to wellness, including weight control and stress management
- g • demonstrate competence in leading and participating in group activities.

This is evident, for example, when students:

- ▲ demonstrate basic competence in a variety of physical activities, and intermediate to advanced competence in at least three activities, selected from the categories of aquatics; self-defense; dance; individual, dual, and team activities; and outdoor pursuits
- ▲ demonstrate combinations of mature motor patterns as they apply to a variety of activities, games, and sports (e.g., volleyball serve or basketball lay-up)
- ▲ analyze their own and others' performance through the application of movement principles (e.g., adjust forward throw of ball by analysis of follow-through landing related to the principles of rotation and force)
- ▲ analyze offensive and defensive strategies in games and sports
- ▲ design a personal fitness/wellness program.
- ▲ demonstrate alternative activities and assessments for health-related fitness components
- ▲ modify a fitness plan to accommodate space limitations, environmental conditions, and/or time constraints
- ▲ demonstrate a variety of skills and activities that can be enjoyed throughout adult life
- ▲ use video taping to study effectiveness of an offensive/defensive strategy.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

STANDARD 1

Students will have the necessary knowledge and skills to establish and maintain a physically fit, participate in physical activity, and maintain personal health.

Family and Consumer Sciences

F1 (FCS)
KI-1)

1. Students will use an understanding of the elements of good nutrition to plan appropriate diets for themselves and others. They will know and use the appropriate tools and technologies for safe and healthy food preparation.

Students:

- a • apply knowledge of food choices and menus to plan a balanced diet, use new technologies to plan and prepare nutritious meals for a variety of dietary needs
- b • adjust their own diet to accommodate changing levels of activity or to meet their nutritional needs throughout the life cycle
- c • identify ways to meet basic needs of all family members
- d • take reasoned action toward reaching personal health goals.

This is evident, for example, when students:

- ▲ plan and prepare meals that meet the nutritional needs and dietary restrictions of each family member (e.g., reduce sugar for a diabetic, reduce fat and sodium for those at risk for heart disease)
- ▲ create family menus taking into consideration budget, individual tastes, and family schedules over a period of time
- ▲ use current technology for diet analysis, meal planning, and food preparation
- ▲ are aware of and can access community resources available for helping with dietary needs
- ▲ practice communication skills that foster positive interpersonal relationships and optimum health for all family members
- ▲ apply decision making process to health-related situations.

STANDARD 1

Standard 2—A Safe and Healthy Environment

Health Education

Physical Education

HPF 2 (PE)

PF 2 (HE)
(I-1)

1. Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to the environment and offer appropriate strategies to minimize them.

Students:

- a • recognize hazardous conditions in the home, school, work place, and community and propose solutions to eliminate or reduce them
- b • evaluate personal and social skills which contribute to health and safety of self and others
- c • recognize how individual behavior affects the quality of the environment.

This is evident, for example, when students:

- ▲ design and implement a plan to improve safety in the home, school, workplace or community
- ▲ use universal precautions and apply first aid, CPR, and other emergency procedures appropriately
- ▲ describe and demonstrate appropriate strategies to avoid or cope with potentially dangerous situations, such as dating violence or assault
- ▲ develop community approaches which enhance and protect the quality of the environment
- ▲ analyze how health laws, policies and regulations protect personal and environmental safety
- ▲ demonstrate ways to care for and show respect for self and others.

1. Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

Students:

- a • know the potential safety hazards associated with a wide variety of games and activities and are able to prevent and respond to accidents
- b • demonstrate responsible personal and social behavior while engaged in physical activities
- c • accept physical activity as an important part of life. Self-renewal, productivity as a worker, energy for family activities, fitness, weight control, stress management, and reduction in health-care costs are understood as benefits of physical activity
- d • create a positive climate for group activities by assuming a variety of roles
- e • understand the physical, social, and emotional benefits of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities.

This is evident, for example, when students:

- ▲ plan an activity to provide for the safety of participants, taking into consideration the physical abilities of the participants, the conditions of the facility, and the equipment available
- ▲ describe the dangers of overexertion, hypothermia, and heat exhaustion in outdoor activities, with some preventive measures and first aid treatments for each
- ▲ identify responsible action and available resources that can be used in the event of an accident or illness incurred during physical activity
- ▲ take on the role of a coach, responsible for problem solving and conflict management on behalf of the team
- ▲ demonstrate a sensitivity and respect for all individuals, regardless of ability, gender, or other characteristics
- ▲ practice fairness, self-control, and initiative when assuming the role of captain or official
- ▲ model sportsmanlike behavior.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

STANDARD 2

Students will acquire the knowledge and ability to safely create and maintain a safe and healthy environment.

Family and Consumer Sciences

22 (FCS)
22-1)

1. Students will know the basic principles of home and community safety. They can demonstrate the skills necessary to maintain their homes and workplaces in a safe and comfortable condition. They can provide a safe and nurturing environment for themselves and others.

Students:

- a • understand the stages of child development and apply this knowledge to activities designed to enrich the physical, social, mental, and emotional development of a young child
- b • apply housing principles (e.g., design and safety) to meet the needs of family members of all ages and abilities
- c • understand essential requirements for selecting and maintaining a home
- d • apply basic rules of health and safety to a variety of home and work place situations.

This is evident, for example, when students:

- ▲ plan a daily program of balanced activity for preschoolers based on knowledge and understanding of patterns of child growth and development
- ▲ describe effective ways of promoting positive behavior in children
- ▲ identify characteristics of a safe and nurturing home and work environment
- ▲ describe criteria for home selection (e.g., safety for children, access for handicapped family members, environmental concerns)
- ▲ identify safety risks in case studies related to the home and workplace
- ▲ identify ways in which to childproof a home.

STANDARD 2

Standard 3—Resource Management

Health Education

Physical Education

HPF3 (HE)

1. Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

Students:

- a • demonstrate how to evaluate health information, products and services for validity and reliability
- b • analyze how cultural beliefs influence health behaviors and the use of health products and services
- c • demonstrate the ability to access community health services for self and others
- d • use technology and the media to promote positive health messages
- e • demonstrate advocacy skills in promoting individual, family and community health.

This is evident, for example, when students:

- ▲ identify local, state and federal agencies which provide health information and are regulating health products and services
- ▲ describe how to obtain health services appropriate for individual needs and how to refer friends and family members to appropriate health services or providers
- ▲ identify criteria to measure the accuracy, reliability and validity of claims for health care products and services
- ▲ design a media campaign which promotes a positive health message
- ▲ analyze how cultural diversity enriches and challenges health behaviors
- ▲ assess the internet to assist in research for senior project.

HPF3 (PE)

1. Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical fitness and sports.

Students:

- a • recognize their role as concerned and discriminating consumers of physical activities programs and understand the importance of physical activity as a resource for everyone regardless of age or ability
- b • recognize the benefits of engaging in appropriate physical activities with others, including both older and younger members of the community
- c • identify a variety of career opportunities associated with sports and fitness and understand the qualifications, educational requirements, and job responsibilities of those careers.

This is evident, for example, when students:

- ▲ examine fitness and health clubs' criteria for quality and service
- ▲ analyze media ads and marketing practices for fitness and sports equipment
- ▲ mentor younger children in sport or recreational activities
- ▲ plan and participate in activities with other family members and friends, regardless of age or ability
- ▲ adapt physical activities to accommodate the various interests, ages, or abilities of participants
- ▲ demonstrate the ability to access school and community physical activity services for self and others
- ▲ develop strategies to improve or maintain personal, family, and community physical activity
- ▲ analyze how the availability of and information about community programs encourages physical participation in physical activity
- ▲ investigate a career in the sport or fitness field and research the job responsibility qualifications and opportunities that exist for professional advancement.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

STANDARD 3

Students will understand and be able to manage their personal and community resources.

Family and Consumer Sciences

F3 (FC3)
I-1)

1. Students will understand and be able to manage personal resources of talent, time, energy, and money and make effective decisions in order to balance their obligations to work, family, and self. They will nurture and support positive relationships in their homes, work places, and communities. They will develop and use their abilities to contribute to society through pursuit of a career and commitment to long-range planning for their personal, professional, and academic futures. They will know and access community resources.

Students:

- a • analyze a wide range of factors related to managing personal resources to balance obligations to work, family, and self
- b • understand the basics of an individual/family budget and plan to obtain, use, and protect money and assets
- c • analyze abilities and interests in relation to careers, set long-term career goals, and develop a plan for progressing toward their goals
- d • understand the concept of entrepreneurship as it exists in today's economy
- e • develop job skills (e.g., communication, effective time management, problem solving, and leadership).

This is evident, for example, when students:

- ▲ describe the variety of banking services available and the procedures for acquiring and using a bank account
- ▲ identify consumer rights and responsibilities and consumer organizations and services available
- ▲ compare products before purchase (e.g., price, quality, efficiency, and warranties)
- ▲ demonstrate how to analyze purchased items for defects and how to make consumer complaints
- ▲ participate in work or volunteer experiences to explore career choices
- ▲ investigate and assess entrepreneurial career options (e.g., in early childhood, home design, fashion technology, food service)
- ▲ identify educational needs to prepare for a chosen career
- ▲ demonstrate skills necessary to obtain and keep a job
- ▲ develop a financial plan for a career interest including educational costs, supplies, transportation, and clothing
- ▲ adjust, adapt, and improvise personal resources in response to the work environment
- ▲ are able to keep a checkbook balanced using a computer program.

STANDARD 3

Overview for Social Studies:

In the "Standards and Key Ideas" column of the Social Studies Curriculum Crosswalks, underlined letter and number combinations stand for Subject Area / Subcategory and Standard. In "SS1" which appears in the first row of the column "Standards and Key Ideas," "SS" stands for Social Studies, and "1" indicates Standard 1. Beneath "SS1" is "(KI-1)," which represents Key Idea 1. In the New York State Learning Standards for Social Studies that follow these crosswalks, Key Ideas and Performance Indicators are hand-labeled. For all three levels (Elementary, Intermediate, and Commencement), the first Key Idea under Social Studies Standard 1 is labeled "SS1, (KI-1)" and so on and so forth. Performance Indicators are labeled with lower case letters below the Key Ideas.

Key to Social Studies Curriculum Crosswalks:

The following codes appear in the "Standards and Key Idea" column of the Social Studies Curriculum Crosswalks:

Code	Subject	Standard Number	Description of Standard
SS1	Social Studies	1	History of the United States and New York
SS2	Social Studies	2	World History
SS3	Social Studies	3	Geography
SS4	Social Studies	4	Economics
SS5	Social Studies	5	Civics, Citizenship, and Government
CD/OS1	Career Development and Occupational Studies	1	Career Development

Kindergarten Social Studies: Curriculum to Standards Crosswalk

Level: Elementary

Subject Area: Social Studies

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<p><u>Roots of American Identity; Economics; Civics and Citizenship</u></p> <p>Core Knowledge curriculum: Basic geography of America; Early exploration and settlement of America (Columbus, Pilgrims, Independence Day); Mount Rushmore presidents</p>	SS1 (KI-1)	c
	(KI-2)	c
	(KI-3)	c
	(KI-4)	b
	SS5 (KI-1)	c
	(KI-2)	b
	(KI-3)	c
	(KI-4)	d
	CD/OS1 (KI-1)	f
	<p><u>Geography and World Cultures/Civilizations</u></p> <p>Core Knowledge curriculum: Overview of the seven continents (distinctions in shape, topography, and position on globe)</p>	SS2 (KI-1)
(KI-2)		a
(KI-3)		a
(KI-4)		b
SS3 (KI-1)		a
(KI-2)		a

1st Grade Social Studies: Curriculum to Standards Crosswalk

Level: Elementary

Subject Area: Social Studies

Content	Standards and Key Ideas	Performance Indicators
<p><u>Roots of American Identity; Economics; Civics and Citizenship</u></p> <p>Core Knowledge curriculum: Early exploration and settlement of America; American Revolution; Early exploration of the American West</p>	<p><u>SS1</u> (KI-1)</p>	<p>a, c</p>
	(KI-2)	<p>c</p>
	(KI-3)	<p>c</p>
	(KI-4)	<p>b</p>
	<u>SS4</u>	
	(KI-1)	<p>a</p>
	(KI-2)	<p>n/a</p>
	<u>SS5</u>	
	(KI-1)	<p>b, c</p>
	(KI-2)	<p>b, c</p>
	(KI-3)	<p>b, c</p>
	(KI-4)	<p>a, d</p>
	<u>CD/OS1</u>	
(KI-1)	<p>f</p>	
<p><u>Geography and World Cultures/Civilizations</u></p> <p>Core Knowledge curriculum: History of three world religions (Judaism, Christianity, and Islam); Early civilizations of Asia and Africa (Mesopotamia and Ancient Egypt); Early civilizations of the Americas (Maya, Inca, Aztec); Modern day Mexico (population, geography, culture)</p>	<u>SS2</u>	
	(KI-1)	<p>c</p>
	(KI-2)	<p>a</p>
	(KI-3)	<p>a</p>
	(KI-4)	<p>b</p>
	<u>SS3</u>	
	(KI-1)	<p>a, e</p>

2nd Grade Social Studies: Curriculum to Standards Crosswalk

Level: Elementary

Subject Area: Social Studies

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Roots of American identity; Economics; Civics and Citizenship</u> Core Knowledge curriculum: Writing the Constitution (key facts and figures); War of 1812; Settling the West; Civil War (causes, leaders, and outcome); Immigration and citizenship (America's cultural diversity); Civil rights (movement and leaders); Geography of North, Central, and South America	<u>SS1</u> (KI-1)	a, b, c
	(KI-2)	b, c
	(KI-3)	c
	(KI-4)	b, c
	<u>SS4</u> (KI-1)	a, b, c
	(KI-2)	a
	<u>SS5</u> (KI-1)	a, b, c
	(KI-2)	b, c, d
	(KI-3)	b, c, d
	(KI-4)	a, b, d
	<u>MST5</u> (KI-5)	a
	(KI-6)	a
	<u>CD/OS1</u> (KI-1)	f
	<u>Geography and World Cultures/Civilizations</u> Core Knowledge curriculum: Early civilizations of Asia (Ancient China and Ancient India); Ancient Greece (art, architecture, and culture); Modern-day Japan (population, geography, culture)	<u>SS2</u> (KI-1)
(KI-2)		a, b
(KI-3)		a
(KI-4)		b
<u>SS3</u> (KI-1)		a, b, e
(KI-2)		a

3rd Grade Social Studies: Curriculum to Standards Crosswalk

Level: Elementary

Subject Area: Social Studies

Content	Standards and Key Ideas	Performance Indicators
<p><u>Roots of American Identity; Economics; Civics and Citizenship</u></p> <p>Core Knowledge curriculum: The earliest Americans (Native Americans before the arrival of Europeans); Early exploration of North America by Europeans; The thirteen colonies (life and times before the Revolution)</p>	<p><u>SS1</u> (KI-1)</p>	<p>a, b, c</p>
	(KI-2)	<p>a, b, c</p>
	(KI-3)	<p>a, c</p>
	(KI-4)	<p>a, b, c</p>
	<p><u>SS4</u> (KI-1)</p>	<p>a, b, c, d, f</p>
	(KI-2)	<p>b, d</p>
	<p><u>SS5</u> (KI-1)</p>	<p>a, b, c, d</p>
	(KI-2)	<p>a, b, c, d, e</p>
	(KI-3)	<p>a, b, c, d, f</p>
	(KI-4)	<p>a, b, c, d, e</p>
	<p><u>CD/OS1</u> (KI-1)</p>	<p>b, c, e, f</p>
<p><u>Geography and World Cultures/Civilizations</u></p> <p>Core Knowledge curriculum: World Rivers (Nile, Amazon, Chang Jiang, Mississippi, Danube); Ancient Rome (geography of the Mediterranean region, rise and fall of the Roman empire); Vikings (culture, settlement of North America); Modern-day Canada (population, geography, culture)</p>	<p><u>SS2</u> (KI-1)</p>	<p>a, c</p>
	(KI-2)	<p>a, b, d</p>
	(KI-3)	<p>a, b</p>
	(KI-4)	<p>a, b, c</p>
	<p><u>SS3</u> (KI-1)</p>	<p>a, b, c, e</p>
	(KI-2)	<p>a, b</p>

4th Grade Social Studies: Curriculum to Standards Crosswalk

Level: Elementary

Subject Area: Social Studies

Content	Standards and Key Ideas	Performance Indicators
<p><u>Roots of American Identity, Economics, Civics and Citizenship</u></p> <p>Core Knowledge curriculum: American Revolution (causes, leaders, outcome); U.S. Constitution (authors and Bill of Rights); Early presidents (Washington through Jackson) and politics; American Reformers (Frederick Douglas, Harriet Tubman, Sojourner Truth)</p>	SS1 (KI-1)	a, b, c
	(KI-2)	a, b, c
	(KI-3)	a, b, c
	(KI-4)	a, b, c
	SS4 (KI-1)	a, b, c, d, e, f
	(KI-2)	a, b, c, d
	SS5 (KI-1)	a, b, c, d, e
	(KI-2)	a, b, c, d, e, f
	(KI-3)	a, b, c, d, e, f
	(KI-4)	a, b, c, d, e, f
	CD/OS1 (KI-1)	a, b, c, d, e
<p><u>Geography and World Cultures/Civilizations</u></p> <p>Core Knowledge curriculum: World Mountains (Andes, Rockies, Alps, Himalayas); Europe in the Middle Ages; Spread of Islam and "Holy Wars"; Early and Medieval African Kingdoms; China's Dynasties and Conquerors</p>	SS2 (KI-1)	a, b, c
	(KI-2)	a, b, c, d
	(KI-3)	a, b, c
	(KI-4)	a, b, c
	SS3 (KI-1)	a, b, c, d, e
	(KI-2)	a, b, c

5th Grade Social Studies: Curriculum to Standards Crosswalk

Level: Intermediate

Course: Social Studies

Content	Standards and Key Ideas	Performance Indicators
<p><u>Roots of American Identity; Economics; Civics and Citizenship</u></p> <p>History Alive! curriculum: Native Americans (origins of, tribes, culture, environment); European Exploration (reasons for, explorers/discoveries); Settlements in America (names and description); Colonies (differences and similarities, economy, environment); Slavery (slave trade, Middle Passage, reasons for, life as a slave); British and American Relations (French and Indian War, laws, taxation, Boston Massacre, Boston Tea Party)</p>	<p><u>SS1</u> (KI-1)</p>	a
	(KI-2)	a
	(KI-3)	b
	(KI-4)	d
	<p><u>SS4</u> (KI-1)</p>	a, d, g
	(KI-2)	e
	<p><u>SS5</u> (KI-1)</p>	c
	(KI-2)	e, f
	(KI-3)	a, b
	(KI-4)	a
<p><u>Geography and World Cultures/Civilizations</u></p> <p>History Alive! curriculum: World Geography (latitude/longitude, compass/directions, continents, oceans, hemispheres, map skills/legend/scale)</p>	<p><u>SS2</u> (KI-1)</p>	b
	(KI-2)	a,b
	(KI-3)	a
	(KI-4)	c
	<p><u>SS3</u> (KI-1)</p>	a, b
	(KI-2)	c

6th Grade Social Studies: Curriculum to Standards Crosswalk

Level: Intermediate

Course: Social Studies

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<p><u>Roots of American Identity; Economics; Civics and Citizenship</u></p> <p>History Alive! curriculum: Revolutionary War (cause/effects, Loyalists, Patriots, Declaration of Independence); Government (Articles of Confederation; executive, legislative, and judicial branches; Constitution); Westward Expansion (manifest destiny, territories gained, advantages and disadvantages of expansion); Civil War (causes, Union/Confederacy, outcomes); First Half of the 20th Century (Industrial Revolution, WWI and II, Great Depression, Cold War, Civil Rights Movement)</p>	SS1 (KI-1)	a
	(KI-2)	a, b
	(KI-3)	b, c
	(KI-4)	b, d
	SS4 (KI-1)	a, b, c, d, g
	(KI-2)	b, e
	SS5 (KI-1)	a, c
	(KI-2)	a, e, f
	(KI-3)	a, b
	(KI-4)	a, b
	MST5 (KI-5)	a, b, c
	(KI-6)	a
	CD/OS1 (KI-1)	e
	<p><u>Geography and World Cultures/Civilizations</u></p> <p>History Alive! curriculum: World Geography Review: latitude/longitude, compass/directions, continents, oceans, hemispheres, map skills/legend/scale)</p>	SS2 (KI-1)
(KI-2)		a, b
(KI-3)		a
(KI-4)		c
SS3 (KI-1)		a, b, c
(KI-2)		a, c

7th Grade Social Studies: Curriculum to Standards Crosswalk

Level: Intermediate

Course: Social Studies

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Geography and World Cultures/Civilizations</u>	SS2 (KI-1)	a, b, c
History Alive! curriculum:		
<u>World Geography Review</u> : latitude/longitude, compass/directions, continents, oceans, hemispheres, map skills/legend/scale;	(KI-2)	a, b, c
<u>Mesopotamia</u> : artifacts, cave paintings, environment, economy, government, society, empires	(KI-3)	a, b, c
<u>Egypt, India, and China</u> geographies, economies, empires/dynasties, ways of life, religious beliefs (Judaism, Hinduism, Buddhism)	(KI-4)	a, b, c, d
<u>Greece</u> : geography, government, economy, Athens, rulers/conquests, ways of life, legacies	SS3 (KI-1)	a, b, c, d
<u>Rome</u> : geogrpahy, government, expansion/conquests, ways of life, legacies	(KI-2)	a, b, c, d

8th Grade Social Studies: Curriculum to Standards Crosswalk

Level: Intermediate

Course: Social Studies

Content	Standards and Key Ideas	Performance Indicators
<p><u>Roots of American Identity; Economics; Civics and Citizenship</u></p> <p>History Alive! curriculum: <u>American Government</u>: electoral college, Constitutional amendments, three branches, Congress, Checks and Balances; <u>Slavery</u>: economic and social effects, slave culture, rebellions; <u>Civil War and Reconstruction</u>: cause/effect, key players, advantages/disadvantages, battles and land gain; <u>Westward Expansion</u>: reasons, advantages/disadvantages, battles and land gain; <u>Industrialization</u>: cause/effect, advantages/disadvantages, changes in life and working conditions; <u>WWI, Great Depression, WWII, the Cold War</u>: cause/effect, key players; <u>Civil Rights Movement</u>: bus boycott, sit-ins, Brown vs. Board, difficulties and successes; <u>1960s to the Present</u>: Vietnam, JFK, Watergate, NASA</p>	<p><u>SS1</u> (KI-1)</p> <p>(KI-2)</p> <p>(KI-3)</p> <p>(KI-4)</p> <p><u>SS4</u> (KI-1)</p> <p>(KI-2)</p> <p><u>SS5</u> (KI-1)</p> <p>(KI-2)</p> <p>(KI-3)</p> <p>(KI-4)</p> <p><u>MST5</u> (KI-5)</p> <p>(KI-6)</p> <p><u>CD/OS1</u> (KI-1)</p>	<p>a, b</p> <p>a, b, c, d</p> <p>a, b, c, d</p> <p>a, b, c, d</p> <p>a, b, c, d, e, f, g</p> <p>a, b, c, d, e</p> <p>a, b, c, d</p> <p>a, b, c, d, e, f</p> <p>a, b, c, d</p> <p>a, b, c</p> <p>a, b, c</p> <p>a, b</p> <p>a, b, c, d, e</p>
<p><u>Geography and World Culture/Civilization</u></p> <p>History Alive! Curriculum: <u>World Geography Review</u>: latitude/longitude, compass/directions, continents, oceans, hemispheres, map skills/legend/scale)</p>	<p><u>SS3</u> (KI-1)</p> <p>(KI-2)</p>	<p>a, b, c, d</p> <p>a, b, c, d</p>

Standard 5—Civics, Citizenship, and Government

Standard 5

1. The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (Adapted from *The National Standards for Civics and Government*, 1994)

2. The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from *The National Standards for Civics and Government*, 1994)

SSS
CKI-1)

SSS
KJ-2)

Students:

- a • analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs
- b • consider the nature and evolution of constitutional democracies
- c • explore the rights of citizens in other parts of the hemisphere and determine how they are similar to and different from the rights of American citizens
- d • analyze the sources of a nation's values as embodied in its constitution, statutes, and important court cases.

Students:

- a • understand how civic values reflected in United States and New York State Constitutions have been implemented through laws and practices
- b • understand that the New York State Constitution, along with a number of other documents, served as a model for the development of the United States Constitution
- c • compare and contrast the development and evolution of the constitutions of the United States and New York State
- d • define federalism and describe the powers granted the national and state governments by the United States Constitution
- e • value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality
- f • understand how the United States and New York State Constitutions support majority rule but also protect the rights of the minority.

This is evident, for example, when students:

- ▲ using computer databases or the public library, locate constitutions from other nations and compare the rights provided by these constitutions with those found in the Bill of Rights and other amendments of the United States Constitution
- ▲ discuss reasons why all citizens should be concerned with issues that relate to people in other countries.
- ▲ create a play about a society without any government and without rules. Would students like to live in such a society?
- ▲ research the organization and goals of the United Nations, explaining how they represent an international agency which is based on democratic principles
- ▲ identify and explain how men and women, through their lives, writings, and work helped to strengthen democracy in the United States and throughout the world (Adapted from *The National Standards for Civics and Government*, 1994)
- ▲ discuss and explore governance and citizenship, focusing on why and how people make and change rules and laws.

This is evident, for example, when students:

- ▲ create a list of basic civic values and explore how these values are reflected in key United States Supreme Court decisions
- ▲ explore laws dealing with the rights and responsibilities of young people to determine the underlying values on which these young people's rights are based
- ▲ examine core values supporting our system of justice and compare these values to those of other nations
- ▲ consider examples from the history of the United States which show the changing nature of federalism, separation of powers, protection of individual rights, and the amendment process
- ▲ working in small groups, examine a copy of the original New York State Constitution and a copy of the present State constitution and identify changes that have been made and discuss possible reasons for the changes
- ▲ analyze an excerpt written by Alexander Hamilton, John Jay, or James Madison dealing with federalism. Explain the positions each take
- ▲ analyze key Supreme Court cases to determine how they embody constitutional values; apply these values to real life situations.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

STANDARD 5

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how a free economy solves the scarcity problem through market and nonmarket mechanisms.

Standard 4

SS4
(KI-2)

2. Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

Students:

- a • identify and collect economic information from standard reference works, newspapers, periodicals, computer databases, textbooks, and other primary and secondary sources
- b • organize and classify economic information by distinguishing relevant from irrelevant information, placing ideas in chronological order, and selecting appropriate labels for data
- c • evaluate economic data by differentiating fact from opinion and identifying frames of reference
- d • develop conclusions about economic issues and problems by creating broad statements which summarize findings and solutions
- e • present economic information by using media and other appropriate visuals such as tables, charts, and graphs to communicate ideas and conclusions.

This is evident, for example, when students:

- ▲ research a number of economic conditions (e.g., availability of resources, size and distribution of population, degree of technology, political structure) about a particular nation in Europe, Africa, or the Middle East
- ▲ organize economic information about different kinds of economic systems (i.e., traditional, market, command) in terms of what to produce, how to produce it, and for whom to produce the product
- ▲ investigate different societies and groups living in Africa, Asia, and the Middle East to determine their available resources, industries, and problems in meeting basic needs. List alternative ways to resolve their economic problems and evaluate the effectiveness of each proposed solution
- ▲ design a class-size mural that shows how people living in Europe, Asia, and Africa produce and consume various resources, goods, and services. Indicate how these ways of making a living have changed over time
- ▲ research a major United States industry such as steel, automobile, mining, farming, or banking to determine the governmental controls placed on it either directly or indirectly. Determine the extent to which the federal government interacts with and controls these industries
- ▲ prepare a classroom questionnaire that asks the historical/economic question: What makes a nation an industrial leader? Survey adults to determine their opinions on the question, categorize the findings, and draw conclusions.

STANDARD 4

Standard 4—Economics

Introduction

SS4
(KI-1)

1. The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Students:

- a • explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources
- b • define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems
- c • understand how scarcity requires people and nations to make choices which involve costs and future considerations
- d • understand how people in the United States and throughout the world are both producers and consumers of goods and services
- e • investigate how people in the United States and throughout the world answer the three fundamental economic questions and solve basic economic problems
- f • describe how traditional, command, market, and mixed economies answer the three fundamental economic questions
- g • explain how nations throughout the world have joined with one another to promote economic development and growth.

- ▲ identify the basic ideas and values of the United States economic system (e.g., individual entrepreneurship, private ownership of property, laissez-faire economics, cheap labor supply, free enterprise, monopolies, and governmental regulation) and how these factors contributed to the American economic system; compare these ideas and values to those of other economic systems
- ▲ define and apply the concepts of inflation, deflation, depression, fiscal policies, and monetary policy in the context in which these terms are used; examine the historical context of at least one of these concepts during an important event in United States history (e.g., industrialization of America and the rise of the labor movement, the Great Depression, the 1970s inflation)
- ▲ develop a case study of a New York-produced product to show how the State participates in a world economy
- ▲ investigate the economy of the United States and determine how decisions are made about what goods and services are to be produced, and how they are distributed; compare how these decisions are made in other countries; identify the major imports/exports of the country and explain the effects of international trade on the American and other national economies; discuss how values may influence the economy.

This is evident, for example, when students:

- ▲ investigate how different countries in Europe and the Middle East solve problems related to satisfying basic needs. Compile a list of available resources, industries, modes of transportation, and economic problems
- ▲ define and apply basic economic concepts such as supply and demand, price, market, and economic growth in an investigation of a national or regional economic question or problem
- ▲ understand the concept of opportunity cost (the highest valued alternative not chosen) and how the concept applies to personal and business decision making
- ▲ consider case studies comparing economic decisions and choices made by groups and nations involving questions about scarce resources
- ▲ compare basic economic systems throughout the world, classifying them as traditional, command, market, or mixed. Focus on questions such as: What is produced? How is it produced, distributed, and consumed? Which natural, capital, and human resources are available? How are prices set? What is meant by economic growth?

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

STANDARD 4

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

STANDARD 3

SS3
(4I-1)

1. Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (Adapted from *The National Geography Standards, 1994: Geography for Life*)

2. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (Adapted from *The National Geography Standards, 1994: Geography for Life*)

- Students:
- a • map information about people, places, and environments
 - b • understand the characteristics, functions, and applications of maps, globes, aerial and other photographs, satellite-produced images, and models (Taken from *National Geography Standards, 1994*)
 - c • investigate why people and places are located where they are located and what patterns can be perceived in these locations
 - d • describe the relationships between people and environments and the connections between people and places.

- Students:
- a • formulate geographic questions and define geographic issues and problems
 - b • 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 (Adapted from *National Geography Standards, 1994*)
 - c • present geographic information in a variety of formats, including maps, tables, graphs, charts, diagrams, and computer-generated models
 - d • interpret geographic information by synthesizing data and developing conclusions and generalizations about geographic issues and problems.

This is evident, for example, when students:

- ▲ investigate how groups of people living in different geographic regions throughout the world interacted with and structured their natural environments to accommodate their varied lifestyles and economies; discuss national, regional, and global interactions
- ▲ draw from memory a map of the world on a single sheet of paper and outline and label the major physical features (e.g., continents, oceans, major mountain ranges, significant desert regions, and river systems) and important human features (e.g., major cities of the world, imaginary lines such as the prime meridian and the equator). (Taken from *National Geography Standards, 1994*)
- ▲ apply the five themes of geography to their study of communities and regions throughout the world. Describe how location, place, relationships within places, movement, and regions can be used to analyze different cultures and societies
- ▲ complete a geographic/historic study of their community or a region of New York State by focusing on the following questions: Where is your community or region located? How did it get there? What is it like to live and work there? What are its physical characteristics (e.g., climate, elevation, population density, size)?

This is evident, for example, when students:

- ▲ plan and execute an inquiry to answer these questions about a region of the world: How does the shape of the Earth and the natural environment influence where people live? What natural processes change the shape of the Earth's surface? How has human habitation changed the surface of the Earth? Derive generalizations and conclusions supported by evidence. (Based on *National Geography Standards, 1994*)
- ▲ pose analytical questions concerning a geographic issue or problem affecting their community, region, or New York State (e.g., issues related to environmental problems and concerns, transportation and traffic needs, land use, housing, natural resource use)
- ▲ use a variety of research skills to locate, collect, and organize geographic data related to a geographic or environmental issue, problem, or question; organize the data in logical and meaningful ways; present written and oral reports that include geographic conclusions and generalizations supported by the data collected; propose new questions for further investigation
- ▲ develop and present a multimedia report on a geographic topic, issue, problem, or question (e.g., deforestation, energy consumption, resource depletion, natural hazards, major geographic events), making use of maps, graphs, photographs, videos, computer-generated models, and other appropriate sources
- ▲ use a variety of maps to answer geographic questions about people, places, and regions.

STANDARD 3

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Interpretation

SS2 (KI-3)

3. Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

Students:

- a • investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history
- b • interpret and analyze documents and artifacts related to significant developments and events in world history
- c • classify historic information according to the type of activity or practice: social/cultural, political, economic, geographic, scientific, technological, and historic.

This is evident, for example, when students:

- ▲ read historic narratives, biographies, literature, diaries, and letters to learn about the important accomplishments and roles played by individuals and groups throughout world history
- ▲ explain some of the following practices as found in particular civilizations and cultures throughout world history: social customs, child-rearing practices, government, ways of making a living and distributing goods and services, language and literature, education and socialization practices, values and traditions, gender roles, foods, and religious/spiritual beliefs and practices
- ▲ develop a map of Europe, the Mediterranean world, India, South and Southeast Asia, and China to show the extent of the spread of Buddhism, Christianity, Hinduism, and Confucianism; explain how the spread of these religions changed the lives of people living in these areas of the world (Adapted from *National Standards for World History*)
- ▲ write diary accounts, journal entries, letters, or news accounts from the point of view of a young person living during a particular time period in world history, focusing on an important historic, political, economic, or religious event or accomplishment
- ▲ study the historical writings of important figures in world history to learn about their goals, motivations, intentions, influences, and strengths and weaknesses.

STANDARD 2

SS2 (KI-4) 4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

Students:

- a • explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed (Taken from *National Standards for World History*)
- b • analyze different interpretations of important events and themes in world history and explain the various frames of reference expressed by different historians
- c • view history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings, and other documents
- d • investigate important events and developments in world history by posing analytical questions, selecting relevant data, distinguishing fact from opinion, hypothesizing cause-and-effect relationships, testing these hypotheses, and forming conclusions.

This is evident, for example, when students:

- ▲ examine documents related to significant developments in world history (e.g., excerpts from sacred texts of the world's great religions, important political statements or decrees, literary works, and historians' commentaries); employ the skills of historical analysis and interpretation in probing the meaning and importance of the documents by:
 - identifying authors and sources for the historical documents
 - comparing and contrasting differing sets of ideals and values contained in each historical document
 - considering multiple perspectives presented in the documents
 - evaluating major debates among historians about the meaning of each historical document
 - hypothesizing about the influence of each document on present-day activities and debates in the international arena. (Adapted from *National Standards in World History*)
- ▲ study about an event or development in world history (e.g., the early civilizations, the age of exchange and global expansion, the industrial revolution, political and social revolutions, imperialism and colonization, case studies of genocide and human rights violations, world wars) by analyzing accounts written by eyewitnesses to the event or development; compare the eyewitness accounts with reports and narratives written by historians after the event or development
- ▲ trace the impacts of different technological innovations and advances (e.g., in transportation and communication, agriculture, health and science, commerce and industry) over time by analyzing the effects of technology on the lives of people.

Standard 2—World History

Standard 2

1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Students:

- a • know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations
- b • know some important historic events and developments of past civilizations
- c • interpret and analyze documents and artifacts related to significant developments and events in world history.

This is evident, for example, when students:

- ▲ propose a list of characteristics to define the concepts of culture and civilization, explaining how civilizations develop and change
- ▲ investigate the important achievements and accomplishments of the world's early civilizations (e.g., African, Greek, Roman, Egyptian, Indian, Chinese)
- ▲ analyze how the natural environments of the Tigris-Euphrates, Nile, and Indus valleys shaped the early development of civilization (Taken from *National Standards for World History*)
- ▲ research an important event or development in world history and include information about how different people viewed the same event (e.g., the French Revolution as witnessed by members of the ruling classes, the revolutionaries, members of the Estates General, and the Church)
- ▲ identify different ethnic, religious, and socioeconomic groups throughout the world and analyze their varying perspectives on the same historic events and contemporary issues. Explain how these different perspectives developed.

2. 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.

Students:

- a • develop timelines by placing important events and developments in world history in their correct chronological order
- b • measure time periods by years, decades, centuries, and millennia
- c • study about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes.

This is evident, for example, when students:

- ▲ construct multiple-tier timelines that display a number of important historic events that occurred at the same time or during the same period of time (e.g., age of exploration and contact showing events in Europe, Africa, and the Americas)
- ▲ present historical narratives that link together a series of events in the correct chronological order
- ▲ recognize the reasons for periodizing history and know some designations of historical periods; discuss the usefulness of the following historical periods:
 - The beginnings of Human Society
 - Early Civilizations to 1000 BC
 - Classical Traditions, Major Religions, and Giant Empires, 1000 BC-300 AD
 - Expanding Zones of Exchange and Encounter, 300-1000 AD
 - Intensified Hemispheric Interactions, 1000-1500
 - Emergence of the First Global Age, 1450-1770
 - The Age of Revolutions, 1750-1914
 - The Twentieth Century.

(Adapted from *National Standards for World History*)

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

STANDARD 2

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Learning Objectives

SS1
(KI-3)

3. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups. (KI-4)

Students:

- a • 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
- b • gather and organize information about the important achievements and contributions of individuals and groups living in New York State and the United States
- c • 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
- d • classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious.

This is evident, for example, when students:

- ▲ research major events and themes from New York State and United States history (e.g., the American Revolution, new national period, Civil War, age of industrialization, westward movement and territorial expansion, the World Wars) to develop and test hypotheses and develop conclusions about the roles played by individuals and groups
- ▲ after reading about ordinary people in historic time periods, such as a Revolutionary War soldier, a suffragist, or a child laborer during the 1800s, write a short story or diary account explaining how this individual fought to support democratic values and beliefs (Adapted from *National Standards for History for Grades K-4*)
- ▲ explain the importance of different inventions and scientific and technological innovations in agriculture and industry, describing how these inventions and innovations resulted in improved production of certain products.

4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

Students:

- a • consider the sources of historic documents, narratives, or artifacts and evaluate their reliability
- b • understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives
- c • 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
- d • describe historic events through the eyes and experiences of those who were there. (Taken from *National Standards for History for Grades K-4*)

This is evident, for example, when students:

- ▲ identify the author's or artist's main point of view or purpose in creating a document or artifact
- ▲ compare several historical accounts of the same event in New York State or United States history and contrast the different facts included or omitted from each author and determine the different authors' points of view
- ▲ use a variety of sources to study important turning points from different perspectives and to identify varying points of view of the people involved (e.g., European settlement and the impact of diseases on Native American Indian populations, writing the Declaration of Independence and the Constitution, the Civil War, industrialization, significant reform movements, and the Cold War)
- ▲ debate various views of United States foreign policies and involvement during the Mexican-American War, World Wars I and II, Vietnam, and the Cold War.

STANDARD 1

Standard 1—History of the United States and New York

Standard 1

I-1

1. 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.

2. Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Students:

- a • explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans
- b • interpret the ideas, values, and beliefs contained in the Declaration of Independence and the New York State Constitution and United States Constitution, Bill of Rights, and other important historical documents.

Students:

- a • describe the reasons for periodizing history in different ways
- b • investigate key turning points in New York State and United States history and explain why these events or developments are significant
- c • understand the relationship between the relative importance of United States domestic and foreign policies over time
- d • analyze the role played by the United States in international politics, past and present.

This is evident, for example, when students:

- ▲ explain the ideas embodied in the Declaration of Independence, the United States Constitution, the Bill of Rights, and the New York State Constitution and show how these documents express fundamental and enduring ideas and beliefs
- ▲ describe how massive immigration, forced migration, changing roles for women, and internal migration led to new social patterns and conflicts; and identify ideas of national unity that developed amidst growing cultural diversity. (Adapted from *National Standards for U.S. History*)

This is evident, for example, when students:

- ▲ use demographic information, mapping exercises, photographs, interviews, population graphs, church records, newspaper accounts, and other sources to conduct case studies of particular groups in the history of the State or nation and classify information according to type of activity: social, political, economic, cultural, or religious
- ▲ use a variety of sources to study historic and contemporary events in the United States; investigate different interpretations of the events and identify circumstances of time and place that influence the authors' perspectives (Adapted from *National Standards for U.S. History*)
- ▲ recognize the reasons for periodizing history and know some designations of historical periods; discuss the usefulness of the following periods:
 - Three Worlds and Their Meeting in the Americas (Beginnings to 1607)
 - Colonization, Settlement and Communities (1607 to 1763)
 - The Revolution and the New Nation (1763 to 1815)
 - Expansion and Reform (1801 to 1861)
 - Crisis of the Union: Civil War and Reconstruction (1850 to 1877)
 - The Development of Modern America (1865 to 1920)
 - Modern America and the World Wars (1914 to 1945)
 - Contemporary America (1945 to Present)
 (Taken from *U. S. History Framework for the 1994 National Assessment of Educational Progress*)
- ▲ undertake case studies to research violations of basic civil and human rights and case studies of genocide. Use examples from United States, New York State, and world history. Case studies might include chattel slavery and the Nazi Holocaust. Other civil and human rights violations might focus on the mass starvation in Ireland (1845-50), the forced relocation of Native American Indians, and the internment of Japanese Americans during World War II
- ▲ trace the tension between arguments for United States isolation versus engagement during the following time periods: up to 1941, from 1941-1975, and from 1976 to the present.

STANDARD 1

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation

Standard 5

SSS
CKI-3

3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

SSS
CKI-4

4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

Students:

- a • understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation
- b • examine what it means to be a good citizen in the classroom, school, home, and community
- c • identify and describe the rules and responsibilities students have at home, in the classroom, and at school
- d • examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State
- e • understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service
- f • identify basic rights that students have and those that they will acquire as they age.

Students:

- a • show a willingness to consider other points of view before drawing conclusions or making judgments
- b • participate in activities that focus on a classroom, school, or community issue or problem
- c • suggest alternative solutions or courses of action to hypothetical or historic problems
- d • evaluate the consequences for each alternative solution or course of action
- e • prioritize the solutions based on established criteria
- f • propose an action plan to address the issue of how to solve the problem.

This is evident, for example, when students:

- ▲ interview or survey adults in the community to identify some ways they participate in political action, voluntary activities, or community service
- ▲ draft a classroom charter, a constitution, or a set of laws that defines a code of conduct
- ▲ discuss and agree on a classroom charter and compare it to the United Nations Convention on the Rights of the Child
- ▲ use dramatic play with puppets to investigate the consequences of breaking a rule (e.g., a child arrives home late for dinner)
- ▲ make pages for a big book for each holiday
- ▲ understand the significance of and recite the Pledge of Allegiance
- ▲ discuss the colors of the American flag and make personal flags as symbols of themselves
- ▲ examine the flags of other nations
- ▲ undertake a mock trial based on themes from classroom books.

This is evident, for example, when students:

- ▲ brainstorm a list of alternative solutions for a real classroom or school problem
- ▲ write letters to the local paper suggesting preferred alternatives in a local issue
- ▲ develop a historic walking tour of the neighborhood or community
- ▲ role-play the main characters involved in an actual community controversy, attempting to generate alternatives in their roles
- ▲ create a school newspaper or school-wide gallery showing student and faculty works of art
- ▲ debate topics important to students
- ▲ hold a mock trial including witnesses, attorneys, jurors and a judge.

STANDARD 5

Standard 5—Civics, Citizenship, and Government



15
I-1)

1. The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (Adapted from *The National Standards for Civics and Government, 1994*)

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2. The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from *The National Standards for Civics and Government, 1994*)

Students:

- a • know the meaning of key terms and concepts related to government, including *democracy, power, citizenship, nation-state, and justice*
- b • explain the probable consequences of the absence of government and rules
- c • describe the basic purposes of government and the importance of civic life
- d • understand that social and political systems are based upon people's beliefs
- e • discuss how and why the world is divided into nations and what kinds of governments other nations have.

This is evident, for example, when students:

- ▲ create a chart on newsprint listing the reasons for creating governments and the reasons why all groups and societies create rules and laws
- ▲ create a class constitution and develop class rules
- ▲ role-play a day without rules or laws
- ▲ collect and discuss newspaper cartoons dealing with rules and laws
- ▲ compile a list of different nations of the world and identify the type of government each nation has
- ▲ compare governmental structures of the United States and Canada, and selected nations of Latin America
- ▲ hold a mock trial focusing on situations that embody such concepts as fairness, justice, or equality.

Students:

- a • explain how the Constitutions of New York State and the United States and the Bill of Rights are the basis for democratic values in the United States
- b • understand the basic civil values that are the foundation of American constitutional democracy
- c • know what the United States Constitution is and why it is important. (Adapted from *The National Standards for Civics and Government, 1994*)
- d • understand that the United States Constitution and the Constitution of the State of New York are written plans for organizing the functions of government
- e • understand the structure of New York State and local governments, including executive, legislative, and judicial branches
- f • identify their legislative and executive representatives at the local, state, and national governments. (Adapted from *The National Standards for Civics and Government, 1994*)

This is evident, for example, when students:

- ▲ create a list of basic civic values and discuss how these can best be modeled on the personal and classroom level
- ▲ create a chart comparing the organization of local, state, and federal governments
- ▲ given a list of local, county, state, and national leaders, determine which are elected and which are appointed
- ▲ identify those branches of government responsible for making, enforcing, and interpreting local, state, and national laws
- ▲ compare and contrast New York State government with the federal government by creating charts of each level
- ▲ simulate or role-play an activity dealing with the functions of the branches of government
- ▲ create a timeline that charts events leading up to the writing of the Declaration of Independence and the United States Constitution.

STANDARD 5

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Learning Objectives

SS4
(K-I-2) **2. Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.**

Students:

- a • locate economic information, using card catalogues, computer databases, indices, and library guides
- b • collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources
- c • make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary
- d • present economic information by developing charts, tables, diagrams, and simple graphs.

This is evident, for example, when students:

- ▲ collect and discuss newspaper articles about economic issues and problems affecting their community, region, or the State
- ▲ design a display board showing how they might acquire and spend income
- ▲ research a local industry to determine what it produces, how it makes this product, its distribution system, and how the finished product is marketed
- ▲ analyze a set of graphs or tables showing selected imports and exports for the United States to make hypotheses about what might happen if these imports or exports increase or decrease in value
- ▲ use a variety of textbooks and news articles to identify a list of potential economic problems or issues facing the United States or other nations in the Western Hemisphere. Working in groups, brainstorm a list of possible solutions, the potential effects of these solutions, and rank order the solutions in terms of their likelihood of success.

STANDARD 4

Standard 4—Economics

54
E-I-1) 1. The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Students:

- a • know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources
- b • explain how people's wants exceed their limited resources and that this condition defines scarcity
- c • know that scarcity requires individuals to make choices and that these choices involve costs
- d • study about how the availability and distribution of resources is important to a nation's economic growth
- e • understand how societies organize their economies to answer 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?
- f • investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal.

- ▲ organize information based on interviews of a laborer, a service provider, a small business owner, a banker, a business executive, an elected government official, or a government employee to identify how individuals produce and distribute goods and services, why individuals make the kinds of decisions they make, and how individuals describe the effects of their decisions on others
- ▲ observe economic characteristics of places; draw conclusions about how people in families, schools, and communities all over the world must depend on others to help them meet their needs and wants.

This is evident, for example, when students:

- ▲ role-play a family or group situation in which group members make an economic decision about whether to purchase a new car, plan a family or group trip, or invest the money
- ▲ discuss the differences between capital, human, and natural resources and classify pictures of each resource type in the appropriate category
- ▲ use map symbols to locate and identify natural resources found in different regions of the United States and in other countries in the Western Hemisphere
- ▲ identify several personal as well as family buying choices, list their associated costs and benefits, and explain how and why particular decisions are/have been made; clarify how prices and one's own values influence individual and family decision making
- ▲ describe the characteristics of at least two of the following economic units: a family, a worker, a small business, a labor union, a large corporation, a government agency (local, state, or national); identify the kinds of economic choices each economic unit must make and explain the positive and negative results of at least one choice

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

STANDARD 4

Standard 3—Geography

Illustration

SS3
KT-1)

SS3

1. Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (Adapted from *The National Geography Standards, 1994: Geography for Life*)

2. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (Adapted from: *The National Geography Standards, 1994: Geography for Life*)

Students:

- a • study about how people live, work, and utilize natural resources
- b • draw maps and diagrams that serve as representations of places, physical features, and objects
- c • locate places within the local community, State, and nation; locate the Earth's continents in relation to each other and to principal parallels and meridians. (Adapted from *National Geography Standards, 1994*)
- d • identify and compare the physical, human, and cultural characteristics of different regions and people (Adapted from *National Geography Standards, 1994*)
- e • investigate how people depend on and modify the physical environment.

Students:

- a • ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places (Adapted from *National Geography Standards, 1994*)
- b • gather and organize geographic information from a variety of sources and display in a number of ways
- c • analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data. (Adapted from *National Geography Standards, 1994*)

This is evident, for example, when students:

- ▲ draw simple maps of their communities or regions showing the major landmarks, industries, residential areas, business districts, transportation networks, health and educational facilities, and recreation areas
- ▲ examine different kinds of maps to identify and define their components, including key, title, legend, cardinal and intermediate directions, scale, and grid
- ▲ use cardboard, wood, clay, or other materials to make a model of their community or region showing their physical characteristics (Taken from *National Geography Standards, 1994*)
- ▲ read about children living in other cultures to learn about their customs, beliefs, and traditions; natural resource use; food; shelter; socialization and schooling; and other important components of culture
- ▲ draw maps and pictures showing how people make use of and modify their physical environments (e.g., land use for agriculture, mining, residential developments, transportation networks, recreation).

This is evident, for example, when students:

- ▲ read historical narratives and talk about the importance of where places are located, try to determine why they are located where they are, and assess the relationship of location to other locations and people in the story
- ▲ use a map grid (e.g., latitude and longitude or an alphanumeric system) to answer questions about location and place
- ▲ use different types of map scales (linear, fractional, and word) to measure the distance between two places
- ▲ map the locations of places in the community or region, using appropriate symbols (e.g., dots or points for cities and towns; different shapes for residential and business areas; lines for transportation networks)
- ▲ present oral and written reports using maps, charts, tables, graphs, and other visual displays showing spatial relationships, locations, and other geographic information.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

STANDARD 3

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

SSZ
(KI-3) 3. Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

Students:

- a • understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities
- b • gather and present information about important developments from world history
- c • understand how the terms *social, political, economic, and cultural* can be used to describe human activities or practices.

This is evident, for example, when students:

- ▲ read historical stories, myths, legends, and fables to learn how individuals have solved problems, made important contributions, and influenced the lives of others
- ▲ listen to historical narratives about the history of children and families in different cultures throughout the world to learn about different family structures; children's, women's, and men's roles; daily life; religious or spiritual beliefs and practices; customs and traditions
- ▲ read biographies about famous historical figures, focusing on their personal lives, goals, and accomplishments and the effects of their achievements on the lives of others
- ▲ write historical narratives in the form of letters, diary accounts, or news reports from the point of view of a child who lived during a particular historic time period and who witnessed an important event or development
- ▲ listen to and participate in classroom debates and discussions of important myths, legends, people, and events in world history; determine admirable traits and identify examples of courage.

SSZ
(KI-4) 4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

Students:

- a • consider different interpretations of key events and developments in world history and understand the differences in these accounts
- b • explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world
- c • view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

This is evident, for example, when students:

- ▲ explain different perspectives on the same phenomenon by reading myths from several civilizations, recognizing the different ways those people explained the same phenomenon (e.g., how the world was created)
- ▲ listen to historical stories, biographies, or narratives to identify who was involved, what events occurred, where the events took place, and the outcomes or consequences
- ▲ list analytical questions to guide their investigations of historical documents, pictures, diary accounts, artifacts, and other records of the past
- ▲ construct picture timelines that show important events in their own lives, including descriptions of the events and explanations of why they were important.

STANDARD 2

Standard 2—World History

SS2
:KI-1) 1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Students:

- a • read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses
- b • explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop
- c • study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.

This is evident, for example, when students:

- ▲ create a list of characteristics for the concept of civilization, focusing on the early civilizations that developed in Mesopotamia, Egypt, and the Indus Valley
- ▲ analyze pictures and maps of the civilizations of Kush and Egypt, including information about their architectural, artistic, and technological achievements
- ▲ assume the roles of citizens, merchants, foreign residents, or slaves in ancient Sparta or Athens, describing life in these city-states, the rights and responsibilities of a citizen in each city, and their social and political roles
- ▲ research different kinds of sources (archaeological, artistic, written) about the civilizations in the Americas before the coming of the Europeans (Taken from *National Standards for World History*)
- ▲ study about the major cultural achievements of an ancient civilization (e.g., West African, Japanese, Chinese, European).

SS2 (KI-2) 2. 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.

Students:

- a • distinguish between past, present, and future time periods
- b • develop timelines that display important events and eras from world history
- c • measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points
- d • compare important events and accomplishments from different time periods in world history.

This is evident, for example, when students:

- ▲ arrange the events in a historical narrative, biography, or autobiography in correct chronological order
- ▲ group important historic events in world history according to clearly defined time periods (periodization). For example, periods might include early civilizations, rise of empires, age of exploration, the twentieth century
- ▲ create, as part of a class, a mural-sized, illustrated timeline of important achievements, inventions, and accomplishments of nineteenth century Europe and America (Adapted from *National Standards for World History*)
- ▲ identify key turning points and important events in world history and explain their significance
- ▲ create personal and family timelines to distinguish between near and distant past and interpret simple timelines that show a progression of events in world history; create a picture timeline tracing developments in world history, such as the appearance of the wheel, making simple tools out of iron (Hittites), building the pyramids, building Roman aqueducts, inventing paper in China, astronomical discoveries in the Muslim world, metallurgy advances in West Africa, and the invention of the steam engine in England. (Adapted from *National Standards for History for Grades K-4*)

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

STANDARD 2

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

History

SSI
(KI-3)

3. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

SSI
(KJ-4)

4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

Students:

- a • gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities
- b • classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious
- c • identify individuals who have helped to strengthen democracy in the United States and throughout the world.

Students:

- a • consider different interpretations of key events and/or issues in history and understand the differences in these accounts
- b • explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State
- c • view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

This is evident, for example, when students:

- ▲ listen to and participate in classroom debates and discussions of important events and people in U. S. history and New York history, and examine more than one viewpoint on some events and people
- ▲ discuss heroes, why some people are heroes, and why some individuals might be heroes to certain groups and not to others
- ▲ conduct a historical case study about an important environmental concern affecting their city's or neighborhood's water supply, housing accommodations, or transportation system, and examine competing views on the issues
- ▲ investigate the importance of scientific and technological inventions such as the compass, steam engine, internal combustion engine, and computer chip.

This is evident, for example, when students:

- ▲ read historical narratives, literature, and many kinds of documents and investigate building, tools, clothing, and artwork to explore key events and/or issues in the history of their city, community, neighborhood, state, and nation; summarize the main ideas evident in the source and identify the purpose or point of view from which the source was created; discuss how interpretations or perspectives develop and change as new information is learned. (Based on *National Standards for History Grades K-4*)
- ▲ visit historic sites, museums, libraries, and memorials to gather information about important events that affected their neighborhoods, communities, or region
- ▲ explore the literature, oral traditions, drama, art, architecture, music, dance, and other primary sources of a particular historic period.

STANDARD 1

Standard 1—History of the United States and New York

History

51
KI-1)

1. 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.

2. Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Students:

Students:

- a • know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it
- b • understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents
- c • explain those values, practices, and traditions that unite all Americans.

- a • gather and organize information about the traditions transmitted by various groups living in their neighborhood and community
- b • recognize how traditions and practices were passed from one generation to the next
- c • distinguish between near and distant past and interpret simple timelines.

This is evident, for example, when students:

This is evident, for example, when students:

- ▲ read stories about the early days of American society and discuss the way of life of those times
- ▲ discuss how basic ideals of American democracy are shown in such speeches as Lincoln's Gettysburg Address and Martin Luther King's "I Have a Dream" speech
- ▲ explain ways that families long ago expressed and transmitted their beliefs and values through oral traditions, literature, songs, art, religion, community celebrations, mementos, food, and language (Taken from *National Standards for History for Grades K-4*)
- ▲ compare the characters and events described in historical fiction with primary sources such as historic sites themselves; artifacts of the time found in museums and at state historic sites; journals, diaries, and photographs of the historical figures in stories; and news articles and other records from the period in order to judge the historical accuracy and determine the variety of perspectives included in the story. (Adapted from *National Standards for History for Grades K-4*).

- ▲ conduct interviews with family members, collect family memorabilia such as letters, diaries, stories, photographs, and keepsakes; classify information by type of activity: social, political, economic, cultural, or religious; discuss how traditions and practices were passed from one generation to the next; determine the extent to which the traditions and practices are shared by other members of the class
- ▲ study the history and traditions of their neighborhoods and local communities. Consider the school and school community by describing who attends school (diversity, demographics); the histories of their schools and school communities (then and now); what was taught; and rights, rules, and responsibilities (then and now).
- ▲ research the neighborhood or local community, considering location and the significance of its location; its demographics (e.g., ethnicity, languages, religions, levels of education, age groups); the history of why it was settled, when and by whom; economic patterns and changes in employment; social and cultural life; and government and politics
- ▲ create personal and family timelines to distinguish between near and distant past and identify family origins; interpret simple timelines by recognizing correct chronological order of major events such as Native American settlement of North America, Columbus's voyage in 1492, the American Revolution, writing the Constitution, the presidency of Abraham Lincoln, World War I, and the beginning of space exploration.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

STANDARD 1

Learning Standards for Social Studies at Three Levels

Standard 1: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

Standard 4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Standard 5: Civics, Citizenship, and Government

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

9th Grade Social Studies: Curriculum to Standards Crosswalk

Level: Commencement

Course: Social Studies

<u>Content</u>	<u>Standards and Key Ideas</u>	<u>Performance Indicators</u>
<u>Geography and World Cultures/Civilizations</u>	SS2 (KI-1)	a, d
History Alive! curriculum:		
<u>World Geography Review</u> latitude/longitude, compass/directions, continents, oceans, hemispheres, map skills/legend/scale);	(KI-2)	a, e
<u>Europe in Medieval Times</u> economy, culture, religion;	(KI-3)	a
<u>Rise of Islam</u> Muhammed, teachings, culture, contributions;		
<u>West African kingdoms</u> economy, society, Ghana and Mali, influence of Islam;	(KI-4)	a
<u>Imperial China</u> economy, society, dynasties (Tang, Yuan, and Ming);	SS3	
<u>Europe's Renaissance and Reformation</u> discoveries, art, Martin Luther;	(KI-1)	a, c, e, f
<u>Civilizations of the Americas</u> Maya, Aztec, Inca; culture, ways of life	(KI-2)	a, c

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation

Standard 5

55
KI-3)

3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

555
(KI-4)

4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

Students:

- a • 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
- b • understand that the American legal and political systems guarantee and protect the rights of citizens and assume that citizens will hold and exercise certain civic values and fulfill certain civic responsibilities
- c • discuss the role of an informed citizen in today's changing world
- d • explain how Americans are citizens of their states and of the United States.

Students:

- a • respect the rights of others in discussions and classroom debates regardless of whether or not one agrees with their viewpoint
- b • explain the role that civility plays in promoting effective citizenship in preserving democracy
- c • participate in negotiation and compromise to resolve classroom, school, and community disagreements and problems.

This is evident, for example, when students:

- ▲ define the concepts of rights and responsibilities of citizens
- ▲ investigate the ways a person can become a citizen and the ways in which the rights of citizenship can be lost
- ▲ compare and contrast historic documents such as the Seneca Falls "Declaration of Sentiments" (1848) and the Declaration of Independence (1776)
- ▲ analyze a collection of cartoons that address the roles of citizens
- ▲ investigate historic examples of citizenship in action and create a scale showing the gradations from minimal to basic (voting, jury duty, voluntary activities) to more complex responsibilities (organizing a reform movement)
- ▲ examine the role of the average citizen in critical American events, such as the American Revolution, abolitionism, Progressive reforms, support for and protest of American wars, key political campaigns, environmental reforms, and anti-tax protests.

This is evident, for example, when students:

- ▲ use value-based dilemmas to provide students with open-ended situations (e.g., witnessing a crime, serving on a jury in a murder trial) that could force them to evaluate their feelings concerning the difficult responsibilities of citizenship
- ▲ discuss the options open to people who disagree with a particular political solution to an issue
- ▲ conduct mock local, state, and national elections, compare the school's results with the real outcome of the election
- ▲ analyze how complex issues can be addressed when individuals are willing to try to come to agreement through negotiation and compromise (Adapted from *The National Standards for Civics and Government*, 1994)
- ▲ describe how citizens can participate in governmental decisions and how they can monitor and influence their actions and policies
- ▲ using historic and current issues or incidents and actual Supreme Court decisions hold mini model trials, appellate arguments, or debates to enhance citizenship skills and knowledge.

STANDARD 5

Standard 1—History of the United States and New York

SSI
(K-1)

1. 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.

SSI
(K-2)

2. Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Students:

- a • analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans
- b • 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.

This is evident, for example, when students:

- ▲ explore the meaning of the United States motto, "E Pluribus Unum," by identifying both those forces that unite Americans and those that potentially divide Americans. Based on a study of key events in United States history, such as the American Revolution, the Civil War, the women's suffrage movement, and the civil rights movement, discuss how at least two core civic ideas, such as individual rights and the consent of the governed, have been forces for national unity in this diverse society
- ▲ analyze the decisions leading to major turning points in United States history, comparing alternative courses of action, and hypothesizing, within the context of the historic period, about what might have happened if the decision had been different. Investigate decisions and actions such as:
 - the signing of the Declaration of Independence in 1776
 - the forced relocation of Native American Indians
 - the Mexican-American War
 - Lincoln's resolve to sustain the Union
 - *Plessy v. Ferguson* Supreme Court decision
 - Progressive reforms
 - United States entry into World Wars I and II
 - the decision to refrain from joining the League of Nations
 - ratification of the Nineteenth Amendment
 - Roosevelt's New Deal
 - the decision to drop the atomic bomb on Japan in 1945
 - Rosa Parks' decision to challenge the Jim Crow laws in Alabama in 1955
 - American involvement in Southeast Asia in the 1960s and 1970s
 - the end of the Cold War and the democratic revolutions in Eastern European countries
- ▲ read Dr. Martin Luther King's "Letter from Birmingham Jail" and discuss how this letter expresses the basic ideas, values, and beliefs found in the United States Constitution and Bill of Rights.

Students:

- a • discuss several schemes for periodizing the history of New York State and the United States
- b • 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
- c • compare and contrast the experiences of different groups in the United States
- d • examine how the Constitution, United States law, and the rights of citizenship provide a major unifying factor in bringing together Americans from diverse roots and traditions
- e • 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
- f • 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.

This is evident, for example, when students:

- ▲ discuss several schemes for periodizing the history of the United States; explain the usefulness of each scheme; comment on why another person might want to use other approaches to periodization; make a case for the scheme that seems best
- ▲ explain the contributions of specific groups of people to American society and culture; analyze the metaphors of the "melting pot" and the "salad bowl" to explain the experiences of the first immigrant groups (e.g., Dutch, Irish, English, African American, Spanish, German) as compared to those of later groups (e.g., Italian, Greek, Eastern European, Chinese, Latino, Vietnamese) and present an analysis, supported by historical evidence, of alternative metaphors, such as "a tapestry" or "a mosaic"
- ▲ examine the effects of immigration on various Native American groups
- ▲ investigate how the United States' democratic principles have influenced the constitutions and governments of other nations; view this sharing as a two-way exchange, with the United States influencing and being influenced by other nations.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

STANDARD 1

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

SSI
(KI-3) 3. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups. SSI (KI-4)

Students:

- a • 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
- b • 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)
- c • 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
- d • 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).

This is evident, for example, when students:

- ▲ Investigate how Americans have reconciled the inherent tensions and conflicts over minority versus majority rights by researching the abolitionist and reform movements of the nineteenth century, the civil rights and women's rights movements of the twentieth century, or the social protest movements of the 1960s and 1970s
- ▲ draw upon literary selections, historical documents, and accounts to analyze the roles played by different individuals and groups during the major eras in New York State and United States history
- ▲ compare and analyze the major arguments for and against major political developments in New York State and United States history, such as the ratification of the United States Constitution, Reconstruction, the New Deal, and the Great Society programs of the 1960s
- ▲ research how leaders, such as Frederick Douglass, Harriet Tubman, Theodore Parker, Sojourner Truth, David Walker, and Sarah and Angelina Grimke, fought for the rights of African Americans.

4. The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

Students:

- a • analyze historical narratives about key events in New York State and United States history to identify the facts and evaluate the authors' perspectives
- b • 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
- c • 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. (Adapted from *National Standards for United States History*)

This is evident, for example, when students:

- ▲ analyze important debates in American history (e.g., ratification of the United States Constitution, abolition of slavery, regulation of big business, restrictions on immigration, the New Deal legislation, women's suffrage, United States involvement in foreign affairs and wars), focusing on the opposing positions and the historical evidence used to support these positions
- ▲ prepare extended research papers on an important issue, problem or theme from New York State or United States history, including an analysis of the differing or competing interpretations of the issue or problem
- ▲ develop hypotheses about important events, eras, or issues; move from chronicling to explaining historical events and issues; use information collected from diverse sources (e.g., diaries, census reports, city directories and maps, newspaper and journal accounts, graphs and charts, cartoons, autobiographies, government documents, and other primary and secondary sources) to produce cogently written reports and document-based essays; apply the skills of historiography by comparing, contrasting, and evaluating the interpretations of different historians of an event, era, or issue.

STANDARD 1

Standard 2—World History

SZ
(I-1)

1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space, and the ways different people view the same event or issue from a variety of perspectives.

SSZ

2. 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.

Students:

- a • 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
- b • understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time
- c • analyze historic events from around the world by examining accounts written from different perspectives
- d • understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras
- e • analyze changing and competing interpretations of issues, events, and developments throughout world history.

Students:

- a • 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
- b • 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
- c • analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective
- d • explain the importance of analyzing narratives drawn from different times and places to understand historical events
- e • 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.

This is evident, for example, when students:

- ▲ analyze important events and developments in world history through the eyes and experiences of those who were there, as reported in their literature, diaries, letters, debates, art and music, and artifacts (Taken from *National Standards for World History*)
- ▲ compare two or more historical interpretations of an important event in world history, differentiate fact from opinion, and determine which facts are most significant in the historian's judgment and why (Taken from *National Standards for World History*)
- ▲ explain how an important event or development from world history can be viewed from multiple perspectives, noting how different values, motives, beliefs, frames of reference, and perspectives influence interpretations of the past
- ▲ use dramatizations, timelines, debates, and other research reports to explain how different observations of the same event or issue develop
- ▲ analyze important developments and turning points in world history; hypothesize what might have happened if decisions or circumstances had been different; investigate such developments and turning points as:
 - the development of the early civilizations
 - the development of the Roman Empire
 - the emergence of the world's great religions: Buddhism, Christianity, Hinduism, Islam, Judaism, and Taoism
 - the rise of the Mongol Empire in China
 - the Mali Empire in West Africa
 - the age of exploration and the age of enlightenment
 - the rise and fall of European colonialism
 - global interactions and migration
 - the formation and unification of major European nations (Germany, Italy, Great Britain, and France)
 - the emergence and global influence of American civilization.

This is evident, for example, when students:

- ▲ develop composite timelines for different areas of the world (e.g. the Middle East, South and Southeast Asia, Africa south of the Sahara, the Americas), showing important events at any given time
- ▲ discuss models for periodizing events from world history, the development of the major civilizations, and the history of other cultures throughout the world. Explain the underlying principles for these models and make a case for why others might want to periodize these events differently
- ▲ analyze historical narratives, biographies, or stories to determine their temporal structure. Select an important event from world history and follow it forward over time to determine its consequences and trace it backward to identify its causes
- ▲ construct timelines that display key events and developments in world history and which describe the important facts about the event/development and link the event/development to other important events which took place somewhere else in the world
- ▲ analyzing historical narratives about the movements of people and ideas over time and place, including reports about the beginnings of human society in Africa, Mesopotamia, Indus, and China.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

STANDARD 2

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

STANDARD 2

SS2
CKE-3)

3. Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

Students:

- a • analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities
- b • explain the dynamics of cultural change and how interactions between and among cultures has affected various cultural groups throughout the world
- c • examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.

This is evident, for example, when students:

- ▲ investigate how groups of people living in different geographic regions throughout the world (e.g., Africa, the Middle East, Eastern Europe and the former Soviet Union, China) interacted with and structured their natural environments to accommodate their varied lifestyles
- ▲ prepare narratives that describe important historic events and developments (e.g., beginnings of human societies; global exploration and expansion; scientific, technological, and intellectual achievements; social and political reform; revolution; case studies of genocide and human rights violations) from the perspectives of the individuals and groups who witnessed them
- ▲ investigate the lives of important political and social reformers by describing the conditions they were attempting to improve and evaluating the success of their efforts
- ▲ report on the spread of Christianity and Islam throughout world history, identify regions where these religions spread, and describe the effects on the lives of the people who lived in these regions
- ▲ trace the experiences of different emigrant groups throughout world history, identify the factors that caused these groups to leave their homelands, and describe the social and economic effects on their new homelands.

SS2
CKE-4)

4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

Students:

- a • 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
- b • interpret and analyze documents and artifacts related to significant developments and events in world history
- c • plan and organize historical research projects related to regional or global interdependence
- d • 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. (Taken from *National Standards for World History*)

This is evident, for example, when students:

- ▲ complete historical/social science research projects focusing on topics and issues drawn from world history; organize data according to the following activities: social, political, economic, cultural, and religious; consider multiple perspectives in interpreting the past and explain how different motives, beliefs, interests, and perspectives influence interpretations of the past (Adapted from *National Standards for World History*)
- ▲ apply the skills of historiography by analyzing different interpretations of key events and developments in world history (e.g., the development of the world's great empires; the emergence of feudalism; encounters between Europeans and the peoples of sub-Saharan Africa, Asia, and the Americas; nationalism and its global effects). Analyze competing narratives by comparing and contrasting historians' selection of analytical questions, frames of reference, and values/beliefs to show how different interpretations develop
- ▲ evaluate the validity and credibility of historical interpretations, including new or changing interpretations that have developed as new information about events or developments in world history is learned, and new interpretations and methodologies are developed (Taken from *National Standards for World History*)
- ▲ complete social science research projects focusing on topics and issues drawn from world history (e.g., causes of major revolutions, effects of imperialism, causes and consequences of the Industrial Revolution, social reform movements, and global consequences of World Wars I and II). Consider multiple perspectives in interpreting past events and describe how different values, frames of reference, beliefs, and motives influence interpretations of topics and issues.

STANDARD 2

Standard 3—Geography

SS3
(kt-1)

1. Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (Adapted from *The National Geography Standards, 1994: Geography for Life*)

Students:

- a • understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions
- b • describe the physical characteristics of the Earth's surface and investigate the continual reshaping of the surface by physical processes and human activities
- c • investigate the characteristics, distribution, and migration of human populations on the Earth's surface (Taken from *National Geography Standards, 1994*)
- d • understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world
- e • analyze how the forces of cooperation and conflict among people influence the division and control of the Earth's surface (Taken from *National Geography Standards, 1994*)
- f • explain how technological change affects people, places, and regions.

This is evident, for example, when students:

- ▲ evaluate the applications of geographic tools and supporting technologies to serve particular purposes by collecting, comparing, and explaining the significance of maps from different sources and different points of view to illustrate the same phenomena. (Taken from *National Geography Standards, 1994*)
- ▲ choose and give reasons for using different technologies to analyze selected geographic problems. Use aerial photographs, satellite-produced imagery, and geographic information systems (GIS) to define, analyze, and propose solutions to global environmental problems (e.g., deforestation, overpopulation, water pollution, resource depletion)

- ▲ complete an in-depth geographic study of a world region by analyzing demographic data (e.g., birth rate, literacy rates for females, infant mortality) and draw conclusions about the influence of these factors on the characteristics of that region; for example, study migration patterns and culture change in and around large cities in Europe, Africa, Latin America, and Asia, with a focus on cities near international borders and in major manufacturing centers; explain how different cultural groups shape the character of these cities and how culture influences conflict, cooperation, and group identity. (Based on *National Geography Standards, 1994*)
- ▲ draw from memory a map of the world; outline the relative location of continents, oceans, major river systems, nations in the news, and important cities
- ▲ demonstrate the ability to interpret sophisticated information about people, places, and regions; use a topographical map to lay out a five-mile hike through the countryside or local community; note such items as elevation, slope, distance, direction, and geographic features along the route. (Taken from *National Geography Standards, 1994*)
- ▲ explain the relationship between the geographic setting (ecosystems, spatial distribution of resources, ease of transportation and communication) and the spatial development of societies (e.g., how Africa's physical geography, vegetation, and technology affect cross-cultural contacts and economic development; the relationship between topography and drainage systems in China and the development of civilization there; the impact of Japan's insular geography upon its history, cultural identity, and patterns of selective borrowing from other cultures; the impact of the diversity of the physical environment, including the range of climates, in Latin America; the effects of the lack of water on the historic and economic development of the Middle East; the relationship between the physical geography and the historic and economic development of Eastern Europe and Russia; and the influence of the frontier in United States history).

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

STANDARD 3

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth's surface.

Geography Standards

SSZ
:KI-2)

2. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information. (Adapted from *The National Geography Standards, 1994 Geography for Life*)

Students:

- a • plan, organize, and present geographic research projects
- b • locate and gather geographic information from a variety of primary and secondary sources (Taken from *National Geography Standards, 1994*)
- c • select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information
- d • analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations (Adapted from *National Geography Standards, 1994*)
- e • develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry.

This is evident, for example, when students:

- ▲ examine a collection of maps, photographs, satellite-produced images, databases, graphs, firsthand accounts, and other sources to generate questions and pose problems for investigation
- ▲ organize primary and secondary geographic sources to investigate local, national, and international environmental problems and issues; determine the many perspectives that individuals and groups advocate as they seek to resolve these problems or issues; apply a geographic perspective along with others in reaching conclusions on the issues. (Based on *National Geography Standards, 1994*)
- ▲ analyze geographic information contained in a spatial database or geographic information system (GIS) to answer questions concerning land use, economic development, population shifts, and transportation networks
- ▲ use maps showing family income, transportation systems, natural resources, recreation areas, educational and health facilities and other data to develop hypotheses about why some regions prosper and others do not (Adapted from *National Geography Standards, 1994*)
- ▲ use a variety of research skills to locate and collect descriptive and statistical data and to use the data and maps to collect and compile information (e.g., the use of specific purpose maps to show various geographic aspects of the Earth's surface and explain the geographic variables that serve as criteria for grouping countries into regions; the use of technology to moderate geographic condition)

- ▲ complete a geographic study of a world region, analyzing demographic data (e.g., birth rate, literacy rates for females, infant mortality) to determine how groups and cultures influence the characteristics of that region. For example, study migration patterns and cultural change in and around large cities in Europe, Africa, Latin America, and Asia, focusing on cities near international borders and in major manufacturing centers. Explain how different cultural groups shape the character of these cities and how culture influences conflict, cooperation, and group identity. (Adapted from *National Geography Standards, 1994*)
- ▲ identify the characteristics and distribution of ecosystems, and the changes in meaning, distribution, and importance of resources (e.g., how Africa's physical geography, vegetation, and technology affect cross-cultural contacts and economic development; the relationship between topography and drainage systems in China and the development of civilization there; the impact of Japan's insular geography upon its history, cultural identity, and patterns of selective borrowing from other cultures; the diversity of the physical environment, including the tremendous range of climates, in areas referred to as Latin America; the effects physical geography—especially the lack of water—have upon the historic and economic development of the Middle East; the relationship between the physical geography and the historic and economic development of Eastern Europe and Russia; and the influence of the frontier in United States history).

STANDARD 3

Standard 4—Economics

SS4
(KE-1)

1. The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Students:

- a • 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
- b • 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
- c • understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits
- d • describe the ideals, principles, structure, practices, accomplishments, and problems related to the United States economic system
- e • compare and contrast the United States economic system with other national economic systems, focusing on the three fundamental economic questions
- f • explain how economic decision making has become global as a result of an interdependent world economy
- g • understand the roles in the economic system of consumers, producers, workers, investors, and voters.

This is evident, for example, when students:

- ▲ through the use of market case studies of the U.S. economy and the economies of other countries, investigate how values and incentives influence people's choices, how the economic system affects people's incentives, how people gain from voluntary trade, and how people's choices influence the value of a good or service
- ▲ examine current and historical economic data (e.g., workforce composition and participation, natural resource deposits, industrial base, financial institutions, state's gross domestic product) to create an economic profile of the New York State and United States economies; investigate the role of government (state and national) with particular attention to services provided that foster economic activity and regulations designed to protect the environment
- ▲ complete a case study of a nation or society, focusing on the fundamental economic questions: What goods and services are produced and in what quantities? How are these goods and services produced? For whom are these goods and services produced?

- ▲ investigate one or more current economic issues in the United States, including their historical antecedents; issues may include, but are not limited to: impact of fiscal policy, the role of Federal Reserve and monetary policy, corporate downsizing and unemployment, economic growth and the information age, welfare policy, health care policy, the national debt, defense spending, foreign aid, affirmative action; consider policy positions, and the possible conflicting goals of government, such as full employment, price stability, economic justice, economic freedom, and economic security
- ▲ recognize why international trade takes place (because of comparative advantage) and the role of exchange rates in fostering or inhibiting trade; become familiar with the basics of the balance of payments and international capital flows; investigate the importance of New York City as a primary world financial center and how the City's financial role is enhanced by technology
- ▲ graph textbook or teacher-developed data to display supply/demand schedules. Interpret graphs identifying prices and situations that would cause the demand and supply schedules to change
- ▲ describe a list of economic decisions students will make during the coming year, explaining how the concept of scarcity is involved in each decision. For each decision, discuss a possible opportunity cost involved. Research newspapers, periodicals, and computer databases to compile a list of local, State, or federal government economic decisions explaining how the concept of scarcity affected each decision
- ▲ interpret and analyze the graphic information included in the annual *Economic Report of the President*, describing federal and state expenditures
- ▲ analyze how traditional, command, market, and mixed economies would address the following issues: health care for individuals with special needs (i.e., elderly, people with disabilities), price supports for farmers, aid to education, and environmental controls of industries
- ▲ examine the nature and functions of money in an economy; understand the basics of banking, including the role of the Federal Reserve Bank system; investigate how forms of money and the nature of credit have changed over time; recognize how technology increases the flow of financial information and increases the speed of financial transactions
- ▲ conduct an in-depth investigation and analysis of the economic and historical impact of one of the following: the era of Adam Smith and the emergence of capitalism, the Industrial Revolution, Karl Marx and the emergence of communism, the fall of the Berlin Wall, the "opening up" of former communist countries to capitalism, and how economic change has affected families throughout history.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

STANDARD 4

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Content Standard for Economics

SS4
(K-I-2)

2. Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

Students:

- a • identify, locate, and evaluate economic information from standard reference works, newspapers, periodicals, computer databases, monographs, textbooks, government publications, and other primary and secondary sources
- b • 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
- c • 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
- d • present economic information and conclusions in different formats, including graphic representations, computer models, research reports, and oral presentations.

This is evident, for example, when students:

- ▲ analyze graphs and charts describing federal, state, and local government expenditures in different categories (e.g., education, police and fire, health care, welfare, transportation) and design a graphic representation or computer model that compares/contrasts these expenditures
- ▲ construct a personal budget showing how they would spend a particular income for a period of months. Classify the expenditures and present this information in graphic form
- ▲ research the early struggles of organized labor, including topics such as labor conditions in specific industries in the nineteenth century, important pieces of labor legislation, and major labor conflicts. Prepare an oral or research report that summarizes the findings and evaluates the effectiveness of the solutions to these problems, conflicts, or conditions
- ▲ list problems which affect the environment and the quality of life in the United States. Research federal, state, and local government programs developed to resolve these problems. Evaluate the costs and benefits of each governmental action and propose additional actions
- ▲ prepare a series of questions for an interview with a commercial banker focusing on the relationship of that bank with the Federal Reserve System and how and why interest rates change. Graph interest rates for a two-year period and explain how and why they might have changed
- ▲ research periodicals, computer databases, and government publications to investigate different views on the role of the government in the economy. Take and defend a position on what role government should play in managing the economy.

STANDARD 4

Standard 5—Civics, Citizenship, and Government

SSS
KI-1)

1. The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (Adapted from *The National Standards for Civics and Government*, 1994)

Students:

- a • analyze how the values of a nation and international organizations affect the guarantee of human rights and make provisions for human needs
- b • consider the nature and evolution of constitutional democracies throughout the world
- c • 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
- d • identify and analyze advantages and disadvantages of various governmental systems.

This is evident, for example, when students:

- ▲ analyze excerpts from the writings of Hobbes, Locke, Rousseau, and others of the Enlightenment Period
- ▲ explain what the term "social contract" means and how it was applied to the establishment of civil society and legitimate government in many areas of the world
- ▲ compare various political systems throughout the world with that of the United States in terms of their ideologies, structures, functions, institutions, decision-making processes, citizenship roles, and political cultures. (Adapted from *Curriculum Standards for the Social Studies*, NCSS)
- ▲ compare and contrast the American federal system with that of other democratic nations.

SSS
KI-2)

2. The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from *The National Standards for Civics and Government*, 1994)

Students:

- a • trace the evolution of American values, beliefs, and institutions
- b • analyze the disparities between civic values expressed in the United States Constitution and the United Nations 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
- c • identify, respect, and model those core civic values inherent in our founding documents that have been forces for unity in American society
- d • compare and contrast the Constitutions of the United States and New York State
- e • understand the dynamic relationship between federalism and state's rights.

This is evident, for example, when students:

- ▲ analyze how core American civic values are expressed in those documents that provide the basis for our democratic form of government, including the Magna Carta, the Mayflower Compact, the Declaration of Independence, the Articles of Confederation, the Albany Plan of Union, the Federalist papers, the Constitution, the Bill of Rights, and other amendments
- ▲ using the Declaration of Independence, find evidence of the influence of Locke and other Enlightenment philosophers on a political leader like Thomas Jefferson
- ▲ analyze key Supreme Court decisions (e.g., *Marbury v. Madison*, *McCulloch v. Maryland*, *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education of Topeka*, *Miranda v. Arizona*, and *Roe v. Wade*) in terms of the ongoing struggle to realize democratic ideals; explore how these decisions embody constitutional civic values and the evolution and application of constitutional values within American political, economic, and social life
- ▲ present dramatic readings of key excerpts from speeches and writings of Daniel Webster, John C. Calhoun, Henry David Thoreau, Frederick Douglass, and Abraham Lincoln
- ▲ analyze the United States Constitution, the United Nations Universal Declaration of Human Rights, United Nations Convention on the Rights of the Child, the Charter of Amnesty International, and other civil/human rights documents to identify and explain the significance of the fundamental values and principles which they espouse.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

STANDARD 5

6/16

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation

Content Standard

SSS
(KI-3)

3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

SSS
(KI-4)

4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

Students:

- a • 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 (Adapted from *The National Standards for Civics and Government, 1994*)
- b • 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
- c • describe how citizenship is defined by the Constitution and important laws
- d • explore how citizens influence public policy in a representative democracy.

This is evident, for example, when students:

- ▲ compare basic British political documents with the United States Constitution, identifying how each system defines leadership, a citizen's rights and responsibilities, and powers of the government
- ▲ outline how one can become a citizen and analyze the rights and responsibilities of citizenship
- ▲ plan and implement a voter registration campaign or other voluntary activity in the community
- ▲ implement a student court to adjudicate in-school offenses
- ▲ volunteer and support conflict mediation programs within the school
- ▲ investigate local environmental issues and propose solutions based on state and federal environmental laws.

Students:

- a • participate as informed citizens in the political justice system and processes of the United States, including voting
- b • evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy (Adapted from *The National Standards for Civics and Government, 1994*)
- c • take, defend, and evaluate positions about attitudes that facilitate thoughtful and effective participation in public affairs
- d • consider the need to respect the rights of others, to respect others' points of view (Adapted from *The National Standards for Civics and Government, 1996*)
- e • participate in school/classroom/community activities that focus on an issue or problem
- f • 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
- g • explain how democratic principles have been used in resolving an issue or problem.

This is evident, for example, when students:

- ▲ use trade books to sharpen critical thinking skills to analyze issues of citizenship when defending a stance on controversial issues
- ▲ analyze issues at the local, state, national, and international levels and prescribe responses that promote the public interest of general welfare, such as planning and carrying out a voter registration campaign
- ▲ select a state, regional, national, or international environmental problem or issue. Propose several alternative solutions to the problem. Assess the ethical implications as well as the comparative costs and benefits for each alternative approach to resolving the issue or problem. Defend a solution
- ▲ participate in a voter registration campaign
- ▲ study current international disputes and apply principles of international law in formulating a proposed course of action
- ▲ critically analyze historic Supreme Court cases to determine how well they reflect the intent and spirit of the Constitution then and now.

STANDARD 5

Learning Standards for Career Development and Occupational Studies at Three Levels

Standard 1: Career Development
Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Standard 2: Integrated Learning
Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Standard 3a: Universal Foundation Skills
Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

and

Standard 3b: Career Majors
Students who choose a career major will acquire the career-specific technical knowledge/skills necessary to progress toward gainful employment, career advancement, and success in postsecondary programs.

CAREER PLAN as prescribed in these learning standards is intended to promote exploration and research into broad career areas of interest to individual students. Basic principles of career planning such as decision-making, self-evaluation, and goal setting have been integrated within the sample tasks. It is not the intent of these learning standards to limit options or narrowly define the educational preparation of students.

Standard 1—Career Development

Elementary

Intermediate

1/051
I-1)

1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

CO/051
(KI-1)

Students:

- a • begin a career plan that would assist in the transition from school to eventual entry into a career option
- b • demonstrate an awareness of their interests, aptitudes, and abilities
- c • know the value of work to the individual and society in general
- d • describe the changing nature of the workplace brought about by global competition and technology
- e • explore their preferences for working with people, information, and/or things
- f • demonstrate understanding of the relationship of decision making to the attainment of future goals
- g • describe the changing roles of men and women at home and in the workplace.

This is evident, for example, when students:

- ▲ classify hobbies, favorite school subjects, interests, and special talents with their relationship to working with people, information, or things*
- ▲ identify favorite school subjects and special talents and relate them to specific occupations*
- ▲ explain reasons why people work, describe different occupations in their community, including those in public service, and how these occupations benefit others (e.g., firefighter, police officer, pharmacist, attorney, teacher)
- ▲ identify long-range personal goals and relate their attainment to successful employment*
- ▲ identify common skills that would be important for success in the workplace and relate them to personal strengths and areas in need of improvement*
- ▲ describe nontraditional career options and provide examples of how the roles of men and women are changing in the home, workplace, and community (e.g., women in law enforcement and men in nursing)
- ▲ explain how global competition and technology have changed three specific occupations
- ▲ relate the negative impact of unemployment to the health of the individual and the economy in general.

1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

Students:

- a • continue development of a career plan that would assist in the transition from school to eventual entry into a career option of their choosing
- b • demonstrate an understanding of the relationship among personal interests, skills and abilities, and career research
- c • understand the relationship of personal interests, skills, and abilities to successful employment
- d • demonstrate an understanding of the relationship between the changing nature of work and educational requirements
- e • understand the relationship of personal choices to future career decisions.

This is evident, for example, when students:

- ▲ Identify characteristics and educational requirements of three career options, including those considered nontraditional*
- ▲ reassess personal interests and abilities and match them to career options*
- ▲ contrast the advantages and disadvantages of working for someone else with owning a business
- ▲ reevaluate long-range personal goals, including employment priorities such as salary, working conditions, and status*
- ▲ explain the importance of punctuality, dependability, integrity, and getting along with others for success in a work environment
- ▲ work cooperatively in group situations and analyze the importance of using collective abilities in achieving group goals and objectives*
- ▲ explain through example how work can influence an individual's life style.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (*).
 Sample tasks are identified by triangles (▲).
 Sample tasks appropriate for inclusion in a student's career plan are followed by (*).

STANDARD 1

Standard 2—Integrated Learning

Elementary

Intermediate

CO/OSZ

CO/OSZ
(KI-1)

1. Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

Students:

- a • identify academic knowledge and skills that are required in specific occupations
- b • demonstrate the difference between the knowledge of a skill and the ability to use the skill
- c • solve problems that call for applying academic knowledge and skills.

This is evident, for example, when students:

- ▲ describe jobs in the local community; list academic knowledge and technical skills needed to perform a specific job, and make a diorama showing a person engaged in work*
- ▲ retell a story about how a school cafeteria employee uses mathematical and English language arts skills on the job
- ▲ interview a person from the community in an occupation of interest and describe for the class how the competencies they are learning in school (mathematics, science, health, English language arts) are used in the selected occupation
- ▲ integrate mathematical/science concepts to plan and design a garden, basketball court, or fish pond
- ▲ describe jobs in the local community, list academic knowledge and technical skills needed to perform a specific job, and make a diorama showing a person engaged in work
- ▲ apply mathematical skills to purchase items from a grocery store, compare prices, total their purchases, and count change
- ▲ explain why being able to tell time is important to an airline pilot, a football referee, or a teacher
- ▲ participate in a show-and-tell exercise to inform their classmates how reading, writing, speaking, and mathematics are used by a poet, musician, nurse, clown, or police officer
- ▲ select four samples of their work (completed hands-on projects depicting various occupations) and describe the academic knowledge and technical skills needed for those particular jobs.*

CO/OSZ

1. Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

Students:

- a • apply academic knowledge and skills using an interdisciplinary approach to demonstrate the relevance of how these skills are applied in work-related situations in local, state, national, and international communities
- b • solve problems that call for applying academic knowledge and skills
- c • use academic knowledge and skills in an occupational context, and demonstrate the application of these skills by using a variety of communication techniques (e.g., sign language, pictures, videos, reports, and technology).

This is evident, for example, when students:

- ▲ match an inventory of academic knowledge and technical skills to specific careers in which they would be useful
- ▲ prepare job descriptions with emphasis on language arts and mathematics requirements
- ▲ work in teams to complete a promotional campaign, applying the principles of various disciplines (e.g., art, music, language arts and languages other than English) to sell products on a national level*
- ▲ attend a school or community theater production and then interview the director, cast, and stage crew, and prepare a presentation illustrating academic knowledge and technical skills applied in various theater careers*
- ▲ complete a project that demonstrates how two or more academic disciplines are applied to implement news media presentations
- ▲ prepare a report based on a shadowing experience, describing the various jobs observed and the academic knowledge and technical skills needed for these jobs
- ▲ use mathematical skills to compute performance statistics for a school athletic team
- ▲ edit the work of other students for a school newsletter
- ▲ use language arts skills to evaluate a student debate
- ▲ select six samples of their work (completed hands-on projects depicting various occupations) and describe the academic knowledge and technical skills that are applied for occupations.*

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).
 Sample tasks appropriate for inclusion in a student's career plan are followed by (*).

STANDARD 2

Standard 3a—Universal Foundation Skills

Elementary

Basic Skills

Thinking Skills

3/053a
I-1)

1. Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.

CD/053a
(K-1-2)

2. Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

Students:

- listen to and read the ideas of others and express themselves both orally and in writing; they use basic mathematical concepts and computations to solve problems.

This is evident, for example, when students:

- ▲ listen to and repeat simple directions
- ▲ read a variety of materials and prepare a report
- ▲ follow directions to power up a computer
- ▲ compile an inventory of office equipment
- ▲ use probability to solve a problem or use a single statistic to make a prediction
- ▲ measure an area for a swimming pool, basketball court, or employee work station.

Students:

- use ideas and information to make decisions and solve problems related to accomplishing a task.

This is evident, for example, when students:

- ▲ provide examples of ways to raise money for a school field trip
- ▲ solve a riddle, puzzle, or problem, using written or oral instructions
- ▲ set up a computer, a monitor, and a keyboard according to written or oral instructions.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

STANDARD 3a

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Elementary

Personal Qualities

Interpersonal Skills

0/053a
(K-3)

3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

0/053a
(K-4)

4. Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.

- Students:
- demonstrate the personal qualities that lead to responsible behavior.

- Students:
- relate to people of different ages and from diverse backgrounds.

This is evident, for example, when students:

- ▲ arrive at school and complete assignments on time; explain why these behaviors would be important to an employer
- ▲ provide examples of people acting responsibly/irresponsibly in the community
- ▲ complete an inventory of personal strengths and select areas in which they would like to improve
- ▲ demonstrate positive behaviors through interactions in the classroom (e.g., sharing resources, helping classmates).

This is evident, for example, when students:

- ▲ work cooperatively with peers to accomplish a task
- ▲ describe, as models, successful people of varied backgrounds
- ▲ display skills needed to resolve conflicts with other people
- ▲ explain the importance of getting along with people in a work environment who are different from oneself.

STANDARD 3a

Standard 3a—Universal Foundation Skills

Elementary

Technology

Managing Information

1053a
I-5) 5. Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.

CO/053a
(K-6)

Students:

- demonstrate an awareness of the different types of technology available to them and of how technology affects society.

This is evident, for example, when students:

- ▲ select the appropriate technology for designing and creating a flyer for a school-sponsored event
- ▲ identify examples of technology found at home, at school, and in a business environment
- ▲ choose a career area and research how technology has changed that cluster of occupations.

6. Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks.

Students:

- describe the need for data and obtain data to make decisions.

This is evident, for example, when students:

- ▲ explain the practical uses of weather forecasting data as it relates to the farm industry
- ▲ plan a school store and determine what items might sell best
- ▲ listen to a presentation about a career area and write a report summarizing the information.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

STANDARD 3a

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Elementary

Managing Resources

Systems

:D/06 3a
(KI-7)

7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

8. Systems skills include the understanding of and ability to work within natural and constructed systems.

Students:

- demonstrate an awareness of the knowledge, skills, abilities, and resources needed to complete a task.

(D/06 3a)
(KI-7)

Students:

- demonstrate understanding of how a system operates and identify where to obtain information and resources within the system.

This is evident, for example, when students:

- ▲ describe the resources needed to inventory the art supply cabinet in the classroom
- ▲ explain the resources needed to build a simple item (e.g., footstool, sandbox).

This is evident, for example, when students:

- ▲ understand the process used to order supplies for a school store or local business
- ▲ explain the various components of the school system.

STANDARD 3a

Standard 3a—Universal Foundation Skills

Basic Skills Thinking Skills

05 3a
-1)

1. Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions. *CD/053a (KI-2)*

Students:

- listen to and read the ideas of others and analyze what they hear and read; acquire and use information from a variety of sources; and apply a combination of mathematical operations to solve problems in oral or written form.

This is evident, for example, when students:

- ▲ follow directions that involve a series of actions
- ▲ locate and use information on a wide range of topics from many different sources
- ▲ present an oral report to the class after investigating several career clusters
- ▲ record data and prepare a graph on the movement of the stock market or a particular stock
- ▲ explore ways in which geometry is used in everyday life
- ▲ solve basic problems involving integers, fractions, and decimals.

2. Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

Students:

- evaluate facts, solve advanced problems, and make decisions by applying logic and reasoning skills.

This is evident, for example, when students:

- ▲ describe the best method to evaluate customer interest in the establishment of a new product line for a business
- ▲ describe the best method to evaluate student interest in the establishment of a new school sport or club
- ▲ create a work schedule to ensure equity in employee hours and days worked
- ▲ sequence facts in a logical order to solve a problem.

Key ideas are identified by numbers (1).
 Performance indicators are identified by bullets (•).
 Sample tasks are identified by triangles (▲).

STANDARD 3a

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Personal Qualities Interpersonal Skills

0/053a
KE-3>

3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.

(0/053a
(KE-4)

4. Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.

Students:

- demonstrate an understanding of the relationship between individuals and society and interact with others in a positive manner.

Students:

- demonstrate the ability to work with others, present facts that support arguments, listen to dissenting points of view, and reach a shared decision.

This is evident, for example, when students:

- ▲ participate in a fund-raising activity in or out of school such as carwash, flower sale, etc. (refer to Regents Rule 19.6 governing student fund-raising)
- ▲ volunteer to participate in a local charitable organization's activities
- ▲ work with other students on a group project to improve one aspect of the school's operation.

This is evident, for example, when students:

- ▲ react positively to constructive criticism
- ▲ work as a member of a team toward a common goal.

STANDARD 3a

Standard 3a—Universal Foundation Skills

Technology

Managing Information

1055a
5-5) 5. Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.

Students:

- select and use appropriate technology to complete a task.

This is evident, for example, when students:

- ▲ use a telecommunications service to check current airline schedules and price information for a trip to another state or country
- ▲ use appropriate technology to present information in table/chart form
- ▲ use word processing software to make an inquiry to a business
- ▲ make a presentation explaining how technology has changed the work site.

6. Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks.

Students:

- select and communicate information in an appropriate format (e.g., oral, written, graphic, pictorial, multimedia).

This is evident, for example, when students:

- ▲ prepare a financial report showing the annual revenue and expenses of a business or club for three years and presenting that information to a group
- ▲ design a chart or graph to evaluate personal progress toward a goal or objective
- ▲ collect the necessary data from local employers to develop a speakers' bureau for their school
- ▲ given directions, correctly complete a job application.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

STANDARD 3a

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Managing Resources Systems

D/053a
KI-7)

7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

8. Systems skills include the understanding of and ability to work within natural and constructed systems.

Students:

- understand the material, human, and financial resources needed to accomplish tasks and activities.

C0/053a
(KI-8)

Students:

- understand the process of evaluating and modifying systems within an organization.

This is evident, for example, when students:

- ▲ develop a plan for a work experience (e.g., lawn mowing, snow removal, paper route) by formulating a budget, allocating equipment, and recording expenses and income
- ▲ create and follow a personal schedule to maximize the use of time.

This is evident, for example, when students:

- ▲ survey teachers to develop modifications in the school's discipline policy
- ▲ observe how customer returns have been handled in a store over a period of time and develop strategies to improve the system
- ▲ describe the functioning of a simple ecosystem.

STANDARD 3a

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes, and abilities to future career decisions.

Commencement:

0/031

KT-1)

1. Students will learn about the changing nature of the workplace, the value of work to society, and the connection of work to the achievement of personal goals.

Students:

- a • complete the development of a career plan that would permit eventual entry into a career option of their choosing
- b • apply decision-making skills in the selection of a career option of strong personal interest
- c • analyze skills and abilities required in a career option and relate them to their own skills and abilities.

This is evident, for example, when students:

- ▲ reevaluate long-range personal goals and match them to a career option*
- ▲ prepare a personal balance sheet showing an inventory of acquired skills, qualities, and experiences needed for successful employment in a career option*
- ▲ prepare a research paper that contains:
 - details of three specific jobs within the career option
 - the education and/or training level and qualifications necessary for entry-level/career-sustaining employment
 - the number of job openings in the career option
 - list of three postsecondary programs offering advanced study/training in the career option
 - entrepreneurial possibilities*
- ▲ develop resumes and letters of application and demonstrate effective interviewing techniques that could be used to gain entry into a career option*
- ▲ design a personal school-to-work plan containing specific steps/activities toward attainment of a career goal.*

STANDARD 1

Students will demonstrate how academic knowledge and skills are applied in the workplace and other settings.

Commentary

0/05 Z
CKI-1)

1. Integrated learning encourages students to use essential academic concepts, facts, and procedures in applications related to life skills and the world of work. This approach allows students to see the usefulness of the concepts that they are being asked to learn and to understand their potential application in the world of work.

Students:

- a • demonstrate the integration and application of academic and occupational skills in their school learning, work, and personal lives.
- b • use academic knowledge and skills in an occupational context, and demonstrate the application of these skills by using a variety of communication techniques (e.g., sign language, pictures, videos, reports, and technology)
- c • research, interpret, analyze, and evaluate information and experiences as related to academic knowledge and technical skills when completing a career plan.

This is evident, for example, when students:

- ▲ read a series of job descriptions or training plans of interest to identify the necessary application of academic knowledge and technical skills that are required for particular careers as well as the job outlook (decline/growth) and possible earnings*
- ▲ interview a medical specialist and develop a presentation using a variety of tools/technology to depict knowledge and skills that are required for this career*
- ▲ select several local employers as well as employers with global operations and complete a project (e.g., video, photo collage, or report) that reflects the academic knowledge and technical skills required, along with the job outlook and potential earning capacity in a competitive international marketplace*
- ▲ complete an internship which focuses on a particular career of interest (e.g., architect, electrician, or veterinarian) and develop a slide presentation to demonstrate how concepts from mathematics, science, and/or English language arts are applied in a particular career*
- ▲ work in teams to formulate a historical presentation on specific careers and demonstrate how job requirements and training are changing due to new technology
- ▲ use various forms of technology and communication techniques (e.g., a CD-ROM, a video, slide show and sign language) to describe and illustrate how societal, economic, and governmental changes may require exploring a variety of careers and developing broad-based transferable skills that are needed for gainful employment*
- ▲ produce an annual career plan that includes eight samples of their work (e.g., completed hands-on projects, reports based on internships and/or depicting various occupations) and describe why they selected the particular samples of work, and indicate possible career choices of interest*
- ▲ use effective skills and techniques in a simulated job interview.

STANDARD 2

Standard 3a—Universal Foundation Skills

Basic Skills

1. Basic skills include the ability to read, write, listen, and speak as well as perform arithmetical and mathematical functions.

Students:

- use a combination of techniques to read or listen to complex information and analyze what they hear or read; convey information confidently and coherently in written or oral form; and analyze and solve mathematical problems requiring use of multiple computational skills.

This is evident, for example, when students:

- ▲ gather and use information presented in print and electronic sources to create a research report and database
- ▲ examine a case study to evaluate whether the information contained within it is adequate to support generalizations about the topic
- ▲ participate in debates, interviews, and panel discussions
- ▲ use word processing and desktop publishing software to present information on a sales campaign
- ▲ analyze a company's balance sheet and income statement for industry-recognized ratios for assets, liabilities, and net income/loss
- ▲ order and price inventory appropriately as part of a work experience program.

Thinking Skills

2. Thinking skills lead to problem solving, experimenting, and focused observation and allow the application of knowledge to new and unfamiliar situations.

Students:

- demonstrate the ability to organize and process information and apply skills in new ways.

This is evident, for example, when students:

- ▲ provide examples of ways to alter a work schedule to allow for more job sharing among two or more employees
- ▲ evaluate a variety of options suggested, select an option, explain the reason for the selection, and provide the strategies for implementation
- ▲ recognize a problem and design steps to solve the problem
- ▲ prepare and present a report on how knowledge gained from one content area helped solve a problem in another area.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

STANDARD 3a

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Personal Qualities

Interpersonal Skills

0/033 ~ 3. Personal qualities generally include competence in self-management and the ability to plan, organize, and take independent action.
KI-3)

CD/033 ~
(KI-4)

4. Positive interpersonal qualities lead to teamwork and cooperation in large and small groups in family, social, and work situations.

Students:

- demonstrate leadership skills in setting goals, monitoring progress, and improving their performance.

This is evident, for example, when students:

- ▲ work with a local employer to establish a sales goal and devise a plan to reach that goal
- ▲ motivate other group members and demonstrate leadership skills in a student leadership organization or job experience
- ▲ give and accept constructive criticism in a group project
- ▲ evaluate decisions for legal and ethical implications
- ▲ establish a set of personal goals and record progress in attaining them.

Students:

- communicate effectively and help others to learn a new skill.

This is evident, for example, when students:

- ▲ demonstrate how to respond effectively to a dissatisfied customer
- ▲ assist in the teaching of an acquired skill in an elementary/middle school class or business environment
- ▲ provide feedback to others in a group project
- ▲ participate in a job interview.

STANDARD 3a

Standard 3a—Universal Foundation Skills

Technology

Managing Information

5/053 a 5. Technology is the process and product of human skill and ingenuity in designing and creating things from available resources to satisfy personal and societal needs and wants.

CO/053a
(KI-6)

Students:

- apply their knowledge of technology to identify and solve problems.

This is evident, for example, when students:

- ▲ evaluate why a school or business facsimile (fax) machine is not working
- ▲ take the proper steps to make an inoperative printer work
- ▲ use a software program to compile and analyze statistical data and prepare a presentation for a group
- ▲ use an integrated software program to solve a business-related problem
- ▲ prepare a report predicting how technology may change various aspects of life 50 years from now.

6. Information management focuses on the ability to access and use information obtained from other people, community resources, and computer networks.

Students:

- use technology to acquire, organize, and communicate information by entering, modifying, retrieving, and storing data.

This is evident, for example, when students:

- ▲ construct a computer-generated form to survey local employers for possible participation in a work-study program
- ▲ use graphics software to present survey findings to the student body
- ▲ use telecommunications software to access and communicate information
- ▲ use presentation graphics software which will illustrate to a group of employers the increase in work-based learning experiences
- ▲ use a computer to record and organize statistical information to assist a coach of a school athletic team.

Key ideas are identified by numbers (1).
Performance indicators are identified by bullets (•).
Sample tasks are identified by triangles (▲).

STANDARD 3a

Students will demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

Managing Resources

Systems

D/053a
(KI-7)

7. Using resources includes the application of financial and human factors, and the elements of time and materials to successfully carry out a planned activity.

Students:

- allocate resources to complete a task.

CD/053a
(KI-8)

Students:

- demonstrate an understanding of how systems performance relates to the goals, resources, and functions of an organization.

This is evident, for example, when students:

- ▲ plan a two-week activity that requires tasks to be divided among students or coworkers, including determining priorities and following timelines
- ▲ prepare a long-range budget for a school organization or hypothetical business
- ▲ complete multiple tasks for concurrent activities by adjusting personal schedules or negotiating deadlines
- ▲ work as a team to decide how resources should be allocated to accomplish a task.

This is evident, for example, when students:

- ▲ evaluate the roles or positions within an organization and make suggestions for improvement of the organization
- ▲ write a proposal for ways a company can reduce expenses
- ▲ prepare an organizational chart for a club or business
- ▲ develop a presentation using visual aids to explain how an automobile or other machine operates.

STANDARD 3a

667

Corporation's Principal(s) (i.e., the chief administrative officer of the Corporation or, if applicable, its elementary, middle, and/or high school divisions) if there is in effect an agreement between the Member and the Corporation regarding the academic and business services to be provided by the Member to the Corporation (the "Management Agreement"). As long as the Management Agreement is in effect, the Principal(s) of the Corporation or, if applicable, of its elementary, middle, and/or high school divisions shall be selected and compensated in accordance with, and his or her powers and duties shall be set forth in, the Management Agreement. Notwithstanding the forgoing, nothing in these by-laws shall be construed to authorize the Corporation to operate more than one charter school, or to operate and/or to enroll students in any grade not explicitly authorized by the Corporation's charter;

(b) To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;

(c) To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable to promote the interests of the Corporation;

(d) To carry on the business of operating the Corporation;

(e) To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

(f) To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

(g) To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;

(h) To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

Section 2. Number of Trustees.

Subject to Article IV, Section 3(d)(ii)(B)(c), the number of Trustees of the Corporation shall be not fewer than seven (7) and shall not exceed fifteen (15). The Member shall fix the exact number of Trustees, within these limits, by a resolution of the Achievement First Board. The initial number of Trustees shall be eight (8). The initial Trustees shall be designated in the Charter.

Section 3. Replacement of Trustees & Term of Office.

New York. Nothing herein shall prevent the Board of Trustees, following Disassociation, from seeking to amend these bylaws to designate another person or entity to be the Member. Achievement First and the Corporation shall execute any instruments required to effect or memorialize a Disassociation.

Section 5. Meetings. There shall be an annual meeting of the Member, which shall be held on such a date and at such a time and place as are designated by the chairperson of the Member. Special meetings of the Member may be called at any time by the Member or by the Chair of the Corporation or Secretary of the Corporation upon written request of the majority of the Board of Trustees of the Corporation.

Section 6. Annual Report. The Board shall deliver to the Member at the Annual Meeting of the Member the report required by section 519 of the Not-For-Profit Corporation Law.

Section 7. Property Interest Upon Dissolution. In the event of dissolution of the corporation, revocation or non-renewal of its charter or closure of the Corporation's school by the Charter Entity, the Member shall have no rights to any property or assets of the Corporation except pursuant to a written contract, lease, mortgage or other agreement that has been approved by the Charter Entity.

ARTICLE III

PURPOSE

Section 1. Purpose.

The purpose of the Corporation is to develop and operate a charter school.

ARTICLE IV

BOARD OF TRUSTEES

Section 1. Powers. The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, the Charter, Provisional Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate direction and control.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

- (a) To select and remove Officers, agents and employees of the Corporation, to prescribe powers and duties for them, and to fix their compensation; provided, however, that the foregoing shall not apply to the selection and compensation of the

Corporation Law as modified by the New York State Education Law necessary to ensure compliance with and adequate performance under these Bylaws, and except as set forth in these By-laws has all powers, rights and privileges accorded under New York law, including, but not limited to, the right to approve amendments to the Corporation's Charter, and to approve any merger, consolidation, sale of substantially all assets, liquidation or dissolution.

Section 4. Disassociation. If either the Member or the Corporation terminates the Management Agreement (as defined in Article IV, Section 1(a)) (in accordance with the terms therein), Achievement First shall cease to be the Member of the Corporation (such cessation, a "Disassociation"). In addition, the Corporation may effect a Disassociation by the unanimous affirmative vote of those Trustees who are not officers of Achievement First ("Achievement First Officer"), or Directors or employees of the Member (or any of its present and future affiliates, subsidiaries and parents); provided, however, that in the case of Trustees who are also Trustees of other charter schools managed by Achievement First, but who are not also Officers, Directors, or employees of Achievement First or any of its present or future affiliates, subsidiaries or parents, the affirmative vote of such Trustees will be required in order to effect a Disassociation.

(b) The Disassociation shall occur on the effective date of termination of the Management Agreement, or, if the result of a Trustee vote, as of the date specified in the Board resolution authorizing such Disassociation (or, if no such date is specified in the Board resolution, as of the date of the Board resolution) (the "Disassociation Date").

(c) On the Disassociation Date: (i) all of the rights and obligations of Achievement First under these Bylaws shall automatically terminate; (ii) the term of each Trustee who is an Officer, Director or employee of Achievement First shall end; (iii) Article II, Section 1, shall be deemed amended to read: "Members. The Corporation shall have no members. The rights which would otherwise vest in the members vest in the Corporation's Board of Trustees, acting as a body (the "Board" or the "Board of Trustees" and a member thereof, as a "Trustee") Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees;" (iv) Article II, Section 2 shall be deemed deleted in its entirety; (v) all powers allocated in these Bylaws to the Member shall be vested in the Corporation or the Board of Trustees as appropriate; and (vi) wherever necessary to effectuate the foregoing purpose of substituting the Corporation or Board of Trustees in place of Achievement First as the Member in the event of a Disassociation, references to the Member acting by "a vote of a majority of the Achievement First Directors then in office, whether or not the number of Directors in office is sufficient to constitute a quorum, or by the sole remaining Director" shall be deemed amended to read "a vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee."

(d) The changes to these Bylaws effected by this Article II, Section 4 shall take place automatically, on the Disassociation Date, and shall not require a vote of the Board of Trustees, nor further approval by the Board of Trustees of the State University of New York (the "Charter Entity"), nor approval by the Board of Regents of the State of

BY-LAWS
OF
ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL

(Adopted _____)

ARTICLE I

NAME

Section 1. Name. The name of the Corporation is the Achievement First Brownsville Charter School (the "Corporation").

ARTICLE II

MEMBER

Section 1. One Member. The Corporation shall have one member (the "Member"), Achievement First, Inc. ("Achievement First"), a not-for-profit corporation organized under the laws of the State of Connecticut and authorized to do business in the State of New York.

Section 2. Member Actions. (a) Unless otherwise provided in these Bylaws, the Corporation may rely on the actions of Achievement First's President, or the actions of an individual the Achievement First President has designated in writing, as being the actions of the Member for all purposes, including the giving or receiving of approvals, consents or notices and the authorization of representatives of the Member. The Board of Directors of Achievement First (the "Achievement First Board," and a member thereof, an "Achievement First Director") shall exercise the Member's membership rights, powers and responsibilities.

(b) Unless otherwise provided in these Bylaws, the Member acts in its sole discretion.

(c) Where these Bylaws provide that a Member decision requires action by the Achievement First Board, the Corporation will receive evidence of that Board action in the form of a certified resolution. That certified resolution shall be deemed delivered to the Corporation on the earlier of (i) three days after being mailed, and (ii) when delivered by hand or transmitted by electronic mail or by facsimile, to the Chair of the Corporation's Board of Trustees (the "Board" or the "Board of Trustees," and a member thereof, a "Trustee").

Section 3. Other Actions. In addition to those actions expressly provided for in these Bylaws and subject to the provisions of these Bylaws, the Member may take any other actions not inconsistent with these Bylaws and/or the provisions of the Corporation's charter agreement with the Board of Trustees of the State University of New York (the "Charter"), provisional charter issued by the Board of Regents (the "Provisional Charter") and Not-For-Profit

(a) Election. The Board shall elect Trustees by vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee, if a vacancy exists as a result of (1) an increase in the size of the Board pursuant to Section 2 of this Article IV or (2) removal of a Trustee by the Member pursuant to Section 4 of this Article IV. The Member shall elect Trustees by vote of a majority of the Achievement First Directors then in office, whether or not the number of Directors in office is sufficient to constitute a quorum, or by the sole remaining Director, if a vacancy exists as a result of (1) expiration of a Trustee's term of office in accordance with Section 3(e) of this Article IV, (2) resignation by a Trustee in accordance with Section 5 of this Article IV, (3) death or incapacity of a Trustee or (4) removal of a Trustee by the Board pursuant to Section 4 of this Article IV.

(b) Eligibility. The Member or the Board, as applicable, may elect as a Trustee any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively, and fulfill the qualifications for trustees set forth in the Charter; provided, however, that such election shall be subject to the approval of the Charter Entity. Following election of a Trustee by the Member or the Board, as applicable, the Corporation shall provide the Charter Entity with notice of the proposed Trustee.

(c) Parent Representative. One Trustee shall be a representative of the parents of the children attending the Achievement First Brownsville Charter School (the "Parent Representative"), and shall be selected by the Member by vote of a majority of the Achievement First Directors then in office, whether or not the number of Directors in office is sufficient to constitute a quorum, or by the sole remaining Director.

(d) Restrictions.

(i) Subject to Article IV, Section 3(d)(ii), no more than 40% of the persons serving as Trustees at any one time may be officers, directors or employees of a single organization. For purposes of this Article IV, Section 3(d)(i), only, Achievement First and its present and future affiliates, subsidiaries and parents shall be considered a single organization; provided, however, that, notwithstanding the foregoing provision, a Trustee of a school managed by Achievement First shall not be considered an Officer, Director or employee of Achievement First or its present or future affiliates, subsidiaries or parents if that Trustee would not be considered an Officer, Director or employee of Achievement First or its present or future affiliates, subsidiaries or parents absent his or her service as a Trustee of one or more other schools managed by Achievement First;

(ii) If the Corporation has engaged a charter management entity to provide comprehensive management services to the Corporation pursuant to a contract between such entity and the Corporation:

(A) If such entity is a for-profit entity, no Trustee may be an employee, director, officer, agent of, or individual otherwise affiliated with, such entity and/or any related entity, nor a sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person;

(B) If such entity is a not-for-profit entity, (i) no more than two (2) Trustees may be affiliated with such entity or be sisters, brothers, ancestors, descendants, spouses, sisters-in-law, brothers-in-law, daughters-in-law, sons-in-law, mothers-in-law or fathers-in-law of any such people in (A); and (ii) one (1) such Trustee's affiliation is limited to serving as director of such entity; provided, further, that

(a) if the management contract between the charter management entity and the Corporation is terminated by either party, the term of any such Trustees shall end, and shall constitute grounds for removal of such Trustee by vote of a majority of the entire Board;

(b) no such Trustee shall hold the Office of Chair or Treasurer;

(c) when the Board has proper grounds to go into executive session pursuant to the Open Meetings Law, and the Board is to discuss or vote upon an issue related to the not-for-profit management company or entity, the personnel of such company or entity, or such person(s), the Board may, after such Trustee(s) has had an opportunity to fully address the Board, continue such executive session outside of the presence of such Trustee(s), and

(d) if there are two (2) such Trustees, the total number of Trustees of the Corporation shall be no less than seven (7), and if there is one (1) such Trustee, the total number of Trustees of the Corporation shall be no less than six (6);

(iii) No Trustee may be a person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise, provided however, that, individuals compensated by a charter management entity currently providing services to the Corporation for a fee, shall not, by virtue of that fact alone, be deemed among those persons "currently being compensated;" and

(iv) No Trustee may be a sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any person rendered ineligible to be a Trustee by part (d)(ii).

(e) Term of Office.

(i) The initial term of office of the Parent Representative shall expire at the next annual meeting of the Trustees or upon graduation, expulsion or withdrawal of his or her child from the Corporation's school. Thereafter, subject to the foregoing conditions, the term of office of the Parent Representative shall be one (1) year.

(ii) (A) Trustees shall be divided into three classes for the purpose of staggering their terms of office. Classes shall be as nearly equal in number as possible. (B) The initial terms of office of such Trustees shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of the foregoing designated terms, the term of each Trustee other than the Parent Representative shall continue for three (3) years.

(iii) Subject to Article II, Section 4(ii) and other provisions of these Bylaws, a Trustee ceases to be a Trustee automatically when his or her term expires; provided, however, that if a Trustee's successor has not been elected by the end of the Trustee's term, the Member may (but is not obligated to) request that the Trustee whose term has expired continue to serve for the shorter of (A) six months and (B) the time until his or her successor has been elected. When such successor is elected, his or her term shall be treated as though he or she was filling a vacancy.

(iv) Subject to Article II, Section 4(ii) and other provisions of these Bylaws, the term of office of a Trustee elected to fill a vacancy begins on the date of the Trustee's election, and continues: (A) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee or (B) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized; provided, however, that with respect to this clause (B), such term shall not extend beyond three (3) years.

(v) Subject to Article II, Section 4(ii) and other provisions of these Bylaws, a Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, to these Bylaws, or from other Board action.

Section 4. Removal of Trustees. A Trustee may only be removed for cause in accordance with the Education Law and the Not-For-Profit Corporation Law. Either (1) the Board by vote of a majority of the Trustees then in office, whether or not the number of Trustees

in office is sufficient to constitute a quorum, or by the sole remaining Trustee, or (2) the Member by vote of a majority of the Achievement First Directors then in office, whether or not the number of Directors in office is sufficient to constitute a quorum, or by the sole remaining Director, may remove a Trustee for cause. Cause for removal of a Trustee shall include, but shall not be limited to:

- (a) failure to perform his or her duties and obligations to the Corporation in any material respect, including, without limitation, failure to attend 50% or more of Board meetings in any 12-month period;
- (b) failure to take all reasonable actions necessary to cause the Corporation to comply with material provisions of these Bylaws or the Charter;
- (c) engaging in willful misconduct, fraud, dishonesty or gross negligence that is injurious, monetarily or otherwise, to the Corporation or its Member; and
- (d) commission of any felony or any crime involving moral turpitude.

Section 5. Resignation by Trustee.

A Trustee may resign by giving written notice to the Board Chair. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

Section 6. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, or upon a Trustee's death or incapacity. A vacancy is also deemed to exist upon the increase of the authorized number of Trustees.

Section 7. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

ARTICLE V

PRINCIPAL OFFICE

Section 1. Office. The Corporation's principal office shall be at the following address: Achievement First Brownsville Charter School, c/o: [address to be determined]; or at such other place as the Board may select by resolution or amendment of the Bylaws. The Chair shall note any change in office on the copy of the Bylaws maintained by the Chair.

ARTICLE VI

MEETINGS OF THE BOARD

Section 1. Place of Meetings. Board meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

Section 2. Annual Meetings. An Annual meeting shall be held on the third Monday of July of each year, unless an alternative date is established by the Board, for the purpose of electing Officers, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

Section 3. Regular Meetings. A minimum of five regular meetings shall be held each year on the third Monday of every other month, unless an alternative schedule is established by the Board, for the purpose of electing Officers, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

Section 4. Special Meetings. A special meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one-half of the entire Board.

Section 5. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

Section 6. Notices. (a) Notices to Trustees of Board meetings shall be given as follows:

(i) Annual meetings and regular meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings.

(ii) Special meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

(b) Notices to the public of Board meetings shall be given in accordance with Article 7 of the Public Officers Law.

Section 7. Waiver of Notice. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Chair shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

ARTICLE VII

ACTION BY THE BOARD

Section 1. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

Section 2. Action by the Board.

(a) Actions Taken at Board Meetings. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board; provided, however, that, unless otherwise prescribed by these bylaws, a Trustee who is not permitted to vote on a matter may nonetheless be counted for purposes of obtaining or maintaining a quorum. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

(b) Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board meeting of the Corporation. To the extent permitted by Article 7 of the Public Officers Law, Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Trustees participating by means of videoconferencing shall do so from a site at which the public may attend, listen, and observe. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than those in-person or participating by live video-conferencing shall not vote and shall not be counted toward the quorum.

Section 3. Committees.

(a) Appointment of Committees. The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such committees. A Board Committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the Chair of the Board.

(b) Standing Committees. The Board shall have the following standing committees: (i) an Executive Committee (consisting of a minimum of five members), chaired by the Chair of the Board, (ii) a Finance and Audit Committee, chaired by the Treasurer and (iii) an Education and Accountability Committee. The chair and additional members of the Education/Accountability Committee and the additional members of the Executive and Finance Committees shall be appointed by the Chair of the Board.

(c) Authority of Board Committees. The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- (i) Filling vacancies on any committee which has the authority of the Board;
- (ii) The fixing of Trustee compensation for serving on the Board or on any committee;
- (iii) The amendment or repeal of Bylaws or the adoption of new Bylaws; and

(iv) The appointment of other committees of the Board, or the members of the committees.

(d) Quorum. A majority of an entire Committee shall constitute a quorum for the transaction of any business or of any specified item of business.

(e) Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

(f) Committee Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Committee meeting of the Corporation. To the extent permitted by Article 7 of the Public Officers Law, Committee members participating by means of video-conferencing may be counted toward achieving a quorum. Committee members participating by means of videoconferencing shall do so from a site at which the public may attend, listen, and observe. Once a quorum is present, additional Committee members may participate in a Committee meeting through conference telephone or similar communication equipment, provided that all Committee members participating in such meeting can hear one another and there is no objection from any Committee member or any person in the public audience. Committee members other than those in-person or participating by live video-conferencing shall not vote and shall not be counted toward the quorum.

Section 4. Standard of Care.

(a) Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

(b) Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

(i) One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;

(ii) Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

(iii) A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that

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degree of care specified in Subsection 4(a) of this Article VII, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

(c) Investments. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Subsection 4(a) of this Article VII and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction and control of the Board.

Section 5. Participation in Discussions and Voting. Except as otherwise provided in these Bylaws, every Trustee has the right to participate in the discussion and vote on all issues before (i) the Board or (ii) any Board Committee of which a Trustee is a member, provided, however, that any Trustee shall be excused from the discussion and vote on any matter involving indemnification of that Trustee uniquely.

Section 6. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board.

ARTICLE VIII

OFFICERS

Section 1. Officers. The officers of the Corporation (the "Officers") shall consist of a chair (the "Chair"), a vice chair (the "Vice Chair"), a treasurer (the "Treasurer") and a secretary (the "Secretary"). The Corporation also may have such other Officers as the Board deems advisable, and the Corporation may change the powers and duties of the Officers by vote of the Board.

(a) Chair. The Chair shall have the general responsibility for organizing and leading the Board's oversight of the affairs of the Corporation. If present, the Chair shall preside at Board meetings.

(b) Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions.

(c) Treasurer. The Treasurer shall: (i) serve as Chair of the Finance Committee; (ii) communicate with and oversee duties of the School Business Manager, who shall: (A) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements, (B) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates, (C) disburse or cause to be disbursed the Corporation's funds as the Board directs, (D) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account

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of the Corporation's financial transactions and financial condition, and (E) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (iii) report to the Board regarding financial matters and, if the School Business Manager is not present at Board meetings, on behalf of the School Business Manager; and (iv) make or cause to be made the books of account available at all times for inspection by any Trustee.

(d) Secretary.

(i) The Secretary, acting personally or by delegation to an employee of the Corporation, shall (A) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (B) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (C) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (D) have such other powers and perform such other duties as the Board may prescribe.

(ii) The Secretary, acting personally or by delegation to any Officer or to the School Principal, shall have custody of the corporate seal and shall have authority to affix the corporate seal to any instrument requiring it. When so affixed, the seal may be attested by the person affixing it. The Board may give general authority to any other Officer or to the School Principal to affix the seal of the Corporation and to attest the fixing by his or her signature, and the School Principal may temporarily delegate his or her authority, if any, so to affix and attest, to any other employee during the School Principal's absence.

Section 2. Election, Eligibility and Term of Office.

(a) Election. The Board shall elect the Officers annually at the annual meeting or a regular meeting designated for that purpose or at a special meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

(b) Eligibility. A Trustee may hold any number of offices, except that the Treasurer may not serve concurrently as the Chair and the Chair may not serve concurrently as the Secretary.

(c) Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

Section 3. Removal and Resignation. Subject to Article IV, Section 1(a), the Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at

any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE IX

NON-LIABILITY OF TRUSTEES

Section 1. Non-Liability.

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE X

INDEMNIFICATION OF CORPORATE AGENTS

Section 1. Indemnification.

The Corporation may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by § 721 through § 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Trustee, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE XI

SELF-DEALING AND CONFLICT OF INTEREST

Section 1. Self-dealing.

The Corporation shall not, and the Trustees shall not, engage in any act of self-dealing (as defined in section 4941(d) of the Internal Revenue Code). Unless a different result is required by law, a transaction which is part of a public or charitable program of the Corporation and results or may result in a benefit to one or more Trustees or the relative of one or more Trustees because they are in a class of persons intended to be benefited by the program, is not a self-dealing transaction if the benefit or potential benefit to the Trustee or the Trustee's relative is fully disclosed and the transaction is approved or authorized by the Board (without votes of the Trustees so benefited or whose relatives are so benefited), in good faith and without favoritism.

Section 2. Conflict of Interest. (a) Any Trustee having a personal interest in a contract or transaction presented to or discussed by the Board or any Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. For the purpose of this section, a person shall be deemed to have a "personal interest" in a contract or transaction if he or she (i) is the party (or one of the parties) contracting or dealing with the Corporation, or (ii) is a director, trustee, officer or employee of, or has a financial interest in, the entity contracting or dealing with the Corporation, or (iii) is a sister, brother, ancestor,

descendant, spouse, sister-in-law, brother-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of a person described in "i" or "ii."

(b) Such disclosure shall include all relevant and material facts known to the Trustee about the contract, transaction or the Trustee's personal interest that may reasonably be construed to place the Trustee in a position of conflict with the Corporation's interest.

(c) The body to which such disclosure is made shall thereupon determine whether a conflict of interest exists. Such determination is a quasi-judicial determination within the meaning of Article 7 of the Public Officers law, and shall therefore be made in executive session, by majority vote, not including the vote of the potentially conflicted Trustee, who shall also not be present during discussion nor be privy to the voting.

(d) If the body determines that a conflict exists, the conflicted Trustee shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion).

(e) The minutes of the meeting shall reflect the disclosure made, the numerical vote, including abstentions (but not the names of those who voted for and against or who abstained) on whether a conflict existed and, where a conflict is found to exist, the fact that the conflicted Trustee did not use his or her personal influence on, and was not present during the discussion or deliberations with respect to, such contract or transaction (other than for the purpose of presenting factual information or responding to questions prior to the discussion).

(f) The Board may adopt: (i) additional safeguards to protect the Corporation from conflicts of interest, which may be more stringent than, but may not be less stringent than, the ones set forth in this section; (ii) formal policies requiring regular annual statements from Trustees regarding existing and potential conflicts of interest; and (iii) corrective and disciplinary actions with respect to transgressions of such policies.

ARTICLE XII

OTHER PROVISIONS

Section 1. Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

Section 2. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

Section 3. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation shall be signed by two of the following individuals: the Chair of the Board, the School Principal, the School Business Manager and the Treasurer.

Section 4. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

Section 5. Charter Prevails. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XIII

AMENDMENT

Section 1. Amendment.

These Bylaws may only be amended or repealed by vote of a supermajority of 75 percent of the entire Board; provided, however, that any material change to these Bylaws shall require the approval of the Board of Trustees of the State University of New York.

CERTIFICATE OF THE CHAIR

The undersigned does hereby certify that the undersigned is the Secretary of the Charter School, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

_____, Secretary

Dated: _____



Compliance with Freedom of Information Law (FOIL)

Achievement First Brownsville Charter School shall be subject to the Article 6 of the New York Public Officers Law, pursuant to Education Law § 2854(1)(e).

Requests for public information must be in writing and submitted to the Achievement First Brownsville Charter School's Records Access Officer who shall be designated by the Principal. Upon the receipt of a request for school records and information, the request will be responded to in the following manner: Within five business days of receipt of a written request, Achievement First Brownsville Charter School will, depending on the requested information, either make the information available at the Achievement First Brownsville Charter School's principal location during normal business hours to the person requesting it, deny the request in writing, or provide a written acknowledgment of receipt of the request that supplies an approximate date for when the request will be granted or denied. If the request is granted, in whole or part, but the records are unable to be produced within 20 days, the Records Access Officers will provide a written response to the person requesting information which will include a reason for delay and date certain the records will be produced. A FOIL notice will be posted in the school's main office, and will contain the names of Record Access Officer, who will be appointed by the Principal, and the Records Appeal Officer, who will be a member of the school's board of trustees.

If the person requesting information is denied access to a record, he or she may, within 30 days, appeal such denial to the Principal or his or her designee (such designee shall not also serve as the School Records Access Officer). Upon timely receipt of such an appeal, the Achievement First Brownsville Charter School will, within 10 business days of the receipt of the appeal, fully explain, in writing, the reasons for further denial or provide access to the record(s) sought. Achievement First Brownsville Charter School also will forward a copy of the appeal, as well as its ultimate determination, to the New York State Committee on Open Government.

In the event an appeal for records is denied, the person requesting the information may bring a proceeding for review of such denial in pursuant to Article 78 of the Civil Practice Law and Rules.

Achievement First Brownsville Charter School may deny access to requested records for one or more of the following grounds:

- Such records are specifically exempted from disclosure by state or federal statute;
- Such access would constitute an unwarranted invasion of personal privacy;
- Such records, if disclosed, would impair present or imminent contract awards or collective bargaining negotiations;
- Such records are trade secrets or are submitted to the Achievement First Brownsville Charter School by a commercial enterprise or derived from information obtained from a commercial enterprise and which if disclosed would cause substantial injury to the competitive position of such enterprise;
- Such records are compiled for law enforcement purposes and which, if disclosed, would meet the conditions set forth in Public Officers Law § 87(2)(3);
- Such records, if disclosed, would endanger the life or safety of any person;

- Such records are computer access codes;
- Such records are inter-agency or intra-agency materials that are not statistical or factual tabulations of data, instructions to staff that affect the public, or a final policy or external audits.
- Examination questions or answers

Achievement First Brownsville Charter School shall maintain: a record of the final vote of each trustee in every proceeding in which the trustees vote; a record setting forth the name, public office address, title and salary of every officer or employee of the education corporation; and a reasonably detailed current list, by subject matter, of all records in the Education Corporation's custody or possession.

Achievement First Brownsville Charter School may charge a copying fee for each page requested to be copied. The fee can be no more than the fee allowed by State law.

Compliance with Open Meetings Law

The Achievement First Brownsville Charter School shall be subject to Article 7 of the New York Public Officers Law, pursuant to Education Law § 2854(1)(e). The School's Board of Trustees meetings and Trustee committee meetings shall be open to the general public.

Public Notice

1. A calendar of all board meeting dates will be posted at the Achievement First Brownsville Charter School at all times.
2. Achievement First Brownsville Charter School will provide notice of the time and place of any board meeting that is *scheduled at least one week in advance* to the news media and shall conspicuously post such notice in one or more public locations at least 72 hours in advance of the scheduled meeting.
3. Achievement First Brownsville Charter School will provide notice of the time and place of any board meeting that is *scheduled less than one week in advance* to the news media (to the extent practicable) and shall conspicuously post such notice in one or more public locations at a reasonable time in advance of the scheduled meeting. To the extent possible, the School will publicly post notices of Board of Trustees meetings immediately after each meeting date is determined.
4. Trustees may participate in board meetings in person or by videoconferencing. Achievement First Brownsville Charter School Board of Trustees shall provide an opportunity for the public to attend at any site where a member participates. If videoconferencing is to be used, then the public notice must say so, identify the locations from which members will participate, and state that the public has a right to attend at any of these locations.

Minutes of Meetings

1. The Secretary of the Achievement First Brownsville Charter School Board of Trustees will take minutes at all open sessions, including board and committee meetings. All minutes will contain the date of the meeting, a summary of all motions, proposals, resolutions and any other matter formally voted upon as well as a record of how each board member voted.
2. Minutes from open meetings will be made available to the public within two weeks of the meeting date. Minutes from executive sessions will be available within one week. Minutes will be available at the School.

Executive Sessions

Achievement First Brownsville Charter School shall conduct all executive sessions as part of an open meeting; they are not considered separate meetings per se. An executive session may be called via motion and majority vote by the Board of Trustees to enter an executive session. The motion must specifically identify the general area or areas of the subjects to be considered. All Board members may participate in executive sessions, and the Board may authorize others to attend as well. In no case shall public funds be appropriated during an executive session.

An executive session shall only be conducted by the Board of Trustees for one or more of the following matters:

1. Matters which will imperil the public safety if disclosed;
2. Any matter which may disclose the identity of a law enforcement agent or informer;
3. Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed;
4. Discussions regarding proposed, pending or current litigation;
5. When such law applies to charter school employees, collective negotiations that are within the scope of Article 14 of the Civil Service Law;
6. The medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation;
7. The preparation, grading or administration of examinations; and
8. The proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value.

Exemptions

The following matters are exempted from the Open Meetings Law and therefore need not be discussed at open meetings:

- Judicial or quasi-judicial proceedings (for example, suspension hearings and employee grievance hearings); and
- Any matter made confidential by State or federal law (for example discussions regarding a particular student's records or children with handicapping conditions in violation of the federal Family Educational Rights and Privacy Act).

Enforcement

Any individual wishing to report a violation of the New York State Open Meetings Law has standing to bring a proceeding in accordance with Article 78 of the Civil Practice Law and Rules and/or action for declaratory or injunction.

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PERSONNEL HANDBOOK

Draft 2008-2009

INTRODUCTION

This Personnel Handbook ("Handbook") is designed to provide you with information about the employee benefits and personnel policies and procedures for Achievement First and Achievement First schools. The policies in this handbook specifically apply to Amistad Academy, Elm City College Preparatory School, Achievement First Crown Heights Charter School, Achievement First East New York Charter School, Achievement First Bushwick Charter School, Achievement First Endeavor Charter School, and Achievement First, Inc. The Handbook will use the term "School" throughout this Handbook, and unless otherwise noted, the term School applies to all the schools listed above. In addition, unless otherwise noted, the School policy also applies to Achievement First staff.

This Handbook replaces any and all previously issued personnel policies and memoranda, and supersedes any inconsistent verbal or written descriptions of the School's personnel policies, including verbal descriptions of the School's benefits. The Handbook applies to all employees, though some items apply only to specific categories of employees, as indicated.

The School does not intend by this manual to create any contractual obligations, express or implied, on the part of the staff or the School. The School retains the sole right to interpret the manual's provisions.

The Handbook describes many of your responsibilities as an employee and outlines the programs developed by the School to benefit employees. The Achievement First network is built on its people, and we rely on you to deliver consistently the highest quality work possible. In turn, our objective is to provide an environment that is conducive to both personal and professional growth.

No personnel handbook can anticipate every circumstance or question about personnel policies. We will address situations as we become aware of them, and we expect and encourage you to bring to our attention any employment issues that need to be addressed. Please feel free to speak your School's or Achievement First's Operations staff about any questions, comments, or concerns you have about your employment.

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EMPLOYMENT POLICIES AND PROCEDURES

Equal Opportunity Employer

It is the School's policy to provide equal employment opportunities to all applicants for employment and employees. The School does not discriminate based on an individual's race, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, veteran status, sexual orientation, age, sex, or on any other classification protected by law.

This policy governs all aspects of employment at the School, including hiring, assignments, training, promotions, compensation, employee benefits, discipline, discharge, and all other terms and conditions of employment. Further, the School will reasonably accommodate an individual's physical or mental disability when appropriate. Questions about reasonable accommodations should be directed to the director of school operations.

Employment Categories

Each employee is categorized as full-time or part-time, and as exempt or non-exempt and certain employees are designated as temporary employees. In addition, certain individuals who are not employees of the School but who nevertheless work on premises, such as independent contractors and employees of the local school district or board of education, also are expected to comply with the terms and conditions of this Handbook to the extent that the Handbook sets standards of conduct for individuals who work on premises.

At-Will and Contract Employees

Unless expressly agreed to in writing by the principal, all School employees are employed on an "at will" basis. This means that either you or the School may terminate the employment relationship at any time, with or without notice. No one at the School, other than with the express written consent of the principal, may enter into any agreement for employment for a specific period of time.

Full-Time/Part-Time

The School categorizes all employees as either full- or part-time. Please note that the School's employee benefit plans may adopt different definitions.

FULL-TIME employees are regularly scheduled to work 30 hours or more per week.

PART-TIME employees are regularly scheduled to work fewer than 30 hours per week.

The employee benefit plans applicable to School employees may define "full-time" and "part-time" differently for purposes of determining eligibility for benefits and for purposes of benefit administration. In such circumstances, the definitions contained in the applicable benefit plans shall govern.

Exempt /Non-Exempt

In accordance with applicable labor laws, the School categorizes each employee as exempt or non-exempt for purposes of federal wage and hour laws. The School will inform you at the time of hire whether you are exempt or non-exempt. Exempt employees are, generally, faculty, professional and administrative staff. The School pays exempt employees on a salary basis. Exempt employees do not receive overtime pay. They are expected to spend as much time on task as is required to perform their duties. Non-exempt employees are, usually, paid an hourly fixed wage. Non-exempt

employees are entitled to receive extra pay for approved overtime work, in accordance with both the applicable law and the School's overtime policy.

Temporary Employees

From time to time, the School may hire certain employees on a temporary basis, usually for a period of four months or less. Temporary employees may be full-time or part-time. Unless required by law, temporary employees are not eligible for the benefits described in this Handbook.

Independent Contractors and Other Non-School Employees

The School also occasionally uses independent contractors and non-School employees (e.g., School District/Board of Education employees) to perform certain services. Independent contractors and employees of other entities such as the Board of Education are not employees of the School and this Handbook does not apply to them, except to the extent that they shall be required to conduct themselves in accordance with the School's conduct standards. Similarly, they are not eligible for the benefits described in this Handbook.

Employment Eligibility

Immigration Reform and Control Act

Under federal immigration law, each employee hired must provide certain documentation and complete an "I-9" form demonstrating that he or she is authorized to work in the United States. Failure to provide such documentation in a timely manner will require discharge of the employee.

Should an employee subsequently become unauthorized to work, the law requires that he or she must be discharged pending receipt of additional documentation demonstrating an extension of the authorization to work in the United States.

Background Check and Fingerprinting

Every School employee, long-term volunteer, and contractor will be subject to fingerprinting and a criminal background check in accordance with applicable state and city laws and regulations. Individuals must comply with any related processing procedures and must provide all required information. Failure to do so may result in termination.

Certification

To the extent required by state law, it is the responsibility of all School employees to acquire the necessary teaching or administrative certification as it may pertain to their current position. Unless otherwise agreed upon in writing between the employee and the School, the costs of gaining certification, including the costs of all tests, courses, or application fees, are the responsibility of the individual employee. The School can be a helpful resource in guiding employees through the certification process. It is, however, the individual employee's responsibility to work toward achieving and maintaining his or her certification status.

Maintaining and Updating Personal Data

All employees are required to complete all applicable federal and state tax withholding forms. Failure to file such documentation with the School will result in the employee not being paid.

Employees must also promptly notify the director of school operations of any changes in personal data. Marital status, personal mailing addresses, telephone numbers, number and names of dependents, beneficiaries, tax-withholding information, individuals to be contacted in the event of an emergency, educational accomplishments, and other such personal data must be accurate and current at all times. The School will maintain the confidentiality of such information in accordance with applicable law.

Employee Departures

Terminations and Resignations

We hope that your stay with us will be long and productive, however, in the event that you resign or your employment is terminated, you should know what to expect and what we expect of you. When your employment has been terminated or you resign from your employment, we may request that you make an appointment for an Exit Interview with the appropriate administrative personnel to discuss your employment and administrative issues.

You must return all keys, records, files, supplies, equipment, or any other School property at the time of termination or resignation.

Employee References

All outside inquiries regarding employment references for current or former School employees must be directed to the principal or director of school operations.

Hours of Work and Pay

Paydays

The School pays all employees on a twelve (12)-month year, regardless of whether they work summers. Usually, employees are paid on Fridays (every other week). The payment represents compensation for the time worked through the Saturday prior to the pay date. When a payroll falls on a holiday, payroll will usually occur on the first regular business day after the holiday.

Direct Deposit of Paychecks

For ease of administration the School prefers to directly deposit paychecks to its employees. In order to ensure proper direct deposits, please sign an authorization form and provide a blank voided personal check to the director of school operations. Direct deposit will take place as soon as possible after the first payroll submission of this data.

Work Schedule

School employees' work schedules vary depending upon position, may vary from time to time, and are set by the principal and Achievement First policy. Employees generally work the schedules described below.

Faculty work at the School for the days noted in the School calendar as school days, on specifically designated meeting days, as well as any other times that may be required by the School.

Non-faculty employees work schedules set by the director of school operations and principal. Their work schedules may or may not coincide with the academic calendar.

Hours of Work

All School employees are required to work the hours set forth below, and to abide by the School's applicable absence and attendance policies, as set forth in a separate section of this Handbook.

Faculty Hours

All teachers, counselors, teacher's aides, and paraprofessionals need to be in the building from 7:15 a.m. to 4:00 p.m., and also in attendance for all applicable School functions, such as Report Card nights, parent-teacher conferences, awards ceremonies, etc. Although the base hours are 7:15 a.m. to 4:00 p.m., teachers will regularly need to stay after 4:00 p.m. for meetings, parent conferences, student tutoring, and other events. It is the expectation of the school that teachers are available for meetings and other professional duties after 4:00 p.m. daily and at other times as necessary.

Non-Faculty Academic Year Hours

The core school day for the children is from 7:15am to 4:00 p.m., though many students will stay until 5:00 or later daily. During the academic year, non-faculty will work different hours depending upon their position and job duties. Non-faculty employees should contact the director of school operations with questions about work hours.

Summer Hours

During the summer, non-faculty employees work regular hours unless otherwise instructed by the director of school operations.

Timekeeping (Non-Exempt Employees Only)

Accurately recording time worked is the responsibility of every non-exempt employee. Non-exempt employees are required to record their work hours daily at the time they begin and end their work. Non-exempt employees maintain accurate times sheets using the "Achievement First Timesheet" forms provided in the School's main office. Timesheets should be turned into the director of school operations every Friday or on the employee's last day of work each week.

It is essential that all non-exempt employees actually record their hours of work. Employees also must log out before they leave for personal reasons. False statements or signing on behalf of another employee is grounds for immediate dismissal.

Failure to comply with the School's time-keeping rules will forfeit an employee's automatic payroll deposit and/or may lead to disciplinary action, including immediate dismissal.

Overtime Procedure (Non-Exempt Employees Only)

Overtime work is an infrequent occurrence at the School. The nature of overtime is that it sometimes is needed with little or no advance notice. Accordingly, employees must maintain flexibility in order to be available for overtime assignments.

Overtime Authorization

An employee's supervisor must approve all overtime before the overtime is worked. Overtime charges must be reported on employee time sheets and a signature must be obtained from the appropriate supervisor. Failure to comply with this policy will lead to disciplinary action.

Overtime Pay

Overtime compensation is paid to all non-exempt employees in accordance with applicable wage and hour requirements. Overtime is normally paid at the rate of 1-1/2 times an employee's equivalent hourly rate for time worked over 40 hours in any workweek. In calculating hours worked for purposes of overtime pay, break periods are considered part of the workday, but lunch periods are not. The School's workweek runs from Sunday through Saturday. If it is necessary to ask an employee to come in on a weekend day or a School holiday, the employee will be paid for at least 4 hours, even if he/she works less than 4 hours.

Compensatory Time Off

Compensatory time off is not allowed in lieu of overtime pay.

EMPLOYEE BENEFITS

Health and Welfare Benefits

The School provides a variety of health and welfare benefits to eligible employees. Details of these plans, including all terms and conditions and employee eligibility requirements, are governed by the applicable plan documents and relevant summary plan descriptions. Copies of these materials are available from the director of school operations.

The School reserves the right to amend, interpret, modify or terminate any of its employee benefits programs without prior notice. The Plan Administrator of each of the School's employee benefit plans has the power and authority to construe and interpret the terms of the plan, to make all factual determinations, and to amend or terminate such plans. In the event that there are any conflicts between the actual plan documents and the descriptions provided below, the actual plan documents shall apply. Employees will be notified in writing of any material changes to the plans. Unless otherwise specified, the following benefits programs apply only to full-time employees.

The School's health and welfare benefits, which are subject to change, currently include the following benefits:

Health Insurance

The School currently provides all eligible employees with individual health insurance. If you would like to add a dependent or spouse under your medical coverage, you have the option to buy into our group plan at a reduced cost. Currently, our plan calls for employees to pay 0 percent of the monthly premium cost of individual (employee only) coverage. While we will endeavor to keep benefits strong and costs low, the amount that each employee will have to contribute for both individual and dependent/spouse coverage and the type of health plan/benefits offered are subject to change.

Employees should refer to the summary plan description or the other governing plan document for a complete description of the benefits offered. These documents are available from the health insurance carrier and the director of school operations.

Dental Insurance

The School currently provides all eligible employees with individual dental coverage through a group dental plan. If you would like to add a dependent or spouse under your dental coverage, you have the option to buy into our group plan at a reduced cost. Currently, our plan calls for employees to pay 0 percent of the monthly premium cost of individual (employee only) coverage. While we will endeavor to keep benefits strong and costs low, the amount that each employee will have to contribute for both individual and dependent/spouse coverage and the type of dental plan/benefits offered are subject to change.

Employees should refer to the summary plan description or the other governing plan document for a complete description of the benefits offered. These documents are available from the dental insurance carrier and the director of school operations.

Group Term Life Insurance

The School provides group term life insurance to eligible employees. Employees should refer to the summary plan description or other governing plan documents for a complete description of the benefits offered. Currently, our plan calls for employees to pay 0 percent of the cost of this coverage. While we will endeavor to keep benefits strong and costs low, the amount that

each employee will have to contribute and the type of term life insurance/benefits offered are subject to change.

Employees should refer to the summary plan description or the other governing plan document for a complete description of the benefits offered. These documents are available from the group term life insurance provider and the director of school operations.

Short-Term and Long-Term Disability Insurance

The School provides short- and long-term disability insurance to eligible employees. Currently, our plan calls for employees to pay 0 percent of the cost of this coverage. While we will endeavor to keep benefits strong and costs low, the amount that each employee will have to contribute and the type of long-term disability insurance/benefits offered are subject to change.

Short-term disability coverage compensates an employee for loss of income resulting from an off-the-job injury or illness in an amount equal to 60% of the employee's weekly wage to a maximum of \$1,000 weekly. Please note that benefits will be taxed as income. The School's insurance carrier handles all claims for short-term disability benefits. In the event of a covered claim, there is a one (1) day waiting period for injury and an eight (8) day waiting period for illness. Benefits continue for a maximum of twenty-six (26) weeks.

Long-term disability coverage similarly compensates an employee for loss of income resulting from an off-the-job injury or illness in an amount equal to 60% of the employee's monthly wage to a maximum of \$10,000 monthly. Please note that benefits will be taxed as income. The School's insurance carrier handles all claims for long-term disability benefits. In the event of a covered claim, there is a one hundred and eighty (180) day waiting period, which dovetails with the 26-week coverage provided by the short-term disability insurance.

Employees should refer to the summary plan description or the other governing plan document for a complete description of the benefits offered. These documents are available from the director of school operations.

Retirement Plan

To help provide financial security to our employees during their retirement years, the School sponsors and offers the opportunity for full-time employees to participate in a retirement plan pursuant to Section 403(b) of the Internal Revenue Code.

Currently, Achievement First has a relationship with AIG-Valic, one of the world's largest financial services companies, to manage our 403b program. AIG-Valic will provide free financial planning advice for all AF employees. In order to better serve our employees and ensure that we are receiving great service, Achievement First reserves the right to change financial services companies.

Employees should refer to the documents provided to the School by the 403(b) service partner for more information. These documents are available from the service provider or the director of school operations.

Cafeteria Plan

The School offers a Qualified Internal Revenue Code section 125 cafeteria plan to its eligible employees. Participating employees may use this plan to make tax-free contributions to fund eligible expenses such as family medical or dental premiums incurred through participating in the School's insurance plans.

Statutory Benefits

Social Security/Medicare Tax

Social Security/Medicare Tax Benefits are provided to all eligible School employees and are paid for jointly by the School and the employee. Your share is deducted from your paycheck as

required by law. For information concerning the many benefits available under the Social Security Act, contact your local Social Security Office.

Unemployment Insurance

Consistent with applicable state laws, Unemployment Insurance provides income to all full-time employees who are actively seeking employment while they are out of work due to circumstances beyond their control. The School pays the entire cost of this benefit. You must file a claim at your state unemployment insurance office to receive benefits.

Workers' Compensation

The School provides eligible employees with workers' compensation benefits at no cost. Workers' compensation covers eligible employees who are injured or disabled on the job, or who contract an occupational disease in the course of employment. Depending upon the nature of the injury or disease, you may receive cash benefits and payments of all necessary medical expenses as determined by the Workers' Compensation Board. All incidents involving workplace injuries or illnesses must be reported immediately to the director of school operations.

Teachers Retirement Board (CT employees only)

Certified teachers in Connecticut schools are eligible for participation in the Teachers Retirement Board [TRB]. Additional information about the Teachers Retirement Board is available from the director of school operations. Please note that teachers who participate in the TRB do not currently pay social security.

COBRA Continuation Coverage

Under applicable laws, some employers sponsoring group health plans are required to offer employees and their families the opportunity for a temporary extension of health coverage (called "continuation coverage") at group rates in certain instances when coverage under the plan would otherwise end. You will be provided with additional information if you become a participant in the School's health plan and, if applicable, when you experience a "qualifying event," such as termination of your employment.

ATTENDANCE & LEAVE

The hallmark of an Achievement First school is excellent staff attendance. In general, Achievement First schools average 98 percent or better staff attendance rates. This means that almost staff members are absent five or fewer school days and/or required professional development days, with the majority of staff missing three or fewer days. We take pride in our attendance rates and make a point of recognizing truly excellent attendance.

School Calendar

A School calendar is distributed to all employees annually and indicates the national holidays that will be observed. Each AF school may have slightly different school calendars, and AF Central maintains its own calendar.

Paid Days Off

Paid Days Off for Teachers, Counselors, and Paraprofessionals

Teachers, paraprofessionals, and counselors may take up to three (3) days as vacation or personal days during the academic year – that is, while school is in session or during required professional development days. When school is not in session or there is not a required professional development day, teachers, paraprofessionals, and counselors have the day off without counting against these three days. The three weeks in July when classes are in session are considered part of the academic year. Unless otherwise specified in the offer letter of a teacher, counselor, or paraprofessional, these days are treated the same as any other school day.

The School does also understand that teachers, counselors, and paraprofessionals may occasionally and unexpectedly get sick. The School reserves the right to require a doctors' note whenever an employee is out on sick leave for three (3) or more consecutive days. The School also may require a doctor's note for sick leave when it has reason to believe, at its sole discretion, that such absence is not due to a legitimate illness (such as immediately preceding or following a holiday, vacation period, or weekend). If a teacher, counselor, or paraprofessional misses more than fifteen (15 total) days during an academic year (including sick and personal/vacation days), the teacher will be docked one day's pay for every day missed over fifteen (15).

Paid Days Off for School Administrators and Operations Staff

Administrators and operations staff (including principals, deans, registrars, and directors of school operations, and school managers) may take the "winter break" designated by the school (usually December 24 – January 1) as paid time off. In addition, school administrators and operations staff may take up to twenty (20) sick/personal/vacation days during the fiscal year (July 1 to June 30). Of these twenty (20) days, administrators and operations staff may take a maximum of three (3) personal or vacation days per school year while school is in session or on days where there is required teacher professional development. If administrators or operations staff choose to take vacation at a time when the School is not in session, with the exception of the winter break, these days will count as personal or vacation days. Given the nature of the job, it is not always practical or feasible for principals, deans, directors of school operations, school managers, and registrars to take the full twenty (20) days. Deans may, upon agreement with a principal, request and receive additional vacation days.

Given the intense work times during the summer months, principals and operations staff should plan to take no more than ten (10) days during June, July, and August. With the exception of

summer, operations staff are encouraged to schedule vacation when the school is not in session and should work with the principal and AF Central operations staff to determine the most appropriate times to take vacation and personal days.

If an administrator or operations staff member misses more than twenty (20) total days in a year, the administrator or operations staff member will be docked one day's pay for every day over twenty (20) that he/she misses.

Paid Days Off for Achievement First, Inc. Staff

Achievement First, Inc employees may take the "winter break" designated by the school (usually December 24 – January 1) as paid time off. In addition, an AF Central employee may take up to fifteen (15) sick/personal/vacation days during the fiscal year (July 1 to June 30). Employees should work with his/her direct supervisor to determine the most appropriate times to take vacation and personal days.

If an AF Central employee misses more than fifteen (15) total days in a year, the employee will be docked one day's pay for every day over fifteen (15) that he/she misses.

Earning and Requesting Personal Days and Vacation Days

Employees should provide at least two (2) weeks' notice to use personal or vacation days. The employee's supervisor reserves the right to deny such requests. Notice of the need to take paid days off shall be provided to the director of school operations. If an employee needs to take a personal day due to an emergency situation, and cannot provide the School with two (2) weeks' notice he or she must contact the director of operations (or, in the case of Achievement First Central, the direct supervisor) as soon as possible.

Attendance Bonus

At the end of each academic year, the School awards attendance bonuses to all employees (teachers, administrators, operations staff, and paraprofessionals) to recognize individuals who have been in attendance during regular school days and professional development days. Achievement First Central employees are not eligible for attendance bonuses.

The bonus system rewards excellent attendance based on the following formula:

Days Missed*	Great Att. Bonus	Basic Att.	Total Bonus
0	\$500	\$1000	\$1500
1	\$500	\$900	\$1400
2	\$500	\$800	\$1300
3		\$700	\$700
4		\$600	\$600
5		\$500	\$500
6		\$400	\$400
7		\$300	\$300
8		\$200	\$200
9		\$100	\$100
10 or more		\$0	\$0

Attendance bonus payments are made by mid-August each year.

*The attendance bonus is based on total days missed during the regular school year. The regular school year is defined as all school days plus required professional development days. School days in July (Summer Academy) are counted, unless otherwise specified in the employee's offer

letter. If an employee is absent due to approved, School-related business (i.e. attending a conference, visiting another Achievement First school, etc.), or an otherwise allowable absence (i.e. jury duty), the absence will not count as a day missed.

Other Attendance Information

There is no "rolling over" of personal/vacation days to the next school year for any employee, and days may not be transferred to other employees. Furthermore, employees will not be compensated for unused paid leave.

Any employee who takes a leave of absence pursuant to the Family and Medical Leave Act ("FMLA") is required to exhaust all of his or her accrued, unused paid vacation during such FMLA leave.

Staff Absences

Teacher Absences and Substitutions

Given that we hold our students to high attendance standards, it is critical that our staff members are here every day. When a teacher or administrator is out, it creates inconsistencies and stress for students and colleagues. If a teacher or administrator needs to be out for a personal day, please notify the principal at least two weeks in advance. The School will do its best to try to accommodate your needs. If you will be out because you are sick, please call the principal and registrar by 6:30 a.m. that morning. Teachers should call both the principal and registrar on both their cell phones and work phones in order to ensure that the message reaches the principal.

We ask teachers to try to schedule doctor appointments and other appointments on days that school is not in session – or during teacher prep periods. If a teacher needs to miss a class for an appointment, it is the teacher’s responsibility to arrange for coverage for the class by asking teachers who do not teach that block to cover the class. In extreme circumstances, the principal will make arrangements for you. In general, however, teachers are responsible for arranging for teaching coverage for when they will be absent for less than a full day. Teachers should be sure to notify the principal when they will be out and who is covering their classes/duties.

Because school culture is a collective responsibility and we realize that having an external substitute will impact the entire community, we have a strong preference for “internal” substitution – and we have a collective responsibility to ensure that we miss class only in rare circumstances and that we help to “pick up the slack” when our colleagues are out.

Excessive absenteeism or unauthorized poor attendance will lead to disciplinary action, up to and including termination of employment.

Non-teacher Absences

If a non-teaching employee, cannot avoid being late to work or is unable to work as scheduled, he or she should notify the School as soon as possible, and preferably by no later than 6:30 a.m. on the day of the absence or tardiness.. An absent or tardy employee must speak to the registrar or principal on the telephone or leave a message with a number where he or she can be reached. Employees who must leave work early are required to notify, and obtain approval from the director of operations or principal before leaving the School.

We ask employees to try to schedule doctor’s and other appointments during days in which school is not in session

Excessive absenteeism or unauthorized poor attendance will lead to disciplinary action, up to and including termination of employment.

Family and Medical Leave

Parental Leave

Achievement First is committed to supporting its employees by providing them with clear and reasonable options for managing their professional and parental responsibilities. We believe that a strong parental leave policy is built on two main tenets: first, that eligible employees be entitled to paid leave in the period surrounding the birth or adoption of a child, and that no work be expected of them during this period; second, that eligible employees be able to take a standard parental leave and return to work without experiencing a loss of income during a year of birth or adoption.

Achievement First is actively in the process of revising and enriching its parental leave policy, which is subject to Board approval. An update to the policy contained in this handbook will be published by November 15, 2006 and will be distributed to all School and Achievement First staff. Until that time, the following terms and conditions apply.

Eligibility for Parental Leave

Employees who have worked in a full-time capacity for the School for a minimum of one year are eligible for parental leave. In accordance with School's medical and disability leave policies, additional medical leave will be granted if a birth mother is certified by her physician to be medically disabled either before or after a parental leave.

Employees who have worked in a full-time capacity for the School for less than one year, and employees who are either part-time, temporary or independent contractors, are not eligible for parental leave benefits.

Maternity Leave Policy

An eligible employee who gives birth or is the primary caretaker parent of an adoptive child under the age of five (5) is eligible for 12 consecutive weeks of leave beginning on or near the day the child is born or adopted.

The School's short-term disability policy recognizes pregnancy as a disabling condition (illness), subject to an eight (8) day waiting period. Following the waiting period, the employee will be compensated a portion of her salary directly by the provider of School's short-term disability insurance for a minimum of five (5) weeks. An employee may elect to apply unused sick/personal/vacation days to any part of her maternity leave (i.e. for days that are not otherwise covered by the School's short-term disability plan). She will receive her full salary directly from the School for sick/personal/vacation days that she applies.

Employees should refer to the summary plan description or the other governing plan document for a complete description of the benefits offered. These documents are available from the insurance provider and the director of school operations.

During the period of maternity leave, the School will continue to make its normal contribution to an eligible employee's benefits, which shall remain continuously in effect. An employee who is enrolled in a family plan, for which the employee's portion of the premium payment is usually deducted from his/her paycheck, will be invoiced and required to make timely payments to the School during the leave period.

An employee returning from maternity leave will be guaranteed the same approximate duties/responsibilities and salary as the employee had just preceding the leave period, provided such leave does not exceed 12 weeks. If the leave exceeds 12 weeks, the School may need to modify the employee's duties/responsibilities.

Medical or Disability Leave

Under the terms of School's short-term and long-term disability policies, an employee will be considered disabled if, due to sickness or injury, he or she is unable to perform any of the material and substantial duties of his or her regular occupation. During the period of this disability, the employee will be granted a leave of absence of up to 12 weeks within a 12-month period, measured forward from the date that the employee's first disability leave begins.

An employee returning from medical or disability leave will be guaranteed the same approximate duties/responsibilities and salary as the employee had just preceding the leave period, provided such leave does not exceed 12 weeks. If the leave exceeds 12 weeks, the School may need to modify the employee's duties/responsibilities.

Employees should refer to the summary plan description or the other governing plan document for a complete description of the disability benefits offered. The plan documents are available from disability insurance provider and the director of school operations.

Procedures for Requesting Leave

In requesting a family and medical leave for any reasons that are foreseeable, employees must give written notice to the School at least thirty (30) days in advance of the need for a leave. If an employee fails to give advance written notice for foreseeable leave, the leave may be denied until at least 30 days after the date notice is provided. If the leave must begin in less than thirty (30) days, employees must give their supervisor as much advance notice as is practicable.

If leave is necessary for planned medical treatment, employees must attempt to schedule treatment so as not to disrupt the operations of the School. Employees should consult with their supervisors prior to the scheduling of treatment. If it is medically necessary for an employee to take intermittent leave or work a reduced schedule, the School may transfer the employee temporarily to an alternative position that better accommodates this type of leave.

The School will require employees to provide documentation of the need for a leave for the employee's own serious health condition or the serious health condition of a family member. A "serious health condition" is defined as an illness, injury, impairment, or physical or mental condition that involves inpatient care at a hospital or residential medical care facility, absence from work for more than three days for a condition that requires continuing treatment by a health care provider, or a chronic long-term health condition.

Employees must provide a completed medical certification by a health care provider as to: (a) the date the condition commenced; (b) its probable duration; (c) appropriate medical facts regarding the condition; (d) in the case of a family member, a statement that the employee is needed to care for the family member and the expected duration of such need; and (e) in the case of the employee's own illness, a statement that the employee is unable to perform the functions of the employee's position. Medical certification forms are available from Achievement First. If an employee requests intermittent leave or a reduced work schedule, Achievement First also will require certification that such type of leave is medically necessary and verification as to the dates and duration of treatment and of the expected duration of the leave.

Employees must submit medical certifications within 15 days of requesting family and medical leave in connection with a serious health condition. Failure to provide adequate certification in a timely manner may result in delay of leave. If Achievement First has reason to doubt the validity of the medical certification, it may require that the employee obtain a second opinion from a health care provider selected by Achievement First at Achievement First's expense. If this opinion differs from the employee's certification, Achievement First will require, at its expense, a third opinion that is final and binding.

Family and Medical Leave: Instructional Employees

Leave taken by instructional employees at the end of one semester and the beginning of the next semester shall be considered consecutive leave, rather than intermittent leave. Summer vacation does not count as leave.

To reduce classroom disruption, if an instructional employee is or will be absent more than twenty (20) percent of the total number of working days in the period for which leave is taken, and the instructional employee is taking intermittent leave or leave on a reduced schedule in order to care for a sick family member or because of his or her own illness, then the School may require the employee to elect either: 1) to take a leave for specified periods of time or 2) transfer temporarily to an equivalent position that better accommodates recurring periods of leave.

The School may require any instructional employee who wishes to take leave near the end of the academic period to extend his or her leave through the end of the academic period as follows:

- If an employee takes leave for any reason more than five (5) weeks before the end of the term, the School may require the employee to continue his or her leave until the end of the term if the leave requested is at least three (3) weeks in duration and the employee would return to work during the last three (3) weeks of the term.
- If the employee takes leave for any reasons except his or her own illness and the leave begins less than five (5) weeks before the end of the term, the School may require the employee to continue taking leave until the end of the term if the leave requested is more than two (2) weeks in duration and the employee would return to work during the last two (2) weeks of the term.
- If the employee takes leave for any reason except his or her own illness and the leave begins less than three (3) weeks before the end of the term, the School may require that the employee continue taking leave, if the leave requested is more than five (5) working days in duration.

Employee Status during Leave

Employees will not accrue vacation and sick leave during the leave period.

During the leave, Achievement First may require employees to report periodically on their status and their intent to return to work. Employees on leave for their own serious health condition or the serious health condition of a close family member may be asked to submit medical re-certifications from time to time during the leave.

Employees are not permitted to engage in other employment while they are absent from Achievement First under this policy, without prior approval of Achievement First. Violation of this policy may lead to disciplinary action, up to and including discharge.

Employee Status after Leave

When an employee returns from leave, Achievement First will return the employee to the same position, or to another position that has equivalent benefits, pay and other terms and conditions of employment. Achievement First may choose to exempt certain highly compensated employees from this requirement.

Achievement First will require employees on leave for their own serious health condition to submit, prior to their return, a medical certification from their health care provider of their ability to return to work.

Employees who do not return to work within the approved leave period or twelve (12) weeks, whichever comes first, may be terminated as of the scheduled return date.

Any employee who fraudulently obtains family and medical leave will be subject to immediate discipline, up to and including discharge.

Military Leave

Employees who are members of an Active Reserve Unit or the National Guard and need time off for military leave must notify the School immediately and provide the director of school operations with a copy of your orders. Achievement First will comply fully with the Uniformed Service Employment and Reemployment Rights Act of 1994, and other applicable laws regarding military leave.

Jury and Witness Duty

Upon receipt of a proposed jury summons, juror questionnaire or subpoena to testify, an employee should notify his/her direct supervisor immediately. If called as a juror while school is in session, an employee should attempt to ask the court to postpone jury duty to a week when Achievement First is not in session. Employees may not volunteer for jury duty.

Employees presenting proof of court appearance will be paid the employee's full regular salary. Employees shall remit to Achievement First any jury duty or witness pay received while on paid jury duty or witness leave. Employees must submit copies of subpoenas or other court notices to the director of school operations for verification purposes.

EXPENSES AND EXPENSE REIMBURSEMENT

Use of School Credit Cards

School credit cards will be issued to select staff members, as per the approval of the Board Finance Committee. The Finance Committee will also establish the transaction limits.

Credit cards will only be used for business purposes and limited to circumstances where a purchase order is really not an option. Personal purchases of any type are not allowed. Cash advances are also forbidden.

Each cardholder will be required to sign an agreement indicating that he/she understands accepts the terms of use. Individuals who do not adhere to the policies and procedures surrounding credit card usage may have their credit card privileges revoked. Any cardholder who uses a School-issued credit card improperly will be held liable for any and all unapproved/unallowable purchases. Fraudulent use of a School-issued credit card may result in disciplinary action.

Cardholders will prepare regular (monthly) usage reports and, in accordance with Internal Revenue Service regulations, will provide detailed receipts (see Receipts section below for further instruction) attached to the corresponding credit card report. For meals and entertainment, each transaction detail should include the names of all persons involved in the purchase, and a brief description of the business purpose. *The cardholder may be held personally liable for an expense for which he/she is unable to furnish a detailed receipt or support documentation.*

Because the director of school operations is a cardholder, the regional director of operations will be responsible for opening the School's monthly credit card statements, and for reconciling the cardholder reports and attendant receipts to each statement. Once the statement has been reconciled, the regional operations director will initial it and return it to the director of school operations for processing and payment. The director of school operations will use the usage reports/receipt details to ensure that each allowable expense is assigned to the proper expense category in the accounting system.

Cardholders should make every effort to ensure that purchases do not include sales tax. Tax-exempt certificates are available from the school director of operations.

Travel and Employee Business Expense

The School will reimburse employees for approved out-of-town travel following the federally mandated per diem rates for lodging and meals and incidentals. The rates are specific to the city of destination. Reimbursement for mileage will be at current IRS allowed rates (<http://www.panache-yes.com/mileagerate.html>). All other expenses will be reimbursed at actual cost unless otherwise limited by contractual/grant agreement where applicable.

Reasonable travel and business expenses incurred by employees will be reimbursed upon submission of an Employee Expense Report with appropriate supporting documentation. The School is exempt from state and federal tax, and therefore does not reimburse employees for tax. Employees can obtain a copy of the Tax Exempt Certificate from the director of school employees.

For any business travel requiring an overnight stay, a Request for Authorization of Travel (or equivalent memo of understanding) must be submitted at least 72 hours prior to committing to travel arrangements to allow time for review and authorization by the principal (or authorized signer). Similarly, prior written authorization should be secured if a seminar or meeting requires a registration fee, even if the seminar is being held locally.

Employee Expense Reports, including those pertaining to travel expenses, should be completed and submitted once a month, *no later than 10 days after the close of the month when the expense activity has occurred.* All expense reports are reviewed and approved by the principal (or authorized

signer) and processed by the director of school operations. Expense reports submitted by the principal should be approved by Achievement First's COO (or authorized signer).

Ideally, employee expense reimbursements are processed within 72 hours of receipt by the director of school operations.

Receipts

Receipts substantiating reimbursable expenses will be obtained whenever practical, but are required for all amounts in excess of \$25, as required by the Internal Revenue Service.

The School may reimburse properly authorized employees for School-related travel. The School does not reimburse employees for automobile trips (for professional development or other reasons) of less than 50 roundtrip miles (venues within 25 miles of the school). For trips greater than 50 roundtrip miles, the School will reimburse drivers authorized to take such trips at the current IRS mileage reimbursement rate for every mile upon submission of appropriate documentation such as a mileage reimbursement form.

Employees who seek reimbursement for trips requiring train or air transportation must obtain the advance approval of the principal. If approved, the School will pay the costs of these trips. It is our expectation that trips are booked using Achievement First's travel agent (through the director of school operations) with enough advanced notice to get low-cost fares. School employees will fly/ride in coach, and, if available, they will stay at the lowest-cost national chain convenient to the applicable event. The School will make a determination whether renting a car or using taxis will be a more economical option, and, upon appropriate authorization, the School will reimburse employees for such authorized expenses upon submission of appropriate documentation.

It is the expectation that School employees will stay two to a room (in two separate beds) with other Achievement First employees of the same sex. For trips that involve an overnight stay, the School recognizes that some additional food expenses will be incurred because of travel, so the School will reimburse (upon submission of appropriate receipts) up to \$40/day for meals.

AF employees must keep all receipts for travel reimbursement. Employees will not be reimbursed without receipts.

Parking and Moving Violation Fines

The School will not pay parking or other moving violation tickets (i.e. speeding tickets, etc.) for any staff member. Staff members are expected to park legally, and staff members, especially when transporting children, are expected to abide by all driving and parking laws.

Other Reimbursements

Please contact the director of school operations in advance if you require reimbursement for other School-related expenses. Such reimbursement shall be granted at the sole discretion of the director of operations and principal and only upon submission of appropriate documentation.

HARASSMENT POLICY

It is the policy of the School to maintain a work environment in which all individuals are treated with respect and dignity. Each individual has the right to work in a professional atmosphere which prohibits discriminatory practices, including sexual harassment and harassment based on race, color, religion, national origin, sexual orientation, age, handicap, disability, or any other category protected by law. Harassment, whether verbal, physical or environmental, is unacceptable and will not be tolerated by the School. The purposes of this policy against harassment are to educate all of our employees about what may constitute harassment, to notify everyone who works here that the School will not condone or tolerate harassment, and to establish a procedure which encourages anyone who feels they have been subjected to harassment to report such conduct to representatives of the School, who will investigate and respond to any report. The School's other grievance procedures do not apply to situations involving the conduct described below or this policy.

Definition of Harassment

Harassment is verbal or physical conduct that denigrates or shows hostility or aversion towards an individual because of race, color, religion, sex, national origin, sexual orientation, age, handicap or disability, or that of persons with whom the individual associates. For example, racial harassment includes harassment based on an immutable characteristic associated with race (e.g., skin color or facial features). Religious harassment may include demands that an employee alter or renounce some religious belief in exchange for job benefits; and sexual harassment is defined more specifically below. The School's policy is to prohibit behavior based on a person's race, color, religion, sex, national origin, sexual orientation, age, handicap or disability that: (1) has the purpose or effect of creating an intimidating, hostile or offensive work environment; (2) has the purpose or effect of unreasonably interfering with an individual's work performance; or (3) otherwise adversely affects an individual's employment opportunities.

Regardless of whether any single instance of improper behavior described below rises to the level of harassment prohibited by law, it is the School's policy that such behavior is inappropriate and offensive, and it will not be tolerated. Examples of behavior that violate this policy and may constitute harassing conduct include, but are not limited to:

- epithets, slurs, quips, or negative stereotyping that relate to race, color, religion, sex, national origin, sexual orientation, age, handicap, disability, or any other category protected by law;
- threatening, intimidating or hostile acts that relate to race, color, religion, sex, national origin, sexual orientation, age, handicap or disability;
- written or graphic material (including graffiti) that denigrates or shows hostility or aversion toward an individual or group because of race, color, religion, sex, national origin, sexual orientation, age, handicap or disability and that is placed on walls, bulletin boards, or elsewhere on the School's premises; or circulated or displayed in the workplace; or
- "jokes," "pranks" or other forms of "humor" that is demeaning or hostile with regard to race, color, religion, sex, national origin, sexual orientation, age, handicap or disability.

Definition of Sexual Harassment

As defined by the courts and by the Equal Employment Opportunity Commission, sexual harassment includes unwelcome or unwanted sex based conduct: (1) when an employee's submission

to or rejection of this conduct affects decisions regarding hiring, evaluation, promotion or any other aspect of employment; or (2) when such conduct substantially interferes with an individual's employment or creates an intimidating, hostile or offensive work environment.

The School prohibits any inappropriate or offensive behavior including, but not limited to:

- coerced sexual acts;
- express or implied demands for sexual favors in exchange for favorable reviews, assignments, promotions, continued employment or promises of continued employment; touching or assaulting an individual's body, or staring, in a sexual manner;
- graphic, verbal commentary about an individual's body or sexuality;
- unwelcome flirtations, advances, or propositions;
- sexually suggestive, or obscene comments or gestures;
- the display in the workplace of graphic and sexually suggestive objects, pictures or graffiti;
- negative statements or disparaging remarks targeted at one sex (either men or women), even if the content of the verbal abuse is not sexual in nature; or
- any form of retaliation against an employee for complaining about the type of behavior described above or supporting the complaint of an alleged victim.

The type of behavior described above as examples of sexual harassment or harassment based on race, color, religion, sex, national origin, sexual orientation, age, handicap or disability is unacceptable not only in the workplace, but also in other work-related settings such as business trips or business-related social events.

Individuals Covered by the Harassment Policy

This policy covers all School employees whether or not they are on School premises, provided that such employees are conducting School-related business or are participating in a School-sponsored event or function. Any type of harassment, whether engaged in by fellow employees, supervisors, or by non-employees with whom the employee comes into contact in the course of employment (e.g., service providers or contractors), violates this policy and will not be tolerated. The School encourages the reporting of all incidents of harassment, regardless of who the offender may be.

Reporting and Investigating a Harassment Complaint

The School encourages individuals who believe they are being harassed to firmly and promptly notify the alleged offender that his or her behavior is offensive or unwelcome. Whether or not you choose to discuss the incident with the alleged offender, we ask that you report the incident to the principal, director of school operations or school manager, dean of students, or academic dean. We encourage prompt reporting of complaints so that rapid and appropriate action may be taken. Supervisors and managers are required to report all conduct they believe may violate this policy, whether they directly observe the conduct or it is reported to them, directly to the principal, director of school operations, dean of students, or academic dean.

Employees who have experienced conduct they believe is contrary to this policy may have a legal obligation to take advantage of this complaint procedure. An employee's failure to fulfill this obligation could affect his or her right to pursue legal action.

The School will not retaliate in any way against an individual who makes a report of perceived harassment; nor will we permit any supervisor or employee to do so. Retaliation is a serious violation of the School's harassment policy and anyone who feels they have been subjected

to any acts of retaliation should immediately report such conduct. Any person who retaliates against another individual for reporting any perceived acts of harassment will be subject to disciplinary action up to and including discharge.

The School also encourages individuals to report perceived acts of harassment by non-employees, such as clients, vendors, contract personnel, other service providers and any other non-employees. Those reports should also be made to any of the persons listed above.

All allegations of harassment will be promptly investigated. The School will endeavor to maintain confidentiality throughout the investigative process to the extent practical and appropriate under the circumstances. The School, however, has a legal obligation to act on all information it receives if it believes an individual may be engaging in wrongful conduct or violation of law.

Our immediate goal is to take prompt remedial action to stop the discriminatory, harassing or offensive conduct if a violation of this policy is found. Our second goal is to assure that the violation will not reoccur. Even where a violation is not found, it may be appropriate to counsel individuals regarding their behavior.

Disciplinary Action for Violating the Harassment Policy

If the School finds that this policy has been violated, the violator will be subject to appropriate disciplinary action. Although the specific corrective and disciplinary actions against the alleged violator will be within the School's discretion, it may include: verbal or written reprimand; referral to appropriate counseling; withholding of a promotion or bonus; reassignment; temporary suspension; and/or discharge.

The School recognizes that false accusations of harassment can cause serious harm to innocent persons. If an investigation results in a finding that the complainant knowingly, falsely accused another person of harassment, the complainant will be subject to disciplinary action, up to and including discharge.

Conclusion

The School has developed this policy to ensure that all its employees can work in an environment free from sexual harassment and from harassment based on race, color, religion, sex, national origin, sexual orientation, age, handicap or disability. We ask all employees to work with us to accomplish that goal.

All current and new employees will receive a copy of this policy and will be asked to sign a receipt acknowledging that they have read and understand the policy. Questions can be addressed to the director of school operations.

HEALTH AND SAFETY

School Safety

The School is committed to providing the best possible working conditions for all its students, visitors and employees. To accomplish this, the School shall comply with current occupational health, safety and environmental laws and shall develop the operations, procedures, technologies, and policies needed to provide such conditions. A more extensive School Safety Plan is on file in the office of the director of school operations.

Workplace Safety

Employees are required to immediately report any unsafe conditions at the School to the school manager or school director of operations. Employees also are encouraged to raise their ideas, concerns and suggestions with respect to School safety (anonymously, if they choose). The School will not retaliate against employees who make such reports in good faith.

CPR and Defibrillation

The School has access to an Automatic External Defibrillators ("AED") for emergency purposes. An AED is a portable, lightweight, automatic external defibrillator that is used to shock the heart of a person who is undergoing sudden cardiac arrest. The use of this piece of equipment requires training and is an essential part of administering emergency first aid immediately to a heart attack victim. The AED enables a trained individual to provide potentially lifesaving assistance in an emergency. Since sudden cardiac arrest can strike anyone at anytime, it is vital to know what to do and who to call to perform CPR and defibrillation.

The following individuals will be trained in CPR and in use of the AEDs: director of operations, school manager, and registrar.

Building Security

- External doors should never be propped open; especially during evenings, weekends, and holidays.
- Make sure that external doors are locked when you leave the School.
- Lock classroom doors when you are the last one leaving.
- Make sure that all valuables and computers are properly locked.
- The School is not responsible for loss of personal possessions, cash, or other valuables.
- Students and teachers should never "let in" strangers. Follow appropriate visitor's policies.
- All visitors must check in at the main office.
- All visitors must wear a visitor's tag.

Fire Drill / Evacuation Procedures

The School conducts fire and other emergency drills in accordance with applicable state and local laws. All employees are expected to participate in such drills, as building and safety personnel require.

Personal Belongings

The School is not responsible or liable for personal property that is lost, stolen, or damaged while on School premises. In the interest of safety and security, the School reserves the right to search all bags and containers brought onto the School premises, at any time.

Workplace Violence

The School is committed to providing an environment free from acts or threats of violence. In keeping with this commitment, the School has established a strict policy that prohibits any employee from threatening or committing any act of violence in the School, while on duty, while on School-related business, or while operating any vehicle or equipment that the School owns or leases. The School will not tolerate employees who make threats, engage in threatening behavior, or commit acts of violence against employees, students, or visitors.

Student Health & Safety

School Nurse

A school nurse is available at posted hours. These hours are typically posted on the school nurse's office door (or are available from the director of school operations). If a student is injured, the faculty member in charge must bring him or her to the school nurse. In a medical emergency in school, the School Nurse should be notified immediately.

Only the school nurse may determine if a child must go home for medical reasons. In the event that a school nurse is not present, the school must receive permission from a child's parent or legal guardian to allow the child to go home for medical reasons.

Medication Administration

Except as expressly permitted by the School, School employees, including faculty, are not to administer medication of any kind (including Tylenol and cough medicine) to students. Only registered nurses and doctors who have proper authorization are permitted to do so, except in the event of a true emergency. Students may not have prescription or non-prescription medication in their possession without the express written consent of the school nurse.

In the absence of a school nurse, only a principal, dean, teacher, coach, physical therapist, or occupational therapist, who is authorized and has received training in safely administering medications from a school nurse or licensed physician may administer oral, topical, inhalant, or injectable medications. No medication (prescription or non-prescription), however, should be administered to any student without the written order of a licensed physician, licensed dentist, advanced practice registered nurse or physician assistant, and the written authorization of a parent or guardian.

The administration of medications as prescribed shall be recorded on the Individual Student Medication Form. As each form is completed, the school nurse will file it in the student's cumulative health record.

Suspected Child Abuse or Maltreatment

In both New York and Connecticut, many members of the School staff are mandated reporters under State law. Any School employee who suspects that a student is the victim of child abuse maltreatment, or neglect must immediately bring the matter to the attention of the principal.

Although the many laws define an abused child narrowly—as one whose parent or person legally responsible inflicts or allows to be inflicted serious physical or mental injury by other than accidental means, or commits or allows to be committed an act of sexual abuse—the School requires employees to report suspicion of serious physical or mental injury, other than by accidental means, or sexual abuse, to the principal regardless of the suspected perpetrator. The law defines a maltreated child as any child between birth and eighteen years whose parent or person legally responsible fails to provide him or her with food, clothing, shelter, education, medical or surgical care, who abandons the child, who uses excessive corporal punishment, or who uses drugs or alcohol to the point where she/he loses control of her/his actions.

Blood-borne Pathogens Policy

Purpose of the Policy

Consistent with federal OSHA requirements and to protect the well-being of employees, the School has adopted a plan for mitigating the harmful effects of exposure to blood-borne pathogens known as the Occupational Exposure to Blood-borne Pathogens Plan.

The purpose of this plan is to limit occupational exposure to blood and other potentially infectious bodily fluids where exposure to these materials could result in infection, illness, or death of employees. The policy is designed primarily to limit exposure to hepatitis B (HBV) and human immunodeficiency virus (HIV).

The policy covers all employees at the School, but particularly those who could reasonably anticipate coming into contact with blood or other potentially infectious materials as a result of performing their job duties.

Employees may elect to receive the Hepatitis B vaccine at no cost. Information on the Hepatitis B can be obtained from the school director of operations.

Control Methods

Hazards/Exposure Incidents

Hazards are defined as blood, or any fluid, or item that has been contaminated by blood or bodily fluid.

Procedure Following an Exposure Incident

When a hazard occurs, the following steps will be taken by all employees;

- Proper hand washing must be done prior to putting on latex gloves, and after the removal of the gloves;
- Put on provided latex gloves prior to handling the hazardous material;
- Notify the school nurse of the incident, and arrange for medical and post-exposure evaluation and follow-up. The school nurse will assist the employee in completing an Employee's Report of Injury. A copy will be maintained in the employee's personal records. A copy will be furnished to the physician examining the employee;
- Notify the school nurse or custodial staff of the incident for disposition of the hazardous waste and disinfection of the site;
- In the event of an accidental exposure (torn gloves, no gloves, etc.), proper hand washing procedures must be followed;
- Remove all jewelry;
- Wet hands with running water;
- Apply liquid soap, and lather well;
- Wash hands well under running water, so that water drains from wrist to fingertips;
- Dry hands well with paper towels and discard;
- Turn off water faucets, wipe surfaces surrounding sink with clean paper towel and discard.

- In the event that 5 or more people have been involved in an occupational or accidental exposure, the Nurse will notify the school director of Operations and the Bureau of Health.

Removal and Clean-Up Procedures

For the removal and disposition of contaminated waste products, the following procedures will be taken:

Clean-up precautions

- Wear latex gloves;
- Mop up spill with paper towels or other absorbent materials;
- Wash the contaminated area well with cleaning solutions for bloodborne (i.e. one part household bleach (sodium hypochlorite) in ten parts water);
- Dispose of gloves, soiled articles and supplies, or other waste in sealed, double plastic bag.

Waste Disposal

- Put on latex gloves;
- Use the provided cleaning solutions to secure spill hazard;
- Place all contaminated supplies, including gloves and other barriers, (except for needles and sharp objects) into a doubled plastic bag, and then properly seal the bag;
- Bodily waste, such as urine, vomit, feces, should be disposed of in the toilet, preferably by the building custodial staff that is trained in such clean-up.

Contaminated Laundry

Avoid handling contaminated laundry except when absolutely necessary. Articles of laundry identified as contaminated should be placed in a plastic bag and given to the student to take home to be laundered or disposed of by the parents or guardians.

WORKPLACE NORMS & EMPLOYEE CONDUCT

The School expects its employees to be role models for students and generally to comport themselves professionally, especially with respect to communications with students, families, coworkers, and within the community. Certain rules of conduct are applied impartially at all levels of the School to ensure professionalism.

Attendance and Punctuality

The regular hours for the School are 7:15 a.m. to 4:00 p.m. The School may also operate an after-school program that regularly runs until 5:00 p.m., and students will often be in the building after 5:00 p.m. as well. To maintain a productive environment, the School expects employees to be reliable and punctual in reporting for work. Absenteeism and tardiness place a burden on other employees and on the School.

Dress Code

All employees are expected to dress appropriately and professionally. This sets a tone of respect and professionalism for students, parents, and visitors. Unless otherwise directed by the principal, men should wear a shirt and tie (jacket not required), slacks or dress pants, and appropriate shoes (no sneakers). Women should wear an equivalent business casual outfit. No "loud" or revealing clothing. Female employees: No shorts, jeans, or flip flops please. Please tuck in shirts on all outfits that are meant to be tucked in. On Fridays, School staff may wear the stylish Achievement First student uniform instead of the normal professional dress; on Fridays, staff may also wear a college t-shirt, polo, or sweatshirt with khakis.

If a staff member chooses to wear the student uniform, he/she should wear it according to the same rules as the students (e.g. shirt tucked in, belt, and khaki pants). Please note that Friday dress is not "business casual" wear in general; it is specifically limited to wearing either the regular staff dress code, the student uniform, or the "college casual" (college shirt plus khakis).

During July, staff may wear the Friday attire daily. In addition, any staff member who is working on days in which school is not in session may wear Friday attire. (This includes operations staff and AF Central staff who are working during regular school vacations.)

Smoking and Drug and Alcohol Use

Pursuant to applicable law and the School's intent to provide a safe and healthful work environment, smoking is prohibited on School property or in the presence of students at any School-sponsored event away from the School (e.g., field trips, school sporting events). If you have a complaint about violation of this policy, please report it to the school manager.

The presence or use of illegal drugs or unauthorized alcohol on School premises will not be tolerated. Illegal drugs, as referred to in this policy, include drugs that are not legally obtainable, as well as drugs that are legally obtainable, but are used for illegal or unauthorized purposes.

The sale, purchase, transfer, distribution, use or possession of illegal drugs, as defined above, by anyone on School premises is prohibited. Moreover, employees are prohibited from reporting to work under the influence of alcohol or illegal drugs. The use or presence of alcoholic beverages on School premises is also prohibited.

Teachers Leaving the School Building

The school recognizes that, on occasion, teachers and administrators will need to leave the building when they do not have specific classes or supervisory duties. There is no system for signing in and out of the building and teachers are generally free to come and go as needed. If you will be

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out of the building for more than an hour, please email the director of operations or school manager in case someone is looking for you in an emergency. All teachers should bring their cell phones when leaving the building during school hours.

Outside Employment

As an employee, your primary responsibility is to the School. No employee may accept outside employment if such employment interferes with his or her employment at the School. Employees must notify the School of any outside employment. Faculty also must comply with the School's policy regarding tutoring students outside of class or otherwise giving them "extra help."

Solicitation / Distribution

In an effort to assure a productive and harmonious work environment, persons not employed by the School may not solicit or distribute literature in the workplace at any time for any purpose.

The School recognizes that employees have interests in events and organizations outside the School. Employees, however, may not solicit or distribute literature concerning these activities during School hours on School premises.

Employee Misconduct

Unsatisfactory employee conduct includes, but is not limited to, the following:

- Poor work performance
- Absenteeism and lateness
- Prolonged coffee and lunch breaks
- Being late to classes and other work assignments
- Leaving work early without permission
- Unprofessional conduct

The following infractions are considered to be acts of misconduct requiring immediate disciplinary action, up to and including discharge:

- Falsification of your employment records or other School records, including time cards.
- Unauthorized absence from your work area during work hours.
- Sleeping during scheduled work hours.
- Insubordination. Failure or refusal to follow the instructions of a supervisor, including refusal to accept a job assignment or direction, or overtime.
- Use or unauthorized possession of intoxicating beverages or unlawful substances on School premises, or reporting to work under their influence.
- Possession of a weapon on School premises.
- Gambling or possession of gambling devices on School premises.
- Creating or contributing to unsafe conditions by act or omission.
- Smoking
- Lying to a colleague or supervisor about a work-related issue
- Physical or verbal abuse of co-workers, visitors or clients.
- Unauthorized use or removal of School property

- Unauthorized possession, use or copying of School records, or disclosure of confidential information contained in such records to unauthorized persons.
- Dishonesty or negligent or deliberate destruction or misuse of property belonging to the School or to any employee, student or visitor.
- Excessive and/or unexcused absence or tardiness or failure to follow the School's Call-In Procedure.
- Soliciting tips or gratuities.
- Disloyalty.
- Use of obscene language.
- Inducing another employee to commit any breach of the foregoing rules or regulations.

Employees may be disciplined for other "common sense" violations of School policies and procedures. Additional guidelines are provided in the "Statement of Professional Values" and in training and reference materials supplied by the School.

INTELLECTUAL PROPERTY

Curriculum and Intellectual Property Policy

During the course of each teacher or staff member's employment with Achievement First, Inc. or an AF partner or member school, the teacher or staff member shall have access to and the right to use, reproduce, modify, distribute and disclose materials owned by Achievement First and made generally available to its employees (the "Collection of Materials"), solely for classroom or office use within Achievement First and otherwise for the direct and internal benefit of Achievement First. Following any termination of employment with Achievement First, each former teacher or staff member shall have the right to reproduce a reasonable number of copies of materials included in the Collection of Materials only for educational use in a single classroom that the former AF teacher instructs.

As an employee of Achievement First and/or an Achievement First member or partner school, all employees are expected to develop curriculum, assessment, educational and other similar materials for the direct and indirect benefit of Achievement First, including use by teachers and the other employees of Achievement First and AF schools in their classrooms and offices. All materials and products created, developed and/or prepared by teachers or other staff during the course of his/her employment with Achievement First or an AF school, including, but not limited to, any forms, software, presentations, rubrics, and curriculum and assessment materials (collectively, the "Materials") are the property of Achievement First and all right, title and interest therein shall vest in Achievement First and shall be deemed to be a "work made for hire" under the United States copyright law and made in the course of your employment with Achievement First or an Achievement First member or partner school.

To the extent that title to any Materials may not, by operation of law, vest in Achievement First or that any Materials may not be considered to be work made for hire, all right, title and interest therein are hereby irrevocably assigned by teachers and staff to Achievement First. In accordance with the foregoing, the Materials shall belong exclusively to Achievement First with Achievement First having the right to obtain and to hold in its own name, copyrights, trademarks, patents, registrations or such other protection relating to the Materials as may be appropriate to the subject matter, and any extensions and renewals thereof, and the right to transfer the Materials or grant licenses of the Collection of Materials (and to make modifications thereto) for use, distribution and disclosure solely in his/her own classroom at any educational institution at which he/she is subsequently employed. All reproductions and copies of the Collection of Materials permitted to be made by the former teacher or staff member shall contain the copyright notice and any other similar markings contained in the original; provided, however, that any reproductions or copies of the Collection of Materials that contain substantial or substantive modifications made by the former teacher or staff member shall contain the following additional marking within close proximity of the original copyright notice: "Revisions made with the permission of, but not approved by, Achievement First, Inc." Reproduction, distribution or disclosure of the Collection of Materials, in whole or in part, in any form or medium, outside the limited scope defined herein without the express prior written consent of Achievement First or its assignee is prohibited.

All teachers and staff members will be given copies of this policy before they are asked to create materials in conjunction with their employment at Achievement First.

Confidentiality

School employees are required to maintain a high degree of confidentiality regarding the privacy of students, families, applicants and other School employees. Employees, during the course of their employment with the School often have access to and possession of Confidential

Information: Confidential Information includes, all information disclosed to you or known by you as a consequence of or through your employment at the School (whether or not obtained during your employment at the School) generally known to the public. It includes, but is not limited to, non-public information concerning the School's operations, finances, investments, facilities, fundraising, students, applicants, families, alumni, employees, contractors, officers or trustees, whether such information is in written, graphic, recorded, electronic, photographic or any machine-readable form, or is orally conveyed to you.

Employees may not discuss or disclose Confidential Information to any outsiders, either during employment or after termination of employment, without the express authorization of the School. The School prohibits employees from using Confidential Information to further their own interests or the interests of family or friends. No employee is permitted to remove from the School originals, or copies of any School or student records, reports, files or other documents without prior approval except for grading and teaching purposes.

SCHOOL PROPERTY

Use of School Property

When using School property, employees are expected to exercise care, perform required maintenance, and follow all operating instructions, safety standards, and guidelines. Please notify your supervisor if any equipment or machines appear to be damaged, defective, or in need of repair. Prompt reporting of damages, defects, and the need for repairs could prevent deterioration of equipment and possible injury. Please ask your supervisor if you have any questions about your responsibility for maintenance and care of equipment used on the job.

Employees are responsible for all School property, materials, or written information issued to them or in their possession. All School property must be returned on or before an employee's last day of work. All employees who fail to return School property upon termination will be billed by the School in an amount equal to the value of the missing property and, if applicable, cost of retrieval.

Damage to School property which results from an employee's misuse or neglect will be charged to the employee.

Unauthorized use of any School equipment, including computers, photocopy and fax machines, etc., is strictly prohibited. Employees should not use and should not permit non-School individuals to use School property for personal or non-school use.

School Stationery

The School's name, letterhead, supplies, copy services, and postage meter are for the School's business and must not be used for personal needs. The reputation and influence of the School can be adversely affected by the way in which the letterhead is used.

School letterhead may not be used for correspondence of a purely personal nature.

Use of Photocopying Equipment

School photocopying facilities are for authorized School purposes only and use of such photocopying equipment shall not be abused, used for unauthorized purposes, used by authorized persons, or contravene applicable copyright or other laws.

Telephone

School telephones are for School use only. Employees may be required to reimburse the School for any special charges and for their personal telephone calls. When making a long distance personal call, please charge the call to your personal telephone credit card or inform the director of operations. Employees are expected to limit all personal calls so as not to interfere with work.

Cell Phone Usage

The School recognizes that a cellular phone may aid an employee's job performance and aid the efficiencies of a department by providing immediate accessibility. Achievement First and the School's administrative team will determine when and what type of cellular phone an employee needs in order to fulfill his/her position responsibilities.

Employees who are granted cell phones will use them primarily for business calls; personal calls should be limited. In the event that an employee fails to limit his or her personal use of the cell phone and exceeds his/her allowance of the monthly calling and/or data plan, related overage charges may, at the discretion of the School, be deducted from the employee's paycheck.

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Any equipment charges exceeding what the School has agreed to cover must be paid in full by the employee before she/he will be issued the cell phone.

If, while in the possession of a School employee, a cell phone is damaged, the employee to whom the cell phone was issued will be responsible for all related repair or replacement costs.

The School's IT associate is available to answer any additional questions an employee may have about the School's cell phone plans and policies.

Staff Computer Replacement Policy

Each teacher and administrator is issued a school laptop upon employment. Laptops will be replaced by AF after the end of three years. Laptops that have software problems or problems due to regular use will be fixed or replaced at the expense of the school. Users will be given temporary laptops or desktops while their computer is being fixed.

Users should recognize that laptops need to be treated with care. Laptops treated with care can last well past the three year period AF has before they are replaced.

If a staff member loses a laptop, the school reserves the right to 1) replace the laptop with a desktop or 2) split the cost of a replacement laptop with the staff member. If a staff member damages a laptop, he/she is responsible for the expense of laptop repair. If the laptop is not repairable, AF will 1) replace the laptop with a desktop of equivalent memory and processing speed or 2) split the cost of a replacement laptop with the staff member.

Information Technologies and Acceptable Use of Electronic Communications

The School has provided electronic information and communications systems to facilitate the School's business needs and interests. These systems include individual computers, other hardware, computer software, the network, voice mail, electronic mail ("e-mail") and access to Internet (collectively, the "Systems"). Personal or non-School-related use of the Systems should be limited.

By using the School's Systems and as a term and condition of employment, all School personnel acknowledge and consent to the School's right to access, search, audit, intercept or review individual computer or network files, computer hardware and software, e-mail messages, voice mail messages, and Internet activity at any time with or without specific notice.

Prohibited Use

- Only authorized School employees may use the Systems. Authorized employees may use only those systems that they are authorized to use.
- Do not share the contact information for School employees, students, and families without appropriate authorization.
- The School strictly prohibits the use of the Systems in ways that may be abusive, harassing, disruptive or offensive to others or harmful to morale. Employees may not display or transmit sexually explicit images, messages or cartoons; or transmit or use the Systems in any way that violates School policy. This includes any communications containing ethnic slurs, racial epithets or anything that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religious or political beliefs, or on any other characteristic protected by law. The School's policy against harassment and discrimination applies fully to the use of Systems. Moreover, the Systems should not be used to produce or distribute "chain mail" or to operate a business or make solicitations for personal gain. Further, no communications should be made that attempt to hide the identity of the sender, or to represent the sender as someone else from the School or another entity.

- Users must comply with all applicable copyright laws. Unauthorized copying or downloading of materials is prohibited.

Violation of this policy will result in disciplinary action up to and including termination of employment.

No Privacy Rights

The Systems and all information contained in them (including computer files, e-mail messages, Internet and Intranet access logs, etc.) are the School's property. It should be understood that this information is not confidential and that authorized School personnel have unrestricted access to all electronic data stored on the Systems. At any time, with or without notice, this information may be monitored, searched, reviewed, disclosed or intercepted by the Firm for any legitimate purpose, including the following: to monitor performance, to assure compliance with School's policies, to prevent misuse of the Systems, to troubleshoot hardware and software problems, to investigate disclosure of confidential business or proprietary information or conduct that may be illegal or adversely affect the School or its employees, and to comply with legal and regulatory requests for information. The School may also gain access to communications that have been deleted from e-mail, the Internet or the Intranet.

Music and Video Downloading

The School prohibits music or video downloading using any of its Systems while at the School site.

Shared Server

- Users may use the Shared Server using ONLY the password that the School authorized them to use.
- Users may not give their password to other teachers, students, or unauthorized employees
- Users should not alter material on shared server without permission.
- Only post material that is final draft quality

Internet Radio or Digital Clips

The School prohibits unauthorized use of internet radio or digital clips on its Systems.

Security

- Users of the Systems must keep a password-protected screensaver on their machine set to come up after five (5) minutes of non-use.
- Users of the Systems must keep the school manager apprised of their screensaver password and of any other logins or passwords used on the Systems.
- Users may not give their logins or passwords to any other teacher or student.
- Users must take laptops home or lock them in a closet, before leaving School each day.

Software

- Users may install software only pursuant to the licensing agreements with the company from whom the software is purchased.
- Users may not modify, copy, or transfer any software provided by the School, its employees, or students without appropriate authorization from the originator.
- Users may not copy copyrighted software owned by the School or its affiliates.

- Users may not modify, erase, rename, or make unusable anyone else's software without appropriate authorization.

Student Information System

- Authorized individuals may use the Student Information System using ONLY the password that the School authorized them to use.
- Users may not give the Student Information System password to students or unauthorized employees.

Network Folders

- Users should not alter material in shared folders without permission.
- Users should save their files into their folder; users should not try to retrieve files from the folders of other teachers.
- Users should only look in or alter files in student folders if it relates to a class or an educational reason.
- Users must stay within the file size limits defined by the facilitator of the network.

CONCERNS & COMPLAINTS

The Achievement First "Statement of Professional Values" captures the spirit in which issues or disagreements in the workplace should be addressed:

Achievement First staff members demonstrate respect toward one another as fellow professionals, team members, and allies. We recognize and appreciate that we bring to the team our different strengths, needs, cultures, and communication styles. We value positive, respectful, and productive communication; there are no raised voices or negative energy. We approach differences and problems directly and privately. Issues are addressed with truthfulness and gentleness. If someone has a problem, he or she goes directly to the person involved and begins the conversation with questions, not answers.

We "agree to disagree" in a professional manner and know that while opinions may differ, we trust each other and attribute good motives. We understand that in a professional community, we can only grow when we give and receive "gift of feedback" often.

In the event that an employee has an issue or concern, he or she should first start by talking directly with the person involved. If the issue or concern is not addressed or remedied to the satisfaction of the employee after a reasonable time, the employee should speak with the director of operations or principal about the concern. If the issue or concern is not addressed or remedied to the satisfaction of the employee after a reasonable time (following the discussion with the director of school operations or principal), the employee should write a letter to the director of school operations or principal, stating clearly the concerns, the attempts the employee has made to remedy the problem, the communication the employee has made about the problem, and suggested potential remedies. If the issue or concern is still not addressed or remedied to the satisfaction of the employee after a reasonable time (following the letter to the director of school operations or principal), the employee may request a meeting with a representative from the board of directors. This representative will be a member of the board of directors; the board has sole authority to choose the representative. If the issue or concern is still not addressed or remedied to the satisfaction of the employee (after the meeting with the board representative), the employee may write a letter to the board of directors, stating clearly the concerns, the attempts the employee has made to remedy the problem, the communication the employee has made about the problem, and suggested potential remedies. If the issue or concern is still not addressed or remedied to the satisfaction of the employee (after writing a letter to the board), the employee may ask to have the board or a special sub-committee of the board consider the issue. A decision by the full board or the board sub-committee is the final step of the process, and the board of directors has ultimate authority on all School issues.

At any step in this process, the principal has the sole authority to decide whether the principal, director of school operations, or another staff member should deal with the issue. If the principal decides the director of operations or another staff member has the authority to deal with the issue, the employee should work with the designated individual through this process.

RESPONDING TO OUTSIDE INQUIRIES FOR INFORMATION

All requests for information from outside agencies, individuals, and the media should be directed to Achievement First's local Director of External Relations. In New York, please direct inquiries to Lesley Esters Redwine (T: 917 309 5626 and E: lesleyredwine@achievementfirst.org) and in Connecticut please direct inquiries to Pat Sweet (T: 203 773 3223 ext. 26 and E: patsweet@achievementfirst.org).

AF Parent Survey Results

	number of students enrolled	BUSH-ELEM		CH-ELEM	
		%	#	%	#
Overall	1 My child goes to a great school.	100.0%	115	99.2%	127
	2 The school has delivered on its promises to parents and students.	100.0%	95	97.2%	107
	3 I would recommend the school to parents of other students in the city.	100.0%	111	99.2%	124
	4 I am pleased with my child's overall progress at the school.	100.0%	83	99.1%	107
	5 I feel confident that the school is doing all it can to prepare my child for su	100.0%	112	98.4%	127
Discipline and Character	6 The school is a safe place for children.	99.1%	116	98.5%	134
	7 The school holds students to very high behavioral standards.	100.0%	98	97.4%	116
	8 I am happy with the system of rules, rewards, and consequences at the sc	99.1%	115	97.7%	133
	9 I believe that the school has had a positive impact on my child's character	99.0%	100	98.2%	110
	10 The school is a joyful place.	99.1%	117	97.7%	133
Communication	11 I am satisfied by how well the school communicates with parents through	96.3%	107	98.3%	121
	12 I receive regular and timely progress about my child's academic progress.	96.7%	91	93.8%	97
	13 The school contacts me immediately when my child is struggling.	96.7%	91	97.0%	100
	14 I feel welcome when I visit the school.	98.6%	72	100.0%	99
	15 The school's administration and teaches are open and accessible.	98.1%	107	100.0%	118
School Staff	16 I am pleased with the principal of the school. The principal does a great jo	100.0%	113	100.0%	123
	17 I am pleased with the dean of students of the school. The dean does a gre	98.6%	69	100.0%	85
	18 I am pleased with my child's teachers. The teachers do a great job.	100.0%	109	100.0%	127
	19 I can tell that the teachers and staff at the school love my child.	96.9%	64	100.0%	88
	20 My child has a close relationship with at least one adult in the school.	98.2%	112	95.9%	121
Academic Quality	21 The school has very high academic standards and a rigorous curriculum.	98.4%	63	100.0%	77
	22 I am pleased with the quality of teaching at the school.	100.0%	24	100.0%	55
	23 My child has the right amount of homework each night.	92.9%	112	98.3%	118
	24 My child's school work and homework assignments are meaningful.	100.0%	27	98.2%	56
	25 The school day is the right length.	93.2%	118	92.2%	129
	26 My child is more motivated to learn than before coming to the school.	89.7%	29	98.1%	52

Overall Grade	The overall grade I would give the school is:	BUSH-ELEM		CH-ELEM	
		%	#	%	#
5	A (awesome)	64.9%	61	48.6%	53
4	A (great)	28.7%	27	43.1%	47
3	B (good)	5.3%	5	5.5%	6
2	C (fair)	1.1%	1	2.8%	3
1	D (failing)	0.0%	0	0.0%	0

Reasons Child was Enrolled	28 Why did you enroll your child at the school?	BUSH-ELEM		CH-ELEM	
		%	#	%	#
1	My child was doing poorly in his/her prior school.	12.9%	16	10.6%	15
2	The location of the school is more convenient than the location of my ch	7.3%	9	12.1%	17
3	The academic program is more rigorous at the school.	64.5%	80	69.5%	98
4	The school culture and behavior standards are higher at the school.	66.1%	82	66.0%	93
5	There are better teachers at the school.	55.6%	69	45.4%	64
6	My child wanted to come to the school.	4.8%	6	8.5%	12
7	I wanted a college preparatory education for my child.	76.6%	95	82.3%	116
8	I was unhappy with the curriculum or teaching at the prior school.	21.8%	27	19.9%	28
9	I was unhappy with the discipline standards and procedures at the prior	23.4%	29	21.3%	30
10	I have another child attending the school.	1.6%	2	4.3%	6
11	Other.	4.8%	6	9.2%	13

* Percentages of surveys indicating this choice

CH-MIDDLE		ENY		ENDV-MIDDLE		AMSTD-ELEM		AMSTD-MIDDLE		AMSTD-HS	
Agree	Resp	Agree	Resp	Agree	Resp	Agree	Resp	Agree	Resp	Agree	Resp
100.0%	78	100.0%	140	96.2%	52	98.2%	56	100.0%	132	100.0%	15
100.0%	73	98.6%	139	100.0%	43	100.0%	52	100.0%	127	92.3%	13
100.0%	79	98.6%	140	98.1%	54	100.0%	54	100.0%	131	100.0%	15
97.2%	72	99.3%	137	97.8%	46	100.0%	48	93.9%	132	80.0%	15
100.0%	77	98.6%	139	100.0%	54	100.0%	54	100.0%	130	100.0%	15
98.8%	80	99.3%	140	100.0%	59	98.2%	56	100.0%	132	93.3%	15
100.0%	75	100.0%	139	100.0%	49	100.0%	50	100.0%	130	100.0%	13
97.5%	81	97.8%	139	98.3%	60	96.4%	55	94.6%	130	86.7%	15
96.1%	77	100.0%	140	97.9%	47	100.0%	49	96.9%	127	100.0%	14
96.2%	79	100.0%	139	91.4%	58	100.0%	54	97.6%	127	100.0%	14
95.0%	80	95.7%	138	98.2%	55	96.4%	55	100.0%	129	100.0%	15
92.9%	70	97.8%	136	100.0%	48	100.0%	45	98.4%	129	91.7%	12
88.2%	68	93.4%	122	91.7%	48	94.3%	53	95.0%	120	84.6%	13
98.3%	59	98.5%	135	100.0%	42	98.0%	49	100.0%	126	100.0%	13
98.7%	76	97.0%	135	94.5%	55	100.0%	54	100.0%	128	100.0%	14
98.7%	78	99.2%	133	100.0%	57	100.0%	52	96.2%	131	100.0%	14
96.6%	58	98.5%	131	100.0%	45	100.0%	44	99.2%	128	90.0%	10
98.7%	77	100.0%	137	100.0%	57	100.0%	54	98.5%	131	100.0%	14
93.9%	49	97.8%	134	95.1%	41	100.0%	44	98.4%	122	87.5%	8
88.7%	71	97.0%	133	90.4%	52	94.0%	50	97.5%	121	100.0%	14
100.0%	75	100.0%	134	96.5%	57	100.0%	54	100.0%	131	100.0%	12
98.4%	61	99.3%	135	98.2%	55	100.0%	51	100.0%	129	100.0%	11
85.5%	76	94.9%	136	94.5%	55	92.5%	53	95.3%	127	83.3%	12
98.4%	64	97.8%	135	100.0%	50	100.0%	48	99.2%	130	90.0%	10
89.6%	77	94.7%	132	88.1%	59	96.3%	54	94.6%	129	83.3%	12
93.5%	62	97.6%	127	88.0%	50	97.8%	45	91.2%	125	90.0%	10

%	#	%	#	%	#	%	#	%	#	%	#
45.5%	35	64.0%	87	64.6%	31	70.6%	38	61.5%	80	53.3%	8
45.5%	35	30.1%	41	25.0%	12	29.4%	15	32.3%	42	33.3%	5
7.8%	6	4.4%	6	6.3%	3	0.0%	0	4.6%	6	13.3%	2
1.3%	1	1.5%	2	4.2%	2	0.0%	0	1.5%	2	0.0%	0
0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0

%	#	%	#	%	#	%	#	%	#	%	#
26.8%	22	9.3%	13	31.1%	19	5.4%	3	24.6%	33	13.3%	2
7.3%	6	10.7%	15	4.9%	3	3.6%	2	8.2%	11	6.7%	1
74.4%	61	66.4%	93	68.9%	42	80.4%	45	80.6%	108	46.7%	7
75.6%	62	65.7%	92	72.1%	44	55.4%	31	71.6%	96	40.0%	6
50.0%	41	46.4%	65	57.4%	35	51.8%	29	50.0%	67	46.7%	7
17.1%	14	9.3%	13	23.0%	14	5.4%	3	23.9%	32	26.7%	4
84.1%	69	81.4%	114	73.8%	45	69.6%	39	70.1%	94	66.7%	10
42.7%	35	22.1%	31	41.0%	25	8.9%	5	44.0%	59	20.0%	3
51.2%	42	20.7%	29	54.1%	33	5.4%	3	29.9%	40	6.7%	1
8.5%	7	2.1%	3	1.6%	1	12.5%	7	9.0%	12	0.0%	0
4.9%	4	10.0%	14	1.6%	1	3.6%	2	8.2%	11	6.7%	1

ECCP-ELEM		ECCP-MIDDLE		TOTAL	
% Agree	# Resp	% Agree	# Resp	% Agree	# Resp
100.0%	168	98.8%	86	99.5%	969
99.4%	163	98.7%	77	99.1%	889
100.0%	165	98.9%	87	99.5%	960
99.4%	163	97.0%	67	97.8%	870
98.8%	167	98.9%	87	99.3%	962
99.4%	163	98.9%	87	99.1%	982
100.0%	141	100.0%	73	99.7%	884
98.2%	165	95.1%	82	97.1%	975
98.6%	142	100.0%	67	98.5%	873
98.8%	163	97.6%	84	98.0%	968
99.4%	160	96.5%	85	97.6%	945
98.7%	157	100.0%	69	97.4%	854
99.3%	149	100.0%	74	95.5%	838
97.5%	161	100.0%	72	98.9%	828
98.8%	161	100.0%	85	98.7%	933
97.5%	157	98.8%	84	98.7%	942
99.4%	161	100.0%	66	99.0%	797
99.4%	163	98.8%	82	99.5%	951
98.8%	160	98.2%	57	97.9%	767
97.5%	160	98.7%	78	96.2%	912
99.4%	161	98.8%	80	99.4%	844
100.0%	155	100.0%	62	99.6%	738
96.8%	158	96.2%	79	94.5%	926
99.4%	159	100.0%	61	98.9%	740
97.5%	162	97.5%	81	94.0%	953
95.3%	150	96.7%	60	94.5%	710

%	#	%	#	%	#
65.2%	107	63.1%	41	60.6%	539
27.4%	45	32.3%	21	32.6%	290
6.1%	10	3.1%	2	5.2%	46
1.2%	2	1.5%	1	1.6%	14
0.0%	0	0.0%	0	0.0%	0

%*	#	%*	#	%*	#
11.7%	20	33.3%	29	17.0%	172
8.2%	14	3.4%	3	8.0%	81
71.9%	123	67.8%	59	70.8%	716
70.8%	121	59.8%	52	67.2%	679
53.8%	92	41.4%	36	50.0%	505
14.6%	25	19.5%	17	13.8%	140
71.9%	123	72.4%	63	76.0%	768
24.6%	42	49.4%	43	29.5%	298
18.1%	31	46.0%	40	27.5%	278
20.5%	35	8.0%	7	7.9%	80
2.9%	5	5.7%	5	6.1%	62

**Attachment 13:
Proposed School Calendar 2008-2009**

Achievement First: Proposed 2008-2009 School Calendar

August 2008

S	M	T	W	TH	F	S
						2
3						9
10						16
17						23
24			27	28	29	30
31						

September 2008

S	M	T	W	TH	F	S
		2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2008

S	M	T	W	TH	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	14	15	16	17	18	
19	20	21	22	23	25	
26	27	28	29	30	31	

November 2008

S	M	T	W	TH	F	S
						1
2	3	5	6	7	8	
9	10	12	13	14	15	
16	17	18	19	20	22	
23	24	25	26		29	
30						

December 2008

S	M	T	W	TH	F	S
		1	2	3	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24			27
28						

January 2009

S	M	T	W	TH	F	S
					2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	20	21	22		24	
25	26	27	28	29	30	31

- New Teacher Training
- PD / Work Day - No school for students
- Holiday - No school for students or staff
- Early dismissal - students dismissed @ 1:45 PM
- Beginning, Middle, or End of Trimester
- Last interim assessment for that cycle

February 2009

S	M	T	W	TH	F	S
1		3	4	5	6	7
8	9	10	11	12	13	14
15						21
22		24	25	26	27	28

March 2009

S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2009

S	M	T	W	TH	F	S
					1	2
5	6	7				11
12		15	16	17	18	
19	20	21	22	23	24	25
26	27	28	29	30		

May 2009

S	M	T	W	TH	F	S
						2
3	4	5	6	7	8	9
10	12	13	14	15	16	
17	18	19	20	21	22	23
24	26	27	28	29	30	31

June 2009

S	M	T	W	TH	F	S
		1	2	3	4	5
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

July 2009

S	M	T	W	TH	F	S
						4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26						

- | | | |
|------------|-------|---|
| AUG | 4 | New Teacher Training Starts |
| | 18 | School Site Planning/Training (New & Return) |
| | 27 | First Day for Students |
| SEP | 1 | Labor Day - Holiday |
| | 14 | Back to School Night |
| OCT | 13 | Columbus Day - Holiday |
| | 17 | Fall Trimester Mid |
| | 24 | PD Day |
| NOV | 4 | AF-wide PD Day (NY & CT in Connecticut) |
| | 11 | Veterans Day - Holiday |
| | 27-28 | Thanksgiving holidays |
| DEC | 12 | Fall Trimester End |
| | 25-31 | Winter Break |
| JAN | 1 | Winter Break |
| | 2 | School Resumes |
| | 19 | MLK Day - Holiday |
| | 23 | PD Day - AF School Visits |
| FEB | 2 | Winter Trimester Mid |
| | 2 | PD / Teacher Prep (Progress Reports) |
| | 16-20 | Midwinter Recess |
| | 23 | Mid-Year Retreat |
| MAR | 20 | AF-wide PD Day (NY & CT in New York) |
| | 27 | End of the Winter Trimester |
| APR | 8-14 | Spring Break (inc. Easter) |
| MAY | 11 | PD Day |
| | 22 | Spring Trimester Mid |
| | 25 | Memorial Day - Holiday |
| | 26 | PD / Teacher Prep (Progress Reports) |
| JUN | 29-30 | Early Summer Break |
| JUL | 1-3 | Early Summer Break |
| | 24 | End of Spring Trimester - Staff Celebr. Party |
| | 27 | PD / Teacher Prep (End-of-year checklist) |
| | 28 | Summer Break |



Key Testing Dates		Month	Student Days	Teacher Days	Total Days
<u>IA #1</u>		August	3	7	10
20-Oct	Reading	September	21	0	21
21-Oct	Math	October	21	1	22
22-Oct	Grammar & History	November	16	1	17
23-Oct	Writing & Science	December	18	0	18
		January	19	1	20
		February	13	2	15
<u>IA #2</u>		March	21	1	22
18-Dec	Reading	April	17	0	17
22-Dec	Writing & Science	May	17	2	19
23-Dec	Math	June	20	0	20
24-Dec	Grammar & History	July	15	1	16
		TOTAL	201	16	217

State Tests

January NY State Tests (ELA)
NY Regents (all subjects)

Mid-Year Testing

		NHPS & NYCDOE		
12-Feb	Mid-year DRP	Columbus Day	NHPS	NYCDOE
Jan-Feb	Mid-year DRA	Rosh Hash-1	NHPS	NYCDOE
		Rosh Hash-2	NHPS	NYCDOE
		Yom Kippur	NHPS	NYCDOE
		Election Day	NHPS	NYCDOE
<u>IA #3</u>		Veterans Day	NHPS	NYCDOE
9-Feb	Math	Thanksgiving	NHPS	NYCDOE
10-Feb	Math (if needed)	Winter Holidays	NHPS	NYCDOE
11-Feb	Grammar & History	MLK Day	NHPS	NYCDOE
12-Feb	Reading	3 Kings Day	NHPS	NYCDOE
13-Feb	Writing & Science	Feb. Break	NHPS	NYCDOE
		Staff PD Day	NHPS	

State Tests

March	NY State Tests (Math)	Staff PD Day		NYCDOE
		Passover	NHPS (half day)	NYCDOE
		Good Friday	NHPS	NYCDOE
		Spring Break	NHPS	NYCDOE
		Memorial Day	NHPS	NYCDOE
		Bklyn/Queens Day		NYCDOE

IA #4

4-May Reading
5-May Writing & Science
6-May Math
7-May Math (if needed)
8-May Grammar & History
MAY DRA Testing

IA #5

20-Jul End-of-year DRP
20-Jul End-of-year Terra Nova
21-Jul Math
22-Jul Reading & Math (if needed)
22-Jul Grammar & History
23-Jul Writing & Science

**Attachment 15:
Staffing Plan**

Brownsville Staffing

Brownsville Staffing

Start year		2008	2009	2010	2011	2012
End year		2009	2010	2011	2012	2013
Brownsville						
Brownsville – Elementary						
Teachers	0.0	0.0	14.0	22.0	27.0	27.0
Leaders	0.0	0.0	3.0	3.0	3.0	3.0
Ops/Support	0.0	0.0	2.0	3.0	3.0	3.0
Paraprofessionals	0.0	0.0	0.0	1.0	2.0	2.0
Total staff	0.0	0.0	19.0	29.0	35.0	35.0
Brownsville – Middle						
Teachers	0.0	0.0	10.0	15.0	20.0	20.0
Leaders	0.0	0.0	3.0	3.0	3.0	3.0
Ops/Support	0.0	0.0	3.0	3.0	3.0	3.0
Paraprofessionals	0.0	0.0	1.0	1.0	1.0	1.0
Total staff	0.0	0.0	17.0	22.0	27.0	27.0
Brownsville – Grand Total Staff						
	0.0	0.0	36.0	51.0	62.0	62.0

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Exhibit H
 Addendum to Attachment 15

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**Attachment 16:
Accountability Plan**



ACCOUNTABILITY PLAN 2006-2010

Academic Goals

English Language Arts

Goal: All students at Achievement First Brownsville Charter School (AF-Brownsville) will be proficient readers and writers of the English language.

As stated in the AF-Brownsville charter, teaching students to read well is the critical task of elementary and middle schools. AF-Brownsville will build on the latest research in literacy education to create a rigorous program in which all students are fluent readers by the end of the second grade. Beyond the second grade, we will develop students who are able to rigorously analyze text using explicit comprehension strategies. Using a combination of resources including SRA Reading Mastery, Waterford Institute, Scholastic and Achievement First developed curriculum materials, our literacy program combines phonemic awareness and phonics, fluency, vocabulary, independent reading and writing. These curricula, which have been proven to produce exceptional results, will serve as tools to meet the targeted proficiencies described below:

Absolute Proficiency (Required)

Each year, 75 percent of 3-8 graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State ELA examination.

Each year, the school's aggregate Performance Index (PI) on the State ELA exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Proficiency on State Exams (Required)

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State ELA exam will be greater than that of students in the same tested grades in the local school district. Achievement First Brownsville Charter School is currently located in Region 4, District 32 as defined by the New York City Department of Education.

Each year, the school will exceed its predicted level of performance on the State ELA exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Exhibit H

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ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL · ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL
ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL · AMISTAD HIGH SCHOOL





Value Added to Student Learning (Required)

Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State ELA exam and 75 percent at or above Level 3 on the current year's State ELA exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Mathematics

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

As described in the AF-Brownsville charter, the mathematics curriculum at AF-Brownsville will produce students that have mastered all of middle school mathematics and Algebra I by the end of their 8th grade year. By the end of high school, AF Brownsville students will have mastered Calculus. In the early grades, students will use the Saxon Mathematics curriculum, a highly effective curriculum that gives students an exceptionally strong foundation in the basic skills, procedural computation, and conceptual understanding. All AF-Brownsville students will know their addition and subtraction facts by the end of second grade and their times tables by the end of third grade. Teachers will require students to apply this strong basic skills knowledge in challenging problem-solving situations. AF-Brownsville will use a problem-solving supplement to Saxon math, and starting in the fourth grade, students will begin Achievement First's math curriculum; this curriculum mirrors New York's rigorous standards and requires daily demonstration of problem-solving skills. Math classes will also make extensive use of the rap, rhythm, and rhyme techniques pioneered by master math teacher Harriett Ball. These curricula, which have been proven to produce exceptional results, will serve as tools to meet the targeted proficiencies described below:

Absolute Proficiency (Required)

Each year, 75 percent of 3-8 graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Mathematics examination.

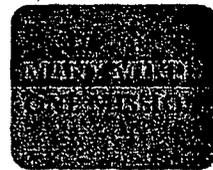
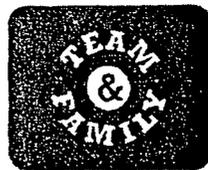
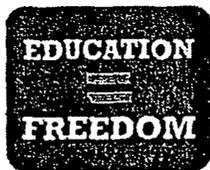
Each year, the school's aggregate Performance Index on the State math exam will meet the Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Proficiency on State Exams (Required)

Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above Level 3 on the State Math exam will be greater than that of

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students in the same tested grades in the local school district. As described above, AF-Brownsville Charter School is currently located in Region 4, District 32 as defined by the New York City Department of Education.

Each year, the school will exceed its predicted level of performance on the State Math exam by at least a small Effect Size (performing higher than expected to a small degree) according to a regression analysis controlling for students eligible for free lunch among all public schools in New York State.

Value Added to Student Learning (Required)

Each year, each grade-level cohort of students will reduce by one-half the gap between the percent at or above Level 3 on the previous year's State Math exam and 75 percent at or above Level 3 on the current year's State Math exam. If a grade-level cohort exceeds 75 percent at or above Level 3 in the previous year, the cohort is expected to show at least an increase in the current year.

Science

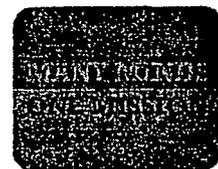
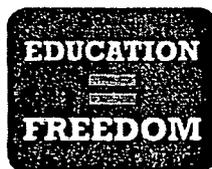
Goal: Students will demonstrate proficiency in the understanding and application of scientific principles.

As stated in the AF-Brownsville charter, AF-Brownsville will implement the FOSS Science curriculum. This curriculum correlates very well to New York State and national science standards. In addition, Achievement First is working in partnership with the Connecticut Academy of Math and Science (CAMS) to develop a rigorous 5-8 science curriculum that builds on the FOSS curriculum. CAMS has already done a detailed analysis of the Amistad Academy middle school science curriculum, and our science teachers are working to ensure all Connecticut standards are reflected in the curriculum. AF-Brownsville will use the results of this study to re-align the program with New York's rigorous standards. Since both Connecticut and New York base their standards off rigorous national standards, this process should be a matter of tweaking rather than major overhaul.

Science instruction at AF-Brownsville will combine student mastery of core vocabulary and conceptual knowledge with the application of scientific principals in laboratory settings. Science assessments, for example, will include sections that focus on the key terms and ideas of a unit as well as a performance task component that will require students to synthesize and analyze data from laboratory experiments. Science teachers will also actively work to reinforce key mathematical concepts, especially graphing and measurement skills. This curriculum and teaching methods will serve as tools to meet the targeted proficiencies described below:

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Absolute Proficiency (Required)

Each year, 75 percent of fourth graders and 75 percent of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Science examination.

Comparative Proficiency on State Exams (Required)

Each year in each tested grade, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Science exam will be greater than that of students in the respective grades in the local school district. AF-Brownsville is currently located in Region 4, District 32 as defined by the New York City Department of Education.

Social Studies

Goal: Students will demonstrate proficiency in the understanding and application of principles related to the social sciences.

As stated in the AF-Brownsville charter, it is critically important that students understand their own history, the world in which they live, and the history and culture of many different countries and peoples. Therefore, the AF-Brownsville social studies curriculum will follow the comprehensive and challenging Core Knowledge Sequence, developed by E.D. Hirsch at the University of Virginia. In addition, the social studies curriculum will be presented in a way that is engaging and challenging. Teachers will expect students to master the key concepts and vocabulary, and they will also teach them to analyze primary sources, debate different points of view, and make cause-and-effect connections. Social studies class will be a fast-paced, multi-modal class in which students hone their non-fiction reading skills, learn important content, and apply it in written essays and oral presentations. This curriculum and teaching methods will serve as tools to meet the targeted proficiencies described below:

Absolute Proficiency (Required)

Each year, 75 percent of fifth graders and 75 percent of eighth graders who are enrolled in at least their second year will perform at or above Level 3 on the New York State Social Studies examination.

Comparative Proficiency on State Exams (Required)

Each year in each tested grade, the percent of students who are enrolled in at least their second year and performing at or above Level 3 on the State Social Studies exam will be greater than that of students in the same respective grades in the local school district.

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No Child Left Behind (NCLB) (Required)

Goal: Under the state's NCLB accountability system, the school's Accountability Status will be "Good Standing" each year.

Other Academic Goals (Non-State Mandated Assessments)
Value Added to Student Learning

Literacy

Developmental Reading Assessment (DRA)

AF-Brownsville will administer the Developmental Reading Assessment (DRA), a nationally-normed examination that tests reading fluency (the rate and accuracy at which students read) and reading comprehension. This test is administered to students by a teacher three times per year to get baseline, mid-year, and end-of-year data tracking students' individual progress. Every new teacher to AF-Brownsville receives DRA training which enables them to test students one-on-one during the beginning, middle and end of the year. The test takes between 15 minutes and one-hour to administer, depending on a given student's skill level. Achievement First developed it's own standards for basic, below-proficient, proficient and advanced for beginning, middle and end-of-year. No student is exempt from taking this examination.

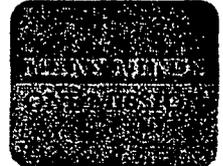
Goal: On the Developmental Reading Assessment; a nationally-normed reading test administered to students in the elementary academy, a minimum of 50 percent of kindergarteners will achieve at/above proficiency on the end-of-year test; a minimum of 55 percent of first graders will achieve at/above proficiency on the end-of-year test; a minimum of 60% of second graders will achieve at/above proficiency on the end-of-year test; a minimum of 65% of third graders will achieve at/above proficiency on the end-of-year test; and a minimum of 70% of fourth graders will achieve at/above proficiency on the end-of-year test.

Degrees of Reading Power (DRP)

AF-Brownsville will administer the Degrees of Reading Power (DRP) examination, a nationally-normed reading test, to students in the middle school academy. The DRP assesses the reading growth of students over the course of an academic year. The DRP measures both vocabulary and inferential reading abilities of students. This multiple choice examination is administered to students at the beginning, middle and end of the year. The

Exhibit H

AMISTAD ACADEMY · ELM CITY COLLEGE PREP · ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL
ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL · ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL
ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL · AMISTAD HIGH SCHOOL



test will be administered to all students and no student in the middle school academy will be exempt from examination.

Goal: On the Degrees of Reading Power (DRP), a nationally-normed reading assessment administered to students in the middle school academy, fifth graders will achieve at/above the average national percentile of at least 40 on end-of-year test; sixth graders will achieve at/above the average national percentile of at least 50 on end-of-year test; seventh graders will achieve at/above the average national percentile of at least 55 on end-of-year test; and eighth graders will achieve at/above the average national percentile of at least 60 on end-of-year test.

Math

Terra Nova

While students in grades kindergarten through 2 are exempted from state examinations in mathematics, kindergarten through fourth grade students in the elementary academy will take the mathematics section of the TerraNova. The Terra Nova is a nationally-normed test created by CTB McGraw Hill. The TerraNova is comprised of a combination of basic procedures questions and higher-order word problem testing the mathematic skills of early math students. The TerraNova allows the principal and instructional team to gauge students' knowledge of entry level mathematics concepts and preparation for advancement to new material in subsequent grades. This examination is administered to students at the end of kindergarten and the beginning and end of all other grades in the elementary academy. This test will be administered to all students and no students in the elementary academy will be exempt from examination.

Goal: On the Terra Nova, a nationally-normed reading test administered to students in the elementary academy, kindergarteners will achieve at/above the average national percentile of at least 50 on the end-of-year test; first graders will achieve at/above the average national percentile of at least 55 on the end-of-year test; second graders will achieve at/above the average national percentile of at least 60 on end-of-year test; third graders will achieve at/above the average national percentile of at least 65 on end-of-year test; and fourth graders will achieve at/above the 70 on end-of-year test.

Exhibit H

AMISTAD ACADEMY · ELM CITY COLLEGE PREP · ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL
ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL · ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL
ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL · AMISTAD HIGH SCHOOL





Organizational & Non-Academic Goals

Attendance

Goal: Each year, students in the elementary and middle academy at AF-Brownsville will maintain an average daily student attendance of 95 percent.

Student Suspension & Discipline

Goal: AF-Brownsville will be marked by a tight, positive school culture. Using our REACH character education curriculum to reinforce student behavior, from the outset of school we will have an average of one disciplinary action (i.e. suspension) per fifty students per academic year. As the school grows, the school culture will need to get tighter and more disciplined to continue meeting this goal.

Parent Satisfaction

Goal: Parent feedback is critical to the vitality of a school. Each year, parents will demonstrate their satisfaction primarily by choosing to keep their children enrolled at AF-Brownsville. Based on a year-end survey, it is the school's expectation that 80% or more parents will give the school an overall B or higher on the parent satisfaction survey.

Fiscal Soundness

Budgeting

Goal: Each year, AF-Brownsville will operate on a balanced budget meaning actual revenues will equal or exceed actual expenses.

Audit

Goal: Each year, AF-Brownsville will have a clean audit with no material negative findings.

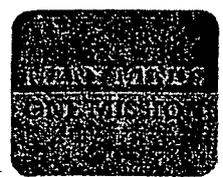
Internal Controls & Compliance

Goal: Each year, AF-Brownsville will take corrective action, if needed, in a timely manner to address any internal control or compliance deficiencies identified by its external auditor, SED, or the Institute.

END OF REPORT

Exhibit H

AMISTAD ACADEMY · ELM CITY COLLEGE PREP · ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL
ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL · ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL
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**Attachment 18:
IA Platform Demo Pages**

Welcome Melanie!

Logout



Achievement First
Information System

Interim Assessments

Instructional Tools

System Administration

Reports

Class Only Reports

My Saved Reports

You have no saved reports

> [Manage your Saved Reports](#)

Admin Reports

- > [School Overall](#)
- > [All Schools All Subjects](#)

> [IA Manager](#)

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Exhibit H

"Doing little things well is a step toward doing big things better."

-Anonymous

743

Overall Performance (Region) IA #1, 9/5/2005

Assessment/Schools	Grade	# of Students taking this assessment	Average % of questions correct	% of Students who scored:			Average # of Standards Mastered
				70%	70-80%	80-100%	
A#1A							
Hill Valley High School	5	85	55	80%	14%	9%	5
Rydell High School	5	44	40	100%	0%	0%	4
All Schools for this IA		129	50	87%	7%	6%	5

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"Doing little things well is a step toward doing big things better."

- Anonymous



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Scope and Sequence Report

This report shows how your students did on questions that were first taught in different IA cycles.

Average % Questions Correct

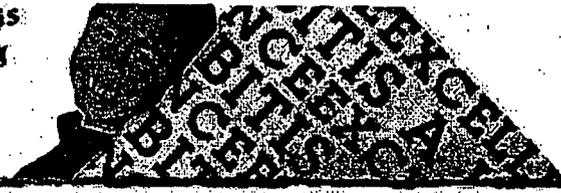
Average # Standards Correct

Overall Performance

Standard	Average % Questions Correct	Average # Standards Correct
IA #1		67
IA #1		6
5.A.04-a: Solve simple one-step equations using basic whole-number facts (+, -, x)		57
5.A.05-a: Solve and explain simple one-step equations using inverse operations involving whole numbers		48
5.N.01-a: Read and Write Whole Numbers to Millions		100
5.N.01-b: Expanded notation of numbers (i.e. 2345 = 2000 + 300 + 40 + 5)		48
5.N.02: Use Place Value to Compare Numbers up to the Millions		38
5.N.12-b: Use and ID characteristics of odd and even numbers to solve problems		37
5.N.16: Multiply three-digit by three-digit numbers [only 1 x 3 in int. 1]		83
5.N.27: Justify the reasonableness of answers using estimation		37
5.N.99-b: Multiplication Times Tables to the 12s		35
5.N.99-c: Add and subtract whole numbers (column up to 4-digit by 4-digit)		70
5.N.99-d: Multiply by multiples of 10 and 100		53
5.N.99-e: Write story problems for addition, subtraction, and multiplication		19
5.N.99-f: Write story problems for addition, subtraction, and multiplications		100

"Doing little things well is a step toward doing big things better."

-Anonymous



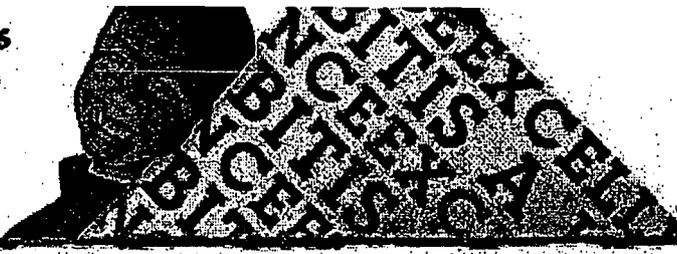
745

Performance By Test Item (Region) 1-A, September, 5, 2005

This report allows you to see which groups of students missed what standards. It can be helpful in making decisions about what standards to teach or re-teach) whole class, in small groups, or one-on-one.

Item	Standard	Albany (orbits) Version	Will-Vally/Hight School	Evangelical School
1	5.N.99-d: Multiply by multiples of 10 and 100	42%	18%	89%
2	5.N.99-c: Add and subtract whole numbers (column up to 4-digit by 4-digit)	49%	7%	0%
3	5.N.99-d: Multiply by multiples of 10 and 100	20%	31%	0%
4	5.N.16: Multiply three-digit by three-digit numbers (only 1 x 3 in int. 1)	66%	7%	50%
5	5.N.99-c: Add and subtract whole numbers (column up to 4-digit by 4-digit)	33%	24%	50%
6	5.N.99-c: Add and subtract whole numbers (column up to 4-digit by 4-digit)	47%	46%	50%
7	5.N.99-d: Multiply by multiples of 10 and 100	100%	100%	100%
8	5.N.99-c: Add and subtract whole numbers (column up to 4-digit by 4-digit)	36%	55%	0%
9	5.A.04-a: Solve simple one-step equations using basic whole-number facts (+, -, x)	34%	52%	0%
10	5.N.01-a: Read and Write Whole Numbers to Millions	43%	66%	0%
11	5.N.99-b: Multiplication Times Tables to the 12s	36%	28%	50%
12	5.N.01-b: Expanded notation of numbers (i.e. 2345 = 2000 + 300 + 40 + 5)	47%	46%	50%
13	5.N.02: Use Place Value to Compare Numbers up to the Millions	41%	35%	50%
14	5.N.99-f: Write story problems for addition, subtraction, and multiplications	100%	100%	100%
15	5.N.99-e: Write story problems for addition, subtraction, and multiplication	29%	19%	50%
16	5.A.04-a: Solve simple one-step equations using basic whole-number facts (+, -, x)	73%	66%	100%
17	5.N.01-b: Expanded notation of numbers (i.e. 2345 = 2000 + 300 + 40 + 5)	57%	35%	100%
18	5.A.04-a: Solve simple one-step equations using basic whole-number facts (+, -, x)	50%	49%	50%
19	5.N.99-c: Add and subtract whole numbers (column up to 4-digit by 4-digit)	43%	65%	0%
20	5.N.12-b: Use and ID characteristics of odd and even numbers to solve problems	40%	35%	50%
21	5.N.01-a: Read and Write Whole Numbers to Millions	100%	100%	100%
22	5.N.99-d: Multiply by multiples of 10 and 100	53%	55%	50%
23	5.N.27: Justify the reasonableness of answers using estimation	21%	32%	0%
24	5.A.04-a: Solve simple one-step equations using basic whole-number facts (+, -, x)	49%	48%	50%
25	5.N.99-c: Add and subtract whole numbers (column up to 4-digit by 4-digit)	39%	59%	0%
26	5.N.16: Multiply three-digit by three-digit numbers (only 1 x 3 in int. 1)	64%	7%	50%
27	5.N.12-b: Use and ID characteristics of odd and even numbers to solve problems	21%	32%	0%
28	5.A.04-a: Solve simple one-step equations using basic whole-number facts (+, -, x)	100%	100%	100%
29	5.N.99-c: Add and subtract wh		65%	0%
30	5.N.16: Multiply three-digit		72%	50%

"Doing little things well is a step toward doing big things better."
- Anonymous



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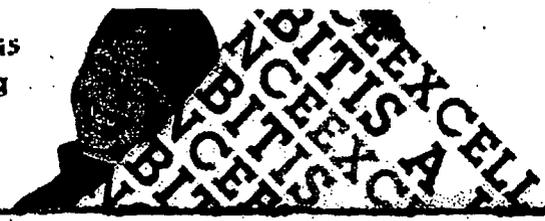
His Years Trends (Region)

This report shows how your schools are progressing over the year. You should see movement from red to yellow to green as you look from right to left.

▼ Average % of Students at Mastery | ▶ Average % of Correct by Standard

Standard	1A-1	1A-2
1.A.04-a: Solve simple one-step equations using basic whole-number facts (+, -, x)	52	18
1.A.05-a: Solve and explain simple one-step equations using inverse operations involving whole numbers	11	100
1.N.01-a: Read and Write Whole Numbers to Millions	67	45
1.N.01-b: Expanded notation of numbers (i.e. 2345 = 2000 + 300 + 40 + 5)	29	14
1.N.02: Use Place Value to Compare Numbers up to the Millions	12	55
1.N.03: Identify and Use (1 ten = 10 ones, etc.)		30
1.N.12-b: Use and ID characteristics of odd and even numbers to solve problems	5	100
1.N.16: Multiply three-digit by three-digit numbers (only 1 x 3 in int. 1)	62	19
1.N.27: Justify the reasonableness of answers using estimation	21	53
1.N.99-b: Multiplication Times Tables to the 12s	36	51
1.N.99-c: Add and subtract whole numbers (column up to 4-digit by 4-digit)	19	30
1.N.99-d: Multiply by multiples of 10 and 100	32	15
1.N.99-e: Write story problems for addition, subtraction, and multiplication	29	51
1.N.99-f: Write story problems for addition, subtraction, and multiplications	100	12
1.N.99-g: Add and subtract BIGGER whole numbers (column up to 4-digit by 4-digit)		20
1.N.99-h: Multiply by multiples of 100 and 10		36

"Doing little things well is a step toward doing big things better."
-Anonymous



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1. Standards for Whole Class Practice & Review

This section includes those standards where the class got 80% or more correct.

Standard	Average % Questions Correct	Count
5.N.99-f: Write story problems for addition, subtraction, and multiplications	100	40

2. Standards to Re-teach Whole Class

This section includes those standards where the students got less than 71% of the questions on these standards correct.

Standard	Average % Questions Correct	Count
5.A.04-a: Solve simple one-step equations using basic whole-number facts (+, -, x)	47	41
5.A.05-a: Solve and explain simple one-step equations using inverse operations involving whole numbers	29	100
5.N.01-a: Read and Write Whole Numbers to Millions	52	48
5.N.01-b: Expanded notation of numbers (i.e. 2345 = 2000 + 300 + 40 + 5)	33	32
5.N.02: Use Place Value to Compare Numbers up to the Millions	33	81
5.N.12-b: Use and ID characteristics of odd and even numbers to solve problems	30	100
5.N.18: Multiply three-digit by three-digit numbers [only 1 x 3 in int. 1]	50	41
5.N.27: Justify the reasonableness of answers using estimation	26	62
5.N.99-b: Multiplication Times Tables to the 12s	21	55
5.N.99-c: Add and subtract whole numbers (column up to 4-digit by 4-digit)	35	48
5.N.99-d: Multiply by multiples of 10 and 100	49	50
5.N.99-e: Write story problems for addition, subtraction, and multiplication	19	55

3. Struggling Students Interventions

This section includes those students who scored less than 71% on the first of the two IA's.

Student	% Questions Correct	Count
Ball, Hy	41	34
Barr, Candy	36	61
Blige, Sheila	66	39
Burr, Tim	25	86
Carr, Lisa	34	27
Christmas, Mary	23	
Day, May	57	41
Deere, Pierce		36
Dover, Skip		93

**Attachment 20:
Professional Development Day Schedule**

**AF-wide PD Day – March 23, 2007: Overview**

- 5:58 AM** The last train to NY that will get you there on time. You would need to take the train to Grand Central ... then the 4 subway downtown to Utica Avenue-Crown Heights. We recommend the bus. ☺
- 6:30 AM sharp** Busses leave Amistad Middle (407 James Street)
- 8:45 – 9:10** Coffee & Breakfast at AF Crown Heights (790 East New York Ave – Brooklyn ... b/t Troy & Schenectady)
- 9:00** NY teachers arrive. Please be there by this time so we can start promptly. ☺
- 9:15 – 9:55** Opening session
- 10:05 – 11:30** Session I
- 11:35 – 12:40** Lunch & Conversations by grade level & subject area
- 12:45 – 2:10** Session II
- 2:20 – 3:45** Session III
- 3:55 – 4:10** Closing Session
- 4:20** "Early Bus" Leaves for New Haven
"Party Bus" Leaves for Happy Hour
- 4:45 – on** Happy Hour – location TBA
- 7:00 PM** "Party Bus" Leaves for New Haven

Session I (10:00 AM – 11:30 AM)

- Scaffolding Study Skills in the Science and History Curriculum
- Middle School Writing – Teaching Research in the Writing Classroom
- Character Education, Part 1: How Can We Cultivate Grit and Love of Learning in Our Students?
- Developing a School-Wide Plan for Meeting the Health & Sex Ed Needs of Your Kids
- Reading Specialist 101: What You Need to Know About the Basics of the English Language in Order to Help Your Struggling Readers
- Middle School Math: Effective Strategies for Teaching Probability
- Differentiation for the Middle School Classroom
- Test-driving the Super-Cool AF Interim Assessment Platform
- Elementary Guided Reading Sharing Session

Session II (12:45 – 2:10)

- Elementary Music and Art Sharing Session
- Middle School Reading: With Rigor and Creativity, Designing Lessons that Have It All
- Middle School Music Sharing Session
- 25 Practices of Highly Effective Teachers
- Guided Reading Video Analysis
- Race, Class, and our Work at AF
- Middle School Reading: Unpacking the Data from Our Struggling Reader Interventions
- Reading Mastery II/III sharing session
- Differentiation for the Elementary Classroom
- The School-Home Connection: Working Effectively With Parents

Session III (2:20 – 3:45)

- 25 Practices of Highly Effective Teachers
- Middle School Reading: Scaffolding Novels for Our Lowest Readers
- AF Town Hall Forum
- Character Education, Part 2: How Can We Cultivate Kindness and Integrity in Our Students?
- Urban School Reform: How Do Great Public Charter Schools Fit Into the Larger Movement to Transform Public Education?
- Middle School Math: Questioning for Deeper Understanding
- Elementary Writing Video Analysis
- Academic Rigor in Science and History: Preparing Students for High School and Beyond
- Elementary Science Sharing Session

Notes / Logistics

- Though we don't recommend driving ☺, we will reimburse our CT friends for mileage
- We will have water and snacks on the bus to and from New Haven
- Teachers who need to leave early for child care reasons may, of course, do so. Just let Anna Marquardt know this so we can plan accordingly. If there is another reason you need to leave early, please let Anna know as well. ☺
- When teachers arrive, they will receive a "welcome packet" including a map of the building, cell numbers to call for help, an agenda for the day, a list of what sessions they are attending, expense reimbursement forms for drivers, and any other pertinent information.
- We will put out welcome signs at the school as well as signs outside the rooms where sessions take place.
- AF Central-NY folks will serve as "ushers/helpers" in case you need help. They will all be wearing a special badge/nametag so that you can easily identify them.
- Lunch will be catered. It'll be a mix of sandwiches, chips, salads, cookies, and drinks. If you have any special dietary needs, please let Anna know.
- We'll have sodas, water, coffee, cookies, and chips available throughout the day.
- Key cell phones: Doug McCurry (203-589-7396), Dacia Toll (203-668-3339), Andy Zuckerman (203-668-5855), Anna Marquardt (603-781-2062)

750

Session ONE (10:05 – 11:30)

Scaffolding Study Skills in the Science and History Curriculum

Facilitated by Susan Delp, History Teacher, Amistad Academy

In this session, middle school science and history teachers will identify the important study skills (notetaking from lecture and reading, summarizing, identifying main idea in non-fiction writing, etc.) that all students should master before the end of 8th grade. Teachers will then work together to scaffold at least one important skill from 5th to 8th grade.

Middle School Writing – Teaching Research in the Writing Classroom

Kelly Dowling, 7th Grade Writing Teacher, North Star Academy; Nikki Christian, 8th Grade Writing Teacher, North Star Academy;

Over the past several years, North Star writing teachers Kelly Dowling and Nikki Christian have spent time writing and piloting a rigorous middle school research unit. In this session, Dowling and Christian will share their approach to teaching research in the middle school writing classroom, including a discussion of how to scaffold research skills from 6th to 8th grade.

Character Education, Part 1: How Can We Cultivate Grit and Love of Learning in Our Students?

Facilitated by Dacia Toll and Marc Michaelson, Elm City College Prep

Many of us have been talking about Martin Seligman's 24 character strengths and how we can work to more proactively teach and cultivate them in our students. While all the different aspects of character are important, this session will be a working session focused on developing specific ideas for how we can effectively develop both Persistence (Grit) and Love of Learning/Curiosity in our students. We will talk about how to develop these strengths through our academic classes, through our school culture, through school-wide practices, and in partnership with parents. We will share both what's already working at different AF schools and what more we can all try in order to arm our students with these essential traits for life-long success and happiness. (Note: there is a similar character ed session focused on Kindness and Integrity)

Developing a School-Wide Plan for Meeting the Health & Sex Ed Needs of Your Kids

Facilitated by Samantha Miller and Vivien Perez, Amistad Academy

Most of our schools are so busy meeting our students' academic needs that we have not adequately and systematically addressed their need for good information with regard a host of serious health issues, ranging from nutrition and hygiene to sex ed and healthy relationships to AIDS and asthma. We would like to invite teams from each of the AF middle schools to come to this work session. The facilitators will present a list of essential topics and encourage teams to begin the planning process of when and how these issues will be addressed. The hope is to create a team at each school site who is willing to take on lead on these important issues and will work together with other teams at other schools to share best practices. We strongly encourage counselors, PE teachers, Deans of Students, and interested teachers to attend this session and are hoping for approximately three participants from every AF middle school. Elementary and high school teachers are welcome, but the focus is on middle school.

Reading Specialist 101: What You Need to Know About the Basics of the English Language in Order to Help Your Struggling Readers

Presented by Wendy North, Haskins Labs

What does awareness of speech sounds have to do with learning to read? What's the difference between phoneme awareness and phonics? What is the relationship between decoding skill and reading comprehension? Reading specialists from Haskins Labs will share with elementary and middle school reading teachers the answers to these questions and why they are essential for ensuring your students' reading success.

Middle School Math: Effective Strategies for Teaching Probability

Presented by Noah Teitelbaum, math consultant (formerly of North Star Academy)

Beginning with a model inquiry-based lesson that could be used to introduce probability, this session will help teachers to build students' conceptual understanding and procedural mastery of probability. In addition to watching short mini-lessons from Noah, teachers will participate actively in a round-robin of games and projects that they can turn around and use with students.

Differentiation for the Middle School Classroom

Presented by Quannah Parker-McGowan, Director of Special Services – NY

This is a session designed to give middle school teachers tools, ideas, and strategies that can be easily implemented to differentiate instruction in a middle school classroom. The session will begin with an overview of what differentiation is before focusing on specific strategies that can be used for various academic subjects.

Test-driving the Super-Cool AF Interim Assessment Platform

Presented by Doug McCurry, Superintendent

It is not just a myth, a rumor, or a dream. It's becoming a reality. In this session, you'll have a chance to, on laptops, "test drive" the AF platform (now in a beta version). Your feedback will be very helpful in making the tweaks we'll need before rolling it out next school year. About the IA Platform: This system will scan and analyze IAs, creating a multitude of reports for teachers. Teachers will be able to create data-driven plans on the system. Folks outside of AF who have seen the system say it is "revolutionary" ... at the very least, it's pretty doggone cool.

Elementary Guided Reading Sharing Session

Facilitated by Anne Lackritz, AF East New York

The first half of this session will be structured as a roundtable sharing session in which teachers will share a "nugget" from their classroom that is working. Participants will be encouraged to bring copies of any lessons, handouts, graphic organizers, etc. that are working. The second half of the session will focus on teachers sharing guided reading challenges that they are facing, leveraging the collective brainpower of the group to help them problem-solve ways to get unstuck.

Session TWO (12:55-2:20)

Elementary Music and Art Sharing Session

Facilitated by Kate Erb, AF Crown Heights Elementary

In this session, AF elementary music and art teachers will share "what has worked" in their classrooms and problem-solve around trouble spots. All teachers should bring copies of "best practice materials" to the session, and all teachers should also be ready to discuss trouble spots in their classroom so that their amazing colleagues can help problem solve. Kate Erb will facilitate. Before the date, Kate will be reaching out to you so that you know exactly what to bring.

Middle School Reading: With Rigor and Creativity, Designing Lessons that Have It All

Presented by Jeremy Kamps, Elm City College Prep, and Tom Kaiser, AF Endeavor

Two great AF reading teachers will share lessons and strategies they have used to create engaging, creative lessons that still rigorously pursue academic objectives. Jeremy will share standards-based funerals for Lennie, talk shows including the characters of *145th Street Stories*, and Christmas gifts for Scrooge. Tom will share how he has turned his Textual Analysis classroom into a courtroom. After these teachers share their strategies, they will facilitate a discussion amongst all the great teachers in the room about other ways to create engaging, rigorous lessons for all our students.

Middle School Music Sharing Session

Facilitated by Daniel Levin, Music Teacher, Amistad Middle

In this session, AF middle school music will share "what has worked" in their classrooms and problem-solve around trouble spots. All teachers should bring copies of "best practice materials" to the session, and all teachers should also be ready to discuss trouble spots in their classroom so that their amazing colleagues can help problem solve.

25 Practices of Highly Effective Teachers

Presented by Doug Lemov, Founding Principal, Academy of the Pacific Rim, President of School Performance New York

Doug Lemov is back by popular demand. At the last AFwide PD day, he got through about half of the "Taxonomy of Effective Teaching Practices" ... and he saved a lot of good stuff for this go-round. ☺ If you didn't hear after last time, Doug is one of the stars of the charter school community. He has created a "Taxonomy of Effective Teaching Practices" that helps to highlight the little best practices that all great teachers do. Participants will receive both a written description of these practices, and Doug will also share video clips of teachers using these techniques. This session is highly recommended for all teachers. Doug will be doing two of the same session, so only sign up for one of them.

Guided Reading: Video Analysis

Facilitated by Evelyn Shoop, AF Bushwick Elementary

In this session, participants will revisit the core components of an effective Guided Reading lesson. The session will include analysis of video clips from strong elementary guided reading lessons, and analyzing what worked in those lessons, and what could have been done even better. Participants will then have a chance to reflect on their guided reading instruction and share how they can take ideas from the lessons they saw back to their classrooms.

Middle School Reading: Unpacking the Data from Our Struggling Reader Interventions

Presented by Caitlin Dillon, Haskins Lab

This year, all the AF middle schools have been trying a variety of interventions to build the decoding skills of our lowest-skilled readers. Our friends from Haskins Labs will help us interpret the mid-year ORF data from all the schools. We will use this as an opportunity to do a mid-year check in on our intervention efforts, looking at what's working and what challenges remain across all the middle schools.

Race, Class, and our Work at AF

Facilitated by Debon Lewis, Matt Taylor, and Lizette Suxo

A number of AF schools have started site-based conversations about the important role of race and class in the work that we do. Our student population is largely black and Latino (95-100 percent) and the majority of our scholars (60-85 percent) qualify for free/reduced lunch. What do we need to understand about the role of race and class in shaping their background, outlook, current assets and challenges, and potential future opportunities? Similarly, what do we need to understand about our parents in order to build strong, mutually respectful partnerships with them? What have different schools or individual staff members discussed, read, or done to better understand and effectively address these issues?

Reading Mastery II/III sharing session

Facilitated by Mike Kerr, AF Crown Heights Elementary

DI does its job really well, and our scholars can read, baby, read. When our scholars hit RM II and III, however, they often hit a few roadblocks due to holes in DI and the increasing sophistication of the text. Mike Kerr will facilitate a conversation in which teachers share strategies that have worked to fill the holes. The group will also share challenges they are facing in their classrooms and problem-solve potential solutions.

Differentiation for the Elementary Classroom

Presented by Quannah Parker McGowan, Director of Special Services – AF New York

This is a session designed to give elementary teachers tools, ideas, and strategies that can be easily implemented to differentiate instruction in an elementary school classroom. The session will begin with an overview of what differentiation is before focusing on specific strategies that can be used for various academic subjects.

The School-Home Connection: Working Effectively With Parents

Facilitated by Shefau Dabre-Rufus (Elm City Elementary), Steve Buckner (Amistad Elementary), Andy Zuckerman

As teachers, we have the responsibility of building strong working relationships with our students' parents. This session will focus on proactive strategies that we can take as classroom teachers to establish and maintain effective relationships with our students' parents. We will talk about how to initiate strong parent relationships at the start of the school year, and how to maintain these relationships by utilizing appropriate structures and supports throughout the school year. We will also share what's working for people this year and what challenges we've faced in working effectively with parents.

Session THREE (2:25-3:50)

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25 Practices of Highly Effective Teachers

Presented by Doug Lemov, Founding Principal, Academy of the Pacific Rim, President of School Performance New York

Doug Lemov is back by popular demand. At the last AFwide PD day, he got through about half of the "Taxonomy of Effective Teaching Practices" ... and he saved a lot of good stuff for this go-round. ☺ If you didn't hear after last time, Doug is one of the stars of the charter school community. He has created a "Taxonomy of Effective Teaching Practices" that helps to highlight the little best practices that all great teachers do. Participants will receive both a written description of these practices, and Doug will also share video clips of teachers using these techniques. This session is highly recommended for all teachers. Doug will be doing two of the same session, so only sign up for one of them.

Middle School Reading: Scaffolding Novels for Our Lowest Readers

Facilitated by Roseann Sheehan, AF Crown Heights Middle

We all want our struggling middle school readers to be reading increasingly challenging novels and improving their comprehension skills. Many of us have come up with ways to pre-teach the text, created special graphic organizers, trained our kids in how to take active reading notes, and developed other strategies for scaffolding their comprehension process. This is a sharing session for middle school teachers who are teaching literature class to our lowest-skilled readers. The requirement is that you come to this session with your materials and good ideas!

AF Town Hall Forum

Facilitated by Doug McCurry & Dacia Toll

As a follow up to the general Opening Session, this smaller-group session will start with Doug and Dacia providing a slightly more detailed organizational overview. From their perspective, what are AF's greatest strengths and challenges as a network? How can we ensure increasing excellence at our current schools while growing and providing more opportunities for more students? After a brief presentation, the bulk of the session will be focused on hearing your perspectives and questions. What are the challenges and opportunities that you see? We hope to have an active dialogue that informs AF's priorities going forward.

Character Education, Part 2: How Can We Cultivate Kindness and Integrity in Our Students?

Facilitated by Steve Buckner, Tisha Markette, Amistad Elementary

Many of us have been talking about Martin Seligman's 24 character strengths and how we can work to more proactively teach and cultivate them in our students. While all the different aspects of character are important, this session will be a working session focused on developing specific ideas for how we can effectively develop Kindness and Integrity in our students. We will talk about how to develop these strengths through our academic classes, through our school culture, through school-wide practices, and in partnership with parents. We will share both what's already working at different AF schools and what more we can all try in order to arm our students with these essential traits for life-long success and happiness. (Note: there is a similar character ed session focused on Grit and Love of Learning).

Urban School Reform: How Do Great Public Charter Schools Fit Into the Larger Movement to Transform Public Education?

Presented by Alex Johnston, Connecticut Coalition for Achievement Now, and Jim Peyser, former chair of the Massachusetts State Board of Education

How does our work at Achievement First fit into the larger issue of urban school reform? Come listen to Alex Johnston and Jim Peyser, who are leaders on the front lines of state-wide school reform efforts in Connecticut, Massachusetts, and nationally. They will discuss how the success of networks of public charter schools can and should leverage much-needed changes in urban school systems. Hear their candid take on the challenges, politics, and opportunity of current reform efforts. What will the future of public education look like and what will it take to get there?

786

755

Middle School Math: Questioning for Deeper Understanding

Presented by Noah Teitelbaum, math consultant (formerly of North Star Academy)

This session will categorize and compare the different types of questions teachers can ask. Participants will watch video segments of teachers, and discuss the effect of specific questions, make suggestions for improved questioning, etc. The session will end with discussion of how to improve one's own questioning technique so as to push students toward deeper understanding of math concepts. Teachers from other subject areas may find this session helpful as well.

Elementary Writing: Video Analysis

Presented by Stacey Park, 1st Grade Teacher, AF Bushwick Elementary

In this session, AF Bushwick writing teacher Stacey Park will guide a discussion of how to structure a high-impact elementary writing lesson. The session will include analysis of video clips from strong elementary writing lessons, where teachers will analyze what worked in those lessons, and what could have been done even better. Participants will then have a chance to reflect on their writing instruction and share how they can take ideas from the lessons they saw back to their classrooms.

Academic Rigor in Science and History: Preparing students for high school and beyond

Presented by Brent Maddin, consultant (formerly of TFA and founding Science teacher, I.D.E.A Academy, TX)

We all want our students better prepared for life after middle school. In this session, Brent Maddin addresses this challenge by showing how teachers can measure the rigor of the tasks we assign our students. In doing so, we are not only provided with information about what our students know and what they don't know, but also how we can use this information to increase the cognitive demand of our daily instruction.

Elementary Science Sharing Session

The first half of this session will be structured as a roundtable sharing session in which teachers will share a "nugget" from their elementary science classroom that is working. Participants will be encouraged to bring copies of any lessons, handouts, graphic organizers, etc. that are working. The second half of the session will focus on teachers sharing elementary science challenges that they are facing, leveraging the collective brainpower of the group to help them problem-solve ways to get unstuck.

**Attachment 25a:
Student-Parent- School Contract**

Achievement First

Teacher-Parent-Student Contract

Achievement First commits to a partnership between teachers, parents, and students to provide the best possible education for our students. In order to achieve our very ambitious goals, we must work together.

Teacher's Commitment

1. **Timeliness** – I will arrive every day by 7:15 A.M. and remain at school until 4:00 P.M.
2. **High Quality Education** – I commit to providing a high-quality education and to going the extra mile for my students. I will work longer school hours, teach during the summer, and always offer our students the best I have.
3. **Support and Respect** – I will appreciate, support, and respect every student.
4. **Communication** – I will communicate regularly with parents about their child's progress and make myself available in person and by phone. I will return parent phone calls within 24 hours.
5. **Homework** – I will assign productive, worthwhile homework every night to reinforce and support skills and concepts learned in class.
6. **Fairness** – I will enforce Achievement First's REACH values consistently and fairly. When students are disciplined or suspended, or when students deserve recognition for their accomplishments, I will inform their parents promptly.
7. **Safety** – I will always protect the safety, interests, and rights of all individuals.

Signed: _____ Date: _____

Parent's / Guardian's Commitment

1. **Timeliness/Attendance** – I understand that every school day is important and that it is my responsibility to get my child to school every day on time (7:30 A.M.). If my child takes the bus, I will make sure he or she is at the bus stop on time. If my child is picked up from school, I will make sure that myself or a responsible, approved adult is there on time each day to pick my child up. If my child needs to miss school, I will contact the school. I will also make sure my child attends Summer Academy, and I will never schedule family vacations during school time.
2. **Support & Homework** – I will always help my child in the best way I know how, and I will do whatever it takes for my child to learn. I will provide a quiet space for my child to study and, if necessary, I will check my child's homework every night. If my middle school child struggles with homework and is required to attend after-school Homework Club, I will arrange for transportation home at 6:00 p.m.
3. **Independent Reading** – I will insist that my child reads for at least 20 minutes a night (including all three days of the weekend), and I will never sign the reading log unless I have personally seen my child read.
4. **Communication** – I will make myself available to my child and all of his/her teachers. I will return phone calls from school staff within 24 hours. If I am asked to attend a meeting regarding my child's education or behavior, I will be there. I will read all updates and memos sent home by the school, and I will return all necessary information immediately.
5. **Uniform** – I will send my child to school every day in the Achievement First uniform.
6. **REACH and School Rules** – I understand Achievement First's REACH values, and I will make sure that my child learns to live up to them. I understand that my child must follow these rules to protect the safety, interests, and rights of all individuals. I fully understand that Achievement First is a "sweat the small stuff" environment, and I also understand that my child may lose privileges or have other disciplinary consequences if my child violates the REACH values, I will support the school in its efforts to enforce high standards for behavior and citizenship.
7. **Attendance at Parent Meetings**: I will attend all required parent meetings, including Back-to-School Night and two Report Card Nights during the school year.

Signed: _____ Date: _____

Student's Commitment

1. **My Best Effort** – I understand that my education is important, and I will always work, think, and behave in the best way I know how and do whatever it takes for my fellow students and me to learn.
2. **Attendance and Timeliness** – I will come to school every day on time (by 7:30 A.M.) and stay until 4:00 P.M. (or later if I tutoring, sports, or music). If I need to miss class, I will ask for and make up all missed assignments.
3. **Uniform** – I will wear the Achievement First uniform properly every day and follow the school dress code. I understand that I will not be allowed to attend class unless my uniform is perfect.
4. **Homework** – I will complete all of my homework and reading every night. I will not offer excuses. I will seek the help I need to complete all my homework in a top-quality manner.
5. **Communication** – I will raise my hand to ask for help if I do not understand something. I will make myself available to my teachers and parents about any concerns they might have.
6. **Responsibility** – If I make a mistake, I will tell the truth and accept responsibility for my actions.
7. **REACH** – I understand the REACH values, and I will live up to them every day. I will follow all school rules so as to protect the safety, interests, and rights of all individuals. I understand that I may lose privileges and have other disciplinary consequences if I break rules or do not live up to the REACH values.

Signed: _____

**Attachment 25a:
Parent Satisfaction Survey (2006-07)**

AF Parent Survey Results

		BUSH-ELEM	CH-ELEM	CH-MIDDLE	ENY	ENY-MIDDLE	AMSTO-ELEM	AMSTO-MIDDLE	AMSTO-MS	ECCP-ELEM	ECCP-MIDDLE	TOTAL											
	number of students enrolled number of surveys submitted																						
Overall	1 My child goes to a great school.	100.0%	115	99.2%	127	100.0%	78	100.0%	140	98.2%	52	98.2%	56	100.0%	132	100.0%	15	100.0%	168	98.8%	88	99.5%	968
	2 The school has delivered on its promises to parents and students.	100.0%	85	97.2%	107	100.0%	73	98.9%	139	100.0%	43	100.0%	52	100.0%	127	92.3%	13	98.4%	163	93.7%	77	99.1%	639
	3 I would recommend the school to parents of other students in the city.	100.0%	111	99.2%	124	100.0%	78	98.9%	140	98.1%	54	100.0%	54	100.0%	131	100.0%	15	100.0%	165	99.9%	87	99.5%	960
	4 I am pleased with my child's overall progress at the school.	100.0%	83	99.1%	107	97.2%	72	99.3%	137	97.9%	48	100.0%	48	93.9%	132	80.0%	15	98.4%	183	97.0%	87	97.9%	870
	5 I feel confident that the school is doing all it can to prepare my child for success.	100.0%	112	98.4%	127	100.0%	77	98.9%	139	100.0%	54	100.0%	54	100.0%	130	100.0%	15	98.6%	187	98.9%	87	99.3%	952
School Start	6 The school is a safe place for children.	99.1%	116	98.9%	134	98.8%	80	99.3%	140	100.0%	50	98.2%	56	100.0%	132	93.3%	15	99.4%	163	98.9%	87	99.1%	982
	7 The school holds students to very high behavioral standards.	100.0%	98	97.4%	116	100.0%	75	100.0%	138	100.0%	49	100.0%	50	100.0%	130	100.0%	13	100.0%	141	100.0%	73	99.7%	884
	8 I am happy with the system of rules, rewards, and consequences at the school.	99.1%	115	97.7%	133	97.9%	81	97.9%	138	98.3%	60	98.4%	53	94.6%	130	88.7%	15	98.2%	165	95.1%	82	97.1%	875
	9 I believe that the school has had a positive impact on my child's character.	99.0%	100	98.2%	110	96.1%	77	100.0%	140	97.9%	47	100.0%	49	98.9%	127	100.0%	14	98.6%	142	100.0%	87	98.5%	873
	10 The school is a joyful place.	99.1%	117	97.7%	133	98.2%	79	100.0%	139	91.4%	58	100.0%	54	97.9%	127	100.0%	14	98.8%	163	97.6%	84	98.0%	968
Communication	11 I am satisfied by how well the school communicates with parents throughout the year.	98.3%	107	98.3%	121	95.0%	80	93.7%	138	98.2%	55	98.4%	55	100.0%	129	100.0%	15	98.4%	180	98.5%	85	97.6%	945
	12 I receive regular and timely progress reports about my child's academic progress.	98.7%	91	93.8%	97	92.9%	70	97.8%	136	100.0%	48	100.0%	45	98.4%	129	81.7%	12	98.7%	157	100.0%	69	97.4%	834
	13 The school contacts me immediately when my child is struggling.	98.7%	91	97.0%	100	98.3%	68	93.4%	122	91.7%	48	94.3%	53	95.0%	120	84.6%	13	99.3%	149	100.0%	74	99.5%	838
	14 I feel welcome when I visit the school.	98.6%	72	100.0%	89	98.3%	59	98.5%	135	100.0%	42	98.0%	49	100.0%	128	100.0%	13	97.5%	161	100.0%	72	98.9%	828
	15 The school's administration and teachers are open and accessible.	98.1%	107	100.0%	118	98.7%	76	97.0%	135	94.5%	53	100.0%	54	100.0%	128	100.0%	14	98.6%	181	100.0%	85	98.7%	933
School Staff	16 I am pleased with the principal of the school. The principal does a great job.	100.0%	113	100.0%	123	98.7%	78	99.2%	133	100.0%	57	100.0%	52	98.2%	131	100.0%	14	97.5%	157	98.8%	84	98.7%	942
	17 I am pleased with the dean of students of the school. The dean does a great job.	99.6%	89	100.0%	85	98.6%	58	99.5%	131	100.0%	45	100.0%	44	99.2%	128	89.0%	10	99.4%	161	100.0%	68	99.0%	797
	18 I am pleased with my child's teachers. The teachers do a great job.	100.0%	109	100.0%	127	98.7%	77	100.0%	137	100.0%	57	100.0%	54	98.5%	131	100.0%	14	99.4%	163	98.8%	82	98.5%	951
	19 I can tell that the teachers and staff at the school love my child.	98.9%	64	100.0%	88	93.0%	49	97.8%	134	93.1%	41	100.0%	44	98.4%	122	87.5%	9	98.9%	168	98.2%	57	97.9%	787
	20 My child has a close relationship with at least one adult in the school.	98.2%	112	95.9%	121	98.7%	71	97.0%	133	90.4%	52	94.0%	50	97.5%	121	100.0%	14	97.5%	180	98.7%	78	98.2%	912
Academic Standards	21 The school has very high academic standards and a rigorous curriculum.	99.4%	83	100.0%	77	100.0%	75	100.0%	134	98.5%	57	100.0%	54	100.0%	131	100.0%	12	99.4%	161	98.8%	80	99.4%	844
	22 I am pleased with the quality of teaching at the school.	100.0%	24	100.0%	55	98.4%	81	99.3%	135	98.2%	55	100.0%	51	100.0%	129	100.0%	11	100.0%	155	100.0%	82	98.6%	738
	23 My child has the right amount of homework each night.	92.6%	112	98.3%	118	85.9%	78	94.9%	138	94.5%	35	92.5%	63	95.3%	127	83.3%	12	98.6%	158	96.2%	79	94.5%	828
	24 My child's school work and homework assignments are meaningful.	100.0%	27	98.2%	50	98.6%	64	97.8%	125	100.0%	50	100.0%	63	98.2%	130	90.0%	10	99.4%	159	100.0%	81	99.8%	740
	25 The school day is the right length.	93.2%	118	92.2%	129	89.8%	77	94.7%	132	88.1%	59	98.3%	54	94.6%	129	83.3%	12	97.5%	162	97.5%	81	94.0%	853
26 My child is more motivated to learn than before coming to the school.	89.7%	29	98.1%	52	93.5%	62	97.6%	127	88.0%	45	87.8%	45	81.2%	125	80.0%	10	85.3%	150	96.7%	80	94.5%	710	
Overall Satisfaction	27 The overall grade I would give the school is:																						
	A	84.0%	61	48.0%	53	45.0%	33	64.0%	67	64.6%	31	70.0%	39	61.5%	60	63.3%	8	65.2%	107	63.1%	41	60.6%	539
	B	28.7%	27	43.1%	47	43.0%	39	38.1%	41	39.9%	12	28.4%	19	32.3%	48	33.3%	5	27.4%	43	32.3%	21	32.0%	298
	C	5.3%	5	5.5%	9	7.9%	8	4.4%	8	8.5%	3	6.0%	8	4.8%	6	13.3%	2	6.1%	10	3.1%	2	5.2%	68
	D	1.1%	1	2.8%	3	1.3%	1	1.8%	2	4.2%	2	0.0%	0	1.5%	2	0.0%	0	1.2%	2	1.5%	1	1.6%	16
Other	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	
Reasons Child was Enrolled	28 Why did you enroll your child at the school?																						
	1 My child was doing poorly in his/her prior school.	12.0%	18	10.0%	15	28.9%	22	9.3%	13	31.1%	19	3.4%	3	24.8%	33	13.3%	2	11.7%	20	33.3%	29	17.0%	172
	2 The location of the school is more convenient than the location of my child's prior school.	7.3%	9	12.1%	17	7.3%	8	10.7%	15	4.9%	3	3.6%	2	8.7%	11	6.7%	1	8.2%	14	3.4%	3	8.0%	81
	3 The academic program is more rigorous at the school.	84.5%	80	69.9%	89	74.4%	81	68.6%	99	68.6%	42	80.4%	45	80.8%	109	48.7%	7	71.9%	129	67.8%	69	70.6%	718
	4 The school culture and behavior standards are higher at the school.	68.1%	62	68.0%	69	75.9%	62	63.7%	62	72.1%	44	55.4%	31	71.8%	66	48.0%	6	70.8%	121	59.8%	52	67.2%	679
	5 There are better teachers at the school.	55.0%	69	43.4%	64	50.0%	41	48.4%	65	37.4%	35	31.8%	29	60.0%	67	48.7%	7	53.8%	82	41.4%	36	50.0%	668
	6 My child wanted to come to the school.	4.8%	6	8.9%	12	17.1%	14	6.3%	13	23.0%	14	3.4%	3	23.9%	32	26.7%	4	14.6%	25	19.5%	17	13.6%	140
	7 I wanted a college preparatory education for my child.	78.6%	85	82.3%	118	84.1%	69	81.4%	114	73.8%	45	69.6%	36	70.1%	84	68.7%	10	71.9%	123	72.4%	83	78.0%	788
	8 I was unhappy with the curriculum or teaching at the prior school.	21.8%	27	19.6%	28	42.7%	35	22.1%	31	41.0%	25	8.9%	5	44.0%	69	20.0%	3	24.6%	42	49.4%	43	29.5%	298
	9 I was unhappy with the discipline standards and procedures at the prior school.	23.4%	29	21.3%	30	31.2%	42	28.7%	29	36.1%	23	3.4%	3	29.9%	40	6.7%	1	18.1%	31	48.0%	40	27.9%	279
	10 I have another child attending the school.	1.6%	2	4.3%	6	8.5%	7	2.1%	3	1.6%	1	12.5%	7	9.0%	12	0.0%	0	28.5%	35	6.0%	7	7.9%	80
11 Other:	4.8%	6	9.2%	13	4.9%	4	10.0%	14	1.6%	1	3.6%	2	8.2%	11	6.7%	1	2.9%	5	5.7%	5	6.1%	62	

* Percentages of success indicating the choice



'The strength of the wolf is the pack and the strength of the pack is the wolf'

-Rudyard Kipling

DATES TO REMEMBER

- **BASKETBALL GAME:** Saturday, May 12th @ 12PM, AF Crown Heights Middle school Gym (TEAM RECORD 1-3).
- School-wide trip to Brooklyn Academy of Music, Wednesday, May 9th, 2007
- EOY Trip Info Session: Thurs May 10th, 2007 (VICTORY ACADEMY CANCELLED THURS MAY 9th)
- NO SCHOOL FOR STUDENTS: Monday, May 14th, 2007. Teacher Professional Development Day

AF ACES!!!!



CONGRATS!!!

THE WOLFPACK

ACHIEVEMENT FIRST CROWN HEIGHTS MIDDLE SCHOOL

Volume 2, Issue 31, May 8, 2007

TEACHER APPRECIATION WEEK

This week is National Teacher Appreciation Week. At Achievement First Crown Heights Middle School, teachers are PLATINUM PLUS. We have some of the smartest and hardest working teachers in the country. Our teachers are professionals and they are helping your child climb the mountain to college. They are the ones who go the extra mile to give your child help when they are struggling with a concept. Our teachers belong on a Visa commercial – they are priceless. This school is different than other schools – and it's different because our teachers will stop at nothing to make sure your child is successful. Please show your appreciation to our teachers by dropping them a note on the card we've provided. You can also feel free to give them a call... whatever you can do to say, "Thank you." (ps. You can also check out a great on-line review of the school at www.insideschools.org)

• **CROWN HEIGHTS AFFAIR II—WHAT A CELEBRATION!!!:** We had a great time celebrating our scholars and our school last Friday. We crowned our 11 AF Aces (see picture below) and gave the scholars a taste of how teachers can step. Fun was had by all.

• **PHILADELPHIA & WASHINGTON DC INFORMATIONAL MEETING: THURS MAY 10 @ 6 PM:** We are only 37 days away from our End-of-Year trips to Philadelphia AND Washington DC. We will be spending 4 days and 3 nights in both cities. For several of our scholars we realize that this is the first time many of our scholars will be away from home that long. We are having an informational meeting this Thursday evening to review the itinerary, sleeping and eating arrangements, and other details of the trip. It is also a great opportunity to get your questions answered regarding our trip. I hope to see you there this Thursday, May 10th at 6 PM in the auditorium!

AF CROWN HEIGHTS SUMMER ACADEMY REMINDER

This is another reminder that ALL Achievement First Crown Heights scholars are required to attend Summer Academy. For us, summer is a time to keep on learning and keep on climbing. It's a time for academic acceleration ...and for fun! Here, Summer Academy is not for students who are "behind." It is for ALL students. This year's AF Crown Heights's Summer Academy will be in session for ½ days (7:30 AM – 1:45 PM) from July 9th to July 27th. Please put these dates on your calendar and please plan family vacations for August (students will have that entire month off!).

MANY MINDS. ONE MISSION.



WORDS OF THE WEEK

5th Grade

- 1. Assemble
- 2. Banquet
- 3. Cargo
- 4. Cask
- 5. Celebrate
- 6. Decrease
- 7. Desperate
- 8. Edible
- 9. Frivolous
- 10. Harvest
- 11. Hew
- 12. Hostile
- 13. Pledge
- 14. Prosper
- 15. Task

WORDS OF THE WEEK

6th Grade

- 1. Accompany
- 2. Beneficial
- 3. Captive
- 4. Convenient
- 5. Ecstasy
- 6. Expanse
- 7. Expedition
- 8. Inept
- 9. Interpret
- 10. Invaluable
- 11. Linger
- 12. Retrieve
- 13. Skirmish
- 14. Supplement
- 15. Territory

From the Desk of Ms. Clarke, Dean of Students...

- **CELL PHONE POLICY—REVISITED:** This is a reminder to all parents that scholars ARE NOT permitted to use or carry their cell phones during the school day. We have confiscated several phones in the past month due to inappropriate usage (text messaging, calls in the cafeteria, ringing during class time, etc). Once confiscate, we will only return the phone to the scholar's parent/guardian. Scholars may use their cell phones when they first arrive (to confirm arrival) and/or after dismissal. Scholars must leave their cell phones in their jackets or bookbags during the day. In case of an emergency please contact myself, Mr. Williams, of Ms. D'Angelo via cell phone during the day.

- **SCHOLAR DOLLAR CHECKS RE-ISSUED:** As you may be aware, due to technical issues, some of our Scholar Dollar averages and deductions over the past few weeks have been inaccurate. We are happy to inform you that these issues have now been corrected. So, to ensure all records are up-to-date and accurate, we have chosen to re-issue checks for the following weeks:

4/15/2007-4/19/2007 and 4/22/2007- 4/26/2007

Please sign and return these checks by Wednesday, May 9, 2007. Thank you for your patience with this matter.

- **COLLEGE AND CAREER DAYS:** Parents please complete or forward our "Presenter Packets" to someone you feel would be a strong addition to our College and Career Days. Thanks in advance for your support.

From the Desk of Ms. D'Angelo, Academic Dean...

- 1. **VICTORY ACADEMY CANCELLED** on Wednesday, May 9th because of the school trip to the Brooklyn Academy of Music. Please make arrangements to have your child take the bus, walk home, or be picked up at the 4:00 PM dismissal time.

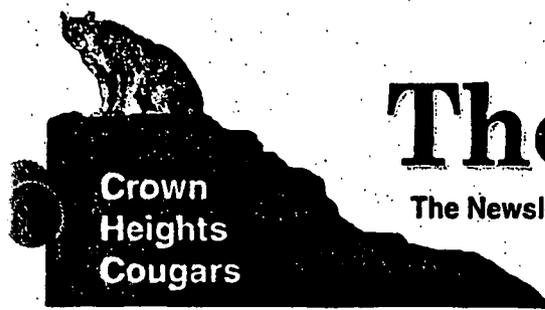
MANY MINDS. ONE MISSION.

The Mountaintop

The Newsletter of the Achievement First Crown Heights Elementary School

Volume 2, Issue 20

March 30, 2007



**Crown
 Heights
 Cougars**

Spring Break

There will be no school from Monday, April 2nd to Tuesday, April 10th for Spring Break. Our first day back from break will be Wednesday, April 11th. We will see you then. Please enjoy your time off.

Spring / Summer Attire

As the weather gets warmer, students are free to start wearing beige khaki shorts to school. However, please make sure students continue wearing their plain black sneakers so they get to participate in the daily Physical Education activities.

In addition, during **Summer Academy**, neck ties are optional for boys and cross ties are optional for girls.

Summer Academy

We just want to remind you that our mandatory Summer Academy will take place from Monday, July 9th to Friday, July 27th. Our school days will again run from 7:30 am to 1:45 pm. We have a lot of exciting things planned for our scholars. In addition to the reading and math instruction designed to give students a head start for next school year, there will be a whole host of enrichment activities for our students. Students will get to choose which electives they would like to receive. Also, we will have college students from Historical Black Colleges interning at our schools this summer. These students will get a chance to work with and mentor our scholars. We are really looking forward to this part of our school year.

Career Day

Our second annual Career Day will take place on Wednesday, May 2nd. Last year, our scholars were able to meet and speak to a veterinarian, a doctor, a firefighter, a judge, a journalist, a fashion designer, a professional dancer, and a few other professionals. We are looking forward to including more for this year. Please contact Ms. Ford-Coakley for information about the Career Day.

Spring Talent Show Extravaganza

Got talent? Thanks to the great ideas of parents, we have added an Evening of the Arts--Spring Talent Extravaganza to our list of activities. The event will take place on Thursday, May 24. Information is forthcoming from Ms. Andrews.

Upcoming Dates:

April 2 - 10

Spring Break

April 26

Report Card Night

May 2

Career Day

May 14

Professional Development Day. No School for Students.

May 24

Evening of the Arts--Spring Talent Extravaganza

May 28

Memorial Day No School.

Achievement First Crown Heights Charter School

790 East New York Avenue, Brooklyn, NY 11203

Office: 718-774-0762 Fax: 718-774-0830



Climb the Mountain

**Attachment 25b:
Mid-Year Staff Survey**

**Achievement First
Mid-Year Staff Survey (2006-2007)**

Admin Team Performance Feedback

Accountability is a two-way street. Every day, we ask teachers and staff to do an incredible job, working hard to meet the high standards of Achievement First. We try to offer you formal and informal feedback to improve your skills and success. We ask now that you offer us feedback on how well we are doing as administrators and how we could do better. Through supportive feedback and training, we can all grow as professionals.

We ask that you take approximately 30-60 minutes to complete this survey. Please keep your tone constructive and professional, but don't shy from being candid. We want to know where we are doing well and where we are falling short. Your feedback will help us to get even stronger and to be more effective at supporting you.

The survey begins with several general questions and then moves on to performance criteria for each of the individual members of the Admin Team. Although somewhat artificial, we tried to break out specific responsibilities for each of us. Of course, we work together to accomplish many of the most important objectives.

Each section (admin team, individuals) starts with several open-ended questions followed by check-the-box questions. We are especially interested in your answers to the open-ended questions as these tend to be the most informative and useful. The check-the-box questions are mostly there to make sure the key parts of our jobs are covered. They also give us a way of measuring our progress year-to-year.

Any form has its inherent limitations. Please feel free to offer any feedback that you think would improve individual or overall school effectiveness in the open-ended sections.

1. At what Achievement First school do you work?
2. What is your primary grade level?
3. What do you need from school leadership / administration in order to be successful in your job? (information, resources, training, feedback, coordination, appreciation, encouragement, vision, etc.)
4. Which of these needs are being successfully met?
5. Which of these needs are not being met adequately?
6. Overall Evaluation

Strongly Agree	Agree Neutral	Disagree	Strongly Disagree
----------------	---------------	----------	-------------------

The school is an excellent school that works effectively to prepare its students academically. Student academic performance gains are significant.

The school is an excellent school that works effectively to prepare its students in terms of REACH. Students' improvements in demonstrating REACH behaviors are significant.

The school gives me the support I need to be successful with students.

The Admin Team challenges me to maximize my effectiveness with students. It is hard to be complacent here because there is a culture of professional reflection and growth.

I feel that I am learning and developing as a teacher. I continue to get better and stronger.

I feel satisfied with the level of communication among the staff. I have the information I need to be successful.

I have meaningful opportunities to provide input on issues facing my grade level and the school.

The Admin Team creates opportunities for others to exercise leadership.

I understand the school's mission and feel committed to doing my part to help realize this mission.

I feel respected and appreciated for the contributions I make.

Staff morale at the school is positive.

There is a culture of Team & Family at the school. I get a lot of support from my colleagues.

Day-to-day school operations run smoothly. There are few external distractions to teaching and learning.

7. Anything else you'd like to tell the team? Please explain any ratings of "Disagree" or "Strongly Disagree".

The Principal

8. What do you most need from the Principal to be effective and successful in your job?

9. What feedback do you have for the Principal about what he/she is currently doing that you find helpful or supportive in doing your job?

10. What would you like to see the Principal do differently? (Stop doing. Start doing. Do more or less of.)

11. The Principal

Strongly Agree

Agree Neutral Disagree

Strongly Disagree

N/A

The Principal does a good job of keeping the school's mission front and center and inspiring students and staff to further school goals.

The Principal makes sure that I have the support I need to be successful.

The Principal does a good job of addressing issues and concerns that arise throughout the year. The Principal is responsive to problems and thoughtful in designing solutions.

I feel comfortable going directly to the Principal with questions or concerns.

The Principal makes sure that the school has adequate resources, supplies, facilities, and staffing. The Principal ensures that the school's finances are solid.

The Principal provides strong strategic direction and vision for the school. I have a clear sense of school priorities and direction.

The Principal provides me with specific feedback and support that help me to become a more effective teacher. The Principal conducts fair, thorough, formal mid-year and end-of-year performance evaluations. (Choose N/A if not applicable.)

The Principal does a good job hiring, developing, recognizing, and retaining a talented staff. The Principal cultivates and celebrates great teaching.

The Principal is present in the school. The Principal is often in classrooms, hallways, and other areas and seems to have a good understanding of what is going on.

The Principal has done a good job facilitating and leading professional development this year.

The Principal does a good job of managing the Board of Directors, the external environment, the press, and local politics. Few external forces interfere or undermine school operations. The school has a very positive image in the community.

The Principal is a model of the REACH values.

The Principal is effective in his/her job.

12. Is there any other feedback you have for the Principal? Please explain any ratings of "Disagree" or "Strongly Disagree".

The Dean of Students

13. What do you most need from the Dean of Students to be effective and successful in your job?

14. What feedback do you have for the Dean of Students about what he/she is currently doing that you find helpful or supportive in doing your job?

15. What would you like to see the Dean do differently? (Stop doing. Start doing. Do more or less of.)

16. The Dean of Students

Strongly Agree

Agree Neutral

Disagree

Strongly Disagree

The Dean of Students does a good job in creating an overall positive, disciplined, achievement-oriented school culture. The Dean's presence, words, and actions help students to live up to REACH.

The Dean of Students is an effective partner with teachers in handling student discipline issues. When asked, the Dean removes students from class who are disruptive to the learning environment. The Dean then works with teachers to make sure these students transition back to class and are as successful as possible.

The Dean of Students is relentless. He/she is insistent, consistent, and persistent and helps create this culture among all teachers and staff.

The Dean of Students works effectively with especially challenging students (Kids We Love the Most) to improve their REACH behavior over time.

Discipline problems are handled at the school in a consistent and fair manner.

The school's discipline policies and practices improve the overall learning environment.

The Dean of Students works to positively engage parents in the school mission.

The Dean of Students works with the school counselor (and/or outside agencies) to provide effective counseling support to students who need such services.

The Dean of Students does a good job of addressing issues and concerns that arise throughout the year. He/she is responsive to problems and thoughtful in designing solutions.

I feel comfortable going to the Dean of Students with questions or concerns.

The Dean of Students provides me with targeted feedback and support that helps me to become a more effective teacher.

The Dean of Students is present in the school. He/she is often in classrooms, hallways, and other areas and seems to have a good understanding of what is going on.

The Dean of Students is a model of the REACH values.

The Dean of Students is effective in his/her job.

17. Is there any other feedback you have for the Dean? Please explain any ratings of "Disagree" or "Strongly Disagree".

The Academic Dean

18. What do you most need from the Academic Dean to be effective and successful in your job?

19. What feedback do you have for the Academic Dean about what he/she is currently doing that you find helpful or supportive in doing your job?

20. What would you like to see the Academic Dean do differently? (Stop doing. Start doing. Do more or less of.)

21. Academic Dean

Strongly agree Agree Neutral Disagree Strongly Disagree N/A

The Academic Dean effectively leads the development of a curriculum and assessment program that dramatically increases student achievement.

The Academic Dean does a good job of addressing issues and concerns that arise throughout the year. The Academic Dean is responsive to problems and thoughtful in designing solutions.

I feel comfortable going to the Academic Dean with questions or concerns.

The Academic Dean ensures that I have the necessary instructional materials to teach effectively. The Academic Dean promptly responds to requests for teaching materials.

The Academic Dean runs effective Interim Assessment conferences. The Academic Dean helps me to analyze student performance data to further target and improve my instruction. (Choose N/A if not applicable.)

The Academic Dean provides me with targeted feedback and support that help me to become a more effective teacher. (Choose N/A if not applicable.)

The Academic Dean does a good job hiring, developing, recognizing, and retaining a talented staff. The Academic Dean cultivates and celebrates great teaching.

The Academic Dean completes fair and thorough formal observations and evaluations. (Choose N/A if not applicable.)

The professional development led or arranged by the Academic Dean helps me to become an even more effective teacher.

The Academic Dean is a model of the REACH values.

The Academic Dean is effective in his/her job.

22. Is there any other feedback you have for the Academic Dean? Please explain any ratings of "Disagree" or "Strongly Disagree".

Thank you so much for taking the time to complete this survey. Achievement First values its awesome teachers, and the feedback you and others give us will help us make AF a great place for teachers.

Thanks again.

**Attachment 26:
Letters of Community Support**



771

BROWNSVILLE HERITAGE HOUSE, INC.
581 MOTHER GASTON BOULEVARD, BROOKLYN, NY 11212
718.385.1111 / 718.385.1113 (FAX)
"TEACH THE YOUTH THE TRUTH"
email: brownsvilleheritagehouse@yahoo.com

June 26, 2007

Ms. Jennifer Sneed
Senior VP
SUNY-Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Dear Ms. Sneed,

I am writing to express my support for Achievement First. I am encouraged by Achievement First's interest in starting a charter school in Brownsville. Our community is in desperate need of quality educational options and Achievement First has a proven track record of meeting the needs of urban children.

Achievement First was created to replicate and bring to scale the school model of its flagship school, Amistad Academy, in New Haven, Connecticut. Amistad has earned national recognition for its success in cultivating unprecedented academic performance in students. This high-level of academic performance is developed through an education program that emphasizes high academic expectations, a disciplined school culture, as well as character and leadership development.

I applaud their efforts to narrow the achievement gap by increasing the number of high-quality schools serving our city's children and my community. I support their application to open another college preparatory charter school in Brownsville.

Sincerely,

Patricia Dean
Executive Director
Brownsville Heritage House



77D

June 21, 2007

Ms. Jennifer Sneed
 Senior Vice President
 SUNY-Charter Schools Institute
 41 State Street, Suite 700
 Albany, NY 12207

Dear Ms. Sneed,

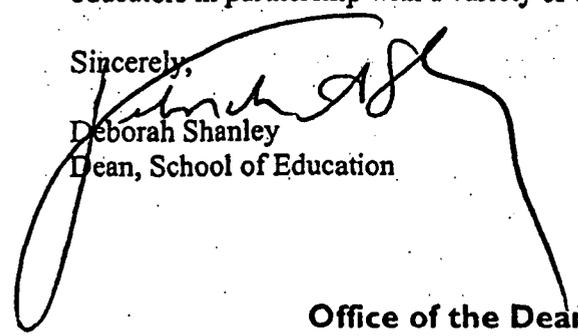
Thank you for the opportunity to write this letter in support of the Achievement First Brownsville and Crown Height's Charter School applications. As Dean of one of the largest Schools of Education in the City University of New York, I understand and recognize that an unacceptable achievement gap continues to exist in our largest urban public school system and I feel deeply about raising student achievement. I fully endorse this proposal from Achievement First and continue my commitment to their mission of providing families and their children with a quality education.

After experiencing first hand the successes of their current schools and reviewing the national research that is available on their model of teaching and learning, I am advocating that this model have the chance to be replicated. Brooklyn College's School of Education will partner with Achievement First Brownsville and Achievement First Crown Heights to help ensure that there is a highly qualified teacher in every classroom and that each teacher receives the on-going professional development necessary to provide children the education that they deserve. I have been a strong supporter of the standards movement and remain committed to high academic performance as well as greater transparency and accountability. Achievement First has the capacity to deliver with us these essential elements.

Choices are important as families are faced with identifying quality learning environments for their children. Achievement First offers a viable educational solution that produces maximum results. I am supportive of the Achievement First model and am poised to partner with them through this process. I have longed for a school model that uses pedagogy that I believe to be effective and has the research base to support it. The Achievement First curriculum for literacy is built around a solid Direct Instruction core while still integrating other approaches, such as balanced literacy in a way that meets the needs of all children. They are also committed to tracking progress on the academic goals that the state and nation has set.

Achievement First has a winning academic track record. The children and parents of Brooklyn deserve a school that is focused on both academics and the building of character. The next great scholars of the Brooklyn community are among us, and I believe Achievement First will be the educators in partnership with a variety of community stakeholders to lead this effort.

Sincerely,


 Deborah Shanley
 Dean, School of Education

Office of the Dean of the School of Education

Brooklyn College of The City University of New York
 2900 Bedford Avenue • Brooklyn, New York 11210-2889 • Telephone (718) 951-5214 • Fax (718) 951-4816

804

BROOKLYN
CHILDRENS
MUSEUM

touch the world!

773

June 13, 2007

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Dolly Williams

Mr. James D. Merriman, IV
Executive Director
SUNY-Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

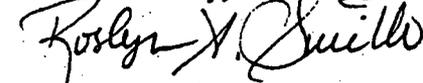
Dear Mr. Merriman:

I am writing this letter on behalf of the Brooklyn Children's Museum to express our support for Achievement First. Our city is in desperate need of quality educational options and Achievement First has a proven track record of meeting the needs of urban children. We are extremely pleased that they are committed to providing a high quality education to the children of Weeksville and Brownsville.

Choices are important as families are faced with identifying quality learning institutions for their children. As a community, we want to offer viable education solutions that would produce maximum results. The Museum is supportive of the Achievement First model that uses pedagogy which we believe to be effective, and has the research base to support it. The Achievement First curriculum of literacy is built around a solid Direct Instruction core while still integrating other approaches, such as balanced literacy, in a way that meets the needs of all children.

We applaud their efforts to narrow the achievement gap by increasing the number of high-quality schools serving our city's children. I support their application to open other preparatory charter schools in Brooklyn.

Yours Sincerely,



Roslyn A. Smith
Interim Director of Education

145 Brooklyn Avenue
Brooklyn, New York 11213
www.brooklynkids.org

735-4400

718-771-0286 TTY

718-604-7442 FAX

ROBIN HOOD



Michael M. Weinstein
Chief Program Officer
June 18, 2007

Ms. Jennifer Sneed
Senior Vice President
SUNY-Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Dear Ms. Sneed:

Robin Hood will spend about \$10 million this year backing the best charter schools serving poor students in New York City. That is why we have made grants totaling \$1.3 million over the past two years to all four Achievement First schools in the city. We back Achievement First because of its impressive track record in New York and New Haven – where performances of its students soar above those in Connecticut’s far more privileged neighborhoods.

Robin Hood knows the Achievement First team well because we have housed them at Robin Hood’s office for the past three years. Robin Hood’s staff has greatly benefited from exposure to these stellar individuals. We’ve watch as they map every step of their future students’ trek toward literacy and numeracy, serving as a model of accountability. We are simply thrilled that Achievement First has created a network of schools in New York City and continues to expand.

To fight poverty, Robin Hood funds schools that help disadvantaged students master the basic math and English skills needed to graduate high school. Toward that goal, we have become one of the largest funders of charters in New York City, backing KIPP and Uncommon Schools as well as Achievement First. We are also working with Achievement First, alongside KIPP and Uncommon Schools, to create charter high schools and an innovative teacher-training institute in partnership with Hunter College. Robin Hood is also one of the founders of the New York City Center for Charter School Excellence, a collaboration of major donors and the Department of Education. No – surprise that an organization with excellence in its name rivets attention on Achievement First.

If we can provide further information, please feel free to contact me at 212.227.6601. We look forward to expanding our partnership with Achievement First.

Sincerely,

826 Broadway, 7th floor New York, New York, 10003 telephone 212-227-6601 fax 212-227-6698 www.robinhood.org

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MARTY MARKOWITZ
Brooklyn Borough President

775
Tel: (718) 385-0323/24
Fax: (718) 342-6714



THE CITY OF NEW YORK
COMMUNITY BOARD NO. 16

444 Thomas S. Boyland Street - Room 103
Brooklyn, New York 11212

HAZEL A. YOUNGER
Chairperson

VIOLA D. GREENE-WALKER
District Manager

June 27, 2007

Mr. James D. Merriman, IV
Executive Director
SUNY-Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Dear Mr. Merriman,

I write in behalf of Brooklyn Community Board 16 to support Achievement First's application to the State University of New York to open and operate a charter school within our district. Recognizing that an achievement gap does in fact exist between minority students and children from more affluent communities, we endorse the proposal from Achievement First. We believe in their concept of quality education and would like to see the Amistad Academy replicated in the Brownsville community.

Choices are important as families are faced with identifying quality learning institutions for their children. As a community, we want to offer viable education solutions that would produce maximum results. We are supportive of the Achievement First philosophy and are poised to partner with them through this process. Our support is based on the stipulation that Brooklyn Community Board 16 is informed of each development during the application process. In particular, our concern centers around site selection. The aforementioned proviso fits well in the school model that was presented to the Board.

Again we support Achievement First's request to open a school in the Brownsville Community.

Very truly yours,

Handwritten signature of Viola D. Greene-Walker in black ink.
VIOLA D. GREENE-WALKER
District Manager

EDOLPHUS "ED" TOWNS
MEMBER OF CONGRESS
10TH DISTRICT, NEW YORK

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BROOKLYN, NY 11242
(718) 855-8018

104-08 FLATLANDS AVENUE,
BROOKLYN, NY 11238
(718) 272-1175

1670 FULTON STREET
BROOKLYN, NY 11213
(718) 774-5682

June 22, 2007

Mr. James D. Merriman, IV
Executive Director
SUNY-Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Dear Mr. Merriman,

I am writing this letter to express my support for Achievement First. This fine organization already serves a segment of my district with their school, Achievement First East New York. I am extremely pleased that they are committed to providing a high quality education to the children of East New York.

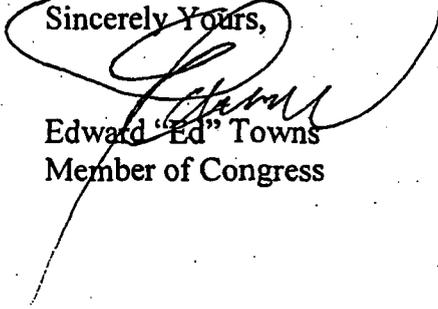
I am also confident that they will serve the people of Brownsville with equal success. Dedication and hard work are hallmarks of the Brownsville community. Achievement First, with a proven track record of academic excellence in urban areas, would greatly benefit the Brownsville community. I have seen them open two great schools, and I support them in opening another.

The performance of Achievement First's students speaks for itself. The students have proven themselves to be outstanding at both the elementary and middle school levels. Given a great education, the children of East New York have demonstrated that they can achieve. I look forward to the students in Brownsville being given the same chance to expand their intellectual and academic horizons.

If you have any questions regarding my support please do not hesitate to contact me or my Chief of Staff, Karen Johnson, at (718) 855-8018 for any further information.

With warmest wishes, I remain

Sincerely Yours,


Edward "Ed" Towns
Member of Congress

June 19, 2007

Ms. Jennifer Sneed
Senior Vice President
SUNY-Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

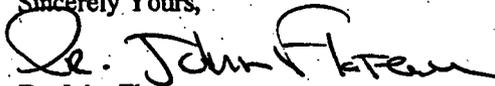
Dear Ms. Sneed:

I am writing this letter to express my enthusiastic support for Achievement First's Charter Application. New York City, and Central Brooklyn in particular, is in great need of quality public educational options. Achievement First has a proven track record of meeting and exceeding the educational needs of our children. I am a lifelong resident of Central Brooklyn, who has worked extensively as a parent and community leader, whose children attended local public schools, and who served on a local school board. Thus I am extremely pleased to work with Achievement First, and believe that they are highly committed, and are delivering a high quality education for our children, partnering with local communities.

Educational choices are very important to families who must identify quality learning environments for their children. As parents and as community, we want to ensure that we have viable institutions that provide an excellent education for our children and prepare them for success in their future endeavors. As an educator, I endorse the Achievement First teaching model with its college prep educational focus, character development, and emphasis on civic and personal leadership and responsibility. This model is highly effective for student learning, it is based on research, assessment and accountability, and it engages students, teachers, parents and community in the learning process.

As a community member who was elected Chairperson of the AF-Endeavor Board of Trustees, I applaud their efforts to narrow the achievement gap by increasing the number of high-quality schools serving our children. Thus I wholeheartedly support Achievement First's application to open additional preparatory charter schools in key neighborhoods of Brooklyn to expand the opportunity to provide an excellent education for our children.

Sincerely Yours,



Dr. John Flateau
Professor, School of Business
Medgar Evers College, CUNY
Chairperson, AF Endeavor
Board of Trustees

JOHN L. SAMPSON
SENATOR, 19TH DISTRICT
SECRETARY OF MINORITY CONFERENCE



THE SENATE
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FAX: 718-649-7661

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- COMMITTEE ASSIGNMENTS
- RANKING MINORITY MEMBER:
- HEALTH MEMBER:
- CODES
- CRIME VICTIMS, CRIME & CORRECTION
- FINANCE
- JUDICIARY
- RACING, GAMING & WAGERING
- VETERANS, HOMELAND SECURITY & MILITARY AFFAIRS

June 15, 2007

James D. Merriman, IV
Executive Director
State University of New York (SUNY) - Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

Dear Mr. Merriman:

I am writing this letter in support of Achievement Firsts' application to the SUNY - Charter Schools Institute for funding, in order to open more preparatory charter schools in Brooklyn. Charter schools are committed to providing high quality education to the children of Weeksville and Brownsville. I am extremely pleased and proud of Achievement Firsts' proven track record to meeting the needs of urban children.

Our city is in dire need of quality educational options that I am sure Achievement First can continue to deliver. I have visited many charter schools and applaud the administrations tenacity for delivering quality education. A representative from my office visited an Achievement First school on my behalf, and her report was astounding. The students' curriculum was built upon Achievement First's solid direct instructional core, while integrating other approaches, such as balanced literacy in a way that meets the needs of all the children.

Choices, especially educational choices are important for families who are faced with identifying learning institutions for their children. As a community, we want to be able to offer viable educational solutions that would produce maximum results.

The services offered by Achievement First are direly needed in our community, and I agree to support their efforts in narrowing the achievement gap by increasing the number of high-quality schools serving our city's children.

In closing, I thank you for your kind consideration of my recommendation.

Sincerely,
John L. Sampson
John L. Sampson
Senator, 19th District

**Attachment 30:
Board Roles and Responsibilities
Board of Trustee Agreement**



ACHIEVEMENT FIRST

AMISTAD ACADEMY · ELM CITY COLLEGE PREP · ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL ·
ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL · ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL
ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL · AMISTAD HIGH SCHOOL

780

Board of Trustees Job Description

1. Attend regular meetings of the Achievement First School Board, which are approximately two hours in duration. The board meets at least six (6) times per year, including the annual retreat which is an all day planning session held in July.
2. Be accessible for personal contact in between board meetings and respond to email and/or phone calls within 24 hours.
3. Provide leadership to board committees. Each trustee is expected to serve as an active, ongoing member of at least one committee. This requires a number of meetings per year plus individual committee task completion time. Present committees include, Finance & Audit Committee, Education & Accountability Committee and Charter Management Agreement Committee.
4. Visit the school at least once per academic year.
5. As part of board giving requirements, make an annual gift for the benefit of the school.
6. Commit time to developing resources for the charter school. This includes financial and in-kind contributions as well as partnerships with outside organizations as well as supporting the schools.
7. Responsibly review and act upon committee recommendations brought to the board for action.
8. Prepare in advance for decision-making and policy formation at board meetings and take responsibility for self-education on the major issues before the board.
9. Participate in the annual Board of Trustee self-review process.
10. In general, utilize personal and professional skills, relationships and knowledge for the advancement of the charter school.

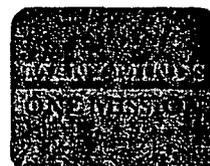
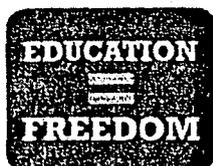
I am aware that this board position description is an expression of good faith and provides a common ground from which board members can operate. Additional information on the charter school mission, educational program and board responsibilities is contained in the board orientation materials which I have read.

Board of Trustees Signature

Date

Exhibit H

CT 403 James Street New Haven CT 06513 T 203 773 3223 F 203 773 3221
NYC 790 East New York Avenue Brooklyn NY 11203 T 718 774 0906 F 718 804 0131
www.achievementfirst.org





ACHIEVEMENT FIRST

AMISTAD ACADEMY · ELM CITY COLLEGE PREP · ACHIEVEMENT FIRST CROWN HEIGHTS CHARTER SCHOOL
ACHIEVEMENT FIRST EAST NEW YORK CHARTER SCHOOL · ACHIEVEMENT FIRST ENDEAVOR CHARTER SCHOOL
ACHIEVEMENT FIRST BUSHWICK CHARTER SCHOOL · AMISTAD-ECCP HIGH SCHOOL

I have read the Board of Trustees Job Description, and together with this document I agree to serve as a Trustee of an Achievement First charter school.

Signed:

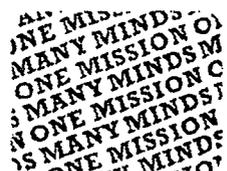
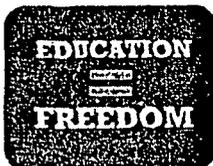
Member, Board of Trustee

Date

Chair, Board of Trustees

Date

CT 403 James Street New Haven CT 06513 T 203 773 3223 F 203 773 3221
NYC 780 East New York Avenue Brooklyn NY 11203 T 718 774 0906 F 718 604 0131
www.achievementfirst.org



Attachment 33:
Code of Conduct & Ethics
Conflict of Interest Policy
Complaint Procedure

**ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL
TRUSTEE, OFFICER AND EMPLOYEE CODE OF CONDUCT AND ETHICS**

A. PURPOSE

This Code of Conduct (this "Code") contains the policy guidelines and procedures adopted by the Board of Directors (the "Board") of the Achievement First Brownsville Charter School (the "School") that relate to the legal and ethical standards for conducting School business. This Code cannot and is not intended to cover every applicable law or to anticipate every issue that may arise, but does set out basic principles to guide Trustees, Officers and employees of the School. If you are uncertain about a particular situation, ask your supervisor for guidance before taking any action.

One of the School's most valuable assets is its integrity. Therefore, our actions are the foundation of our reputation. Adhering to this Code and to the law is imperative.

B. ADMINISTRATION; APPLICABILITY; VIOLATIONS

This Code applies to all Trustees, Officers and employees of the School (the "Covered Persons"). A copy of this Code shall be furnished to each Covered Person. Each Covered Person shall complete and return to the Secretary of the School an acknowledgement, in the form attached as Annex A, of such Covered Person's obligation to become familiar with this Code, to adhere to the standards and restrictions set forth herein, to conduct himself or herself accordingly and to avoid even the appearance of impropriety.

The Finance Committee of the Board is responsible for setting the standards of business conduct contained in this Code and updating these standards as appropriate to reflect legal and regulatory developments. The School Principal is the designated person to assure compliance with this Code.

While the Finance Committee will oversee the procedures designed to implement this Code, and the School Principal is chartered with assuring compliance, it is the individual responsibility of each Covered Person to comply with this Code. Those who violate this Code will be subject to appropriate disciplinary action which, depending on the severity of the violation, may include suspension or termination.

C. POLICY GUIDELINES

1. Conflicts of Interest

Covered Persons have a duty of loyalty to the School and must therefore avoid any actual or apparent conflict of interest with the School. The School has adopted a Conflict of Interest Policy covering its Trustees, Officers, advisors and management employees (as defined in that Policy). In addition, all employees of the School are subject to the general conflict of interest policy set forth in this Code.

A "conflict of interest" exists when the private interest of a Covered Person interferes, or appears to interfere, in any way with the interests of the School as a whole. A conflict situation may arise when a Covered Person takes actions or has interests that may make it difficult to perform his or her work on behalf of the School objectively and effectively.

A conflict of interest may also arise when a Covered Person (or his or her family member) receives personal benefits as a result of such Covered Person's position in the School. Conflicts of interests may arise as a result of actions taken by, or interests of, a family member of a Covered Person. Conflicts of interest are prohibited as a matter of School policy, except as may be approved by the Finance Committee. Accordingly, each Covered Person must disclose his or her own conflict or any appearance of a conflict to the School Principal, who may seek such approval in appropriate circumstances.

Conflicts of interest may not always be clear-cut, so if you have a question, you should ask for guidance from the School Principal before taking any action.

2. Indemnification of Covered Persons

A Covered Person shall not be present at nor participate in Board or Committee deliberations (other than for the purpose of presenting factual information or responding to questions prior to the discussion) regarding indemnification or compensation from the School of such Covered Person uniquely, and shall not vote on such indemnification or compensation matters.

3. Protection and Proper Use of School Assets

Protecting School assets against loss, theft or other misuse is the responsibility of all Covered Persons. The School's assets should be used for legitimate School purposes, and Covered Persons are prohibited from using School assets, information or position for personal gain.

4. Compliance with Laws, Rules and Regulations

The School is strongly committed to conducting its business affairs with honesty and integrity and in full compliance with all applicable laws, rules and regulations. No Covered Person shall commit an illegal or unethical act, or instruct others to do so.

5. Discrimination and Harassment

The diversity of the School's employees and students is a tremendous asset. The School is firmly committed to providing equal opportunity in all aspects of employment and education, and will not tolerate discrimination or harassment of any kind. Examples of prohibited activity include derogatory comments based on racial or ethnic characteristics, unwelcome sexual advances toward co-workers, and sexual activity of any kind relating to students.

6. Health and Safety

The School strives to provide each employee and student with a safe and healthy work environment. Each employee is responsible for maintaining a safe and healthy workplace for all employees and students by following safety and health rules and practices and reporting accidents, injuries and unsafe practices or conditions.

Violence and threatening behavior are not permitted. Employees should report to work in condition to perform their duties, free from the influence of illegal drugs or alcohol. The use of illegal drugs in the workplace will not be tolerated; the use of alcohol in the

workplace will not be tolerated, except in connection with an event sanctioned by the Board.

7. Confidentiality

Covered Persons must not disclose to anyone outside the School any "confidential information" entrusted to them by the School or its suppliers or business partners, except when disclosure is authorized by the Finance Committee or otherwise legally required. "Confidential information" includes private student information and all other non-public information that might be harmful to the School or its suppliers or business partners, if disclosed, or which the School is otherwise under an obligation not to disclose.

The obligation to preserve confidential information continues even after a Covered Person is no longer associated with or employed by the School.

8. Fair Dealing

Covered Persons should Brownsville to deal fairly and in good faith with the School's suppliers, employees, the public and one another at all times and in accordance with ethical business practices. No Covered Person should take unfair advantage of anyone through manipulation, concealment, abuse of information, misrepresentation of material facts or any other intentional unfair-dealing practice.

Covered Persons shall not accept any gift or privilege worth \$50 or more from any vendor or prospective vendor to the School, unless that gift is for the use of the School. In addition, Covered Persons may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

9. Record Keeping

The School requires honest and accurate recording and reporting by Covered Persons of information in order to make responsible business decisions. For example, only the true and actual number of hours worked should be reported. In addition, if employees use business expense accounts, all expenses must be documented and recorded accurately. If a person is not sure whether a certain expense is legitimate, that person should ask his or her supervisor.

All of the School's books, records, accounts and financial statements must be maintained in reasonable detail, must appropriately reflect the School's transactions and must conform both to applicable legal requirements and to the School's system of internal controls.

School records and communications may become public, and Covered Persons should avoid exaggeration, derogatory remarks, guesswork or inappropriate characterizations of people and companies that could be misunderstood. This includes email, internal memos and formal reports.

D. REPORTING ANY ILLEGAL OR UNETHICAL BEHAVIOR

Employees are encouraged to report to the School Principal observed violations of this Code or any other illegal or unethical behavior. If the School Principal is the subject of the report, then

employees should report to the Chair of the Finance Committee. When in doubt about the best course of action in a particular situation, employees should consult their supervisors if the supervisors are not involved, or the School Principal if the supervisor is involved, or the Chair of the Finance Committee if both the supervisor and the School Principal are involved. Trustees and Officers should report any known or suspected violations of this Code or any other illegal or unethical behavior to the Chair of the Finance Committee. Suspected violations may be reported anonymously.

It is the policy of the School not to allow retaliation for good faith reports of violations of this Code or for reports of any other illegal or unethical behavior. All Covered Persons are expected to cooperate in internal investigations of misconduct.

E. PERIODIC REVIEWS

To ensure that the School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, the Board shall conduct periodic reviews. The periodic reviews shall, at a minimum, include the following subjects:

- (a) whether compensation arrangements and benefits are (i) reasonable, based on competent survey information, and (ii) the result of arm's length bargaining; and
- (b) whether partnerships, joint ventures and arrangements with management organizations conform to the School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

When conducting periodic reviews, the School may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

Dated as of :

ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL

CODE OF CONDUCT AND ETHICS

Acknowledgement

I have been provided with a copy of, and I have read, the Achievement First
Brownsville Charter School Code of Conduct and Ethics, dated as _____.

I hereby acknowledge my obligation to become familiar with the Code, to adhere
to the standards and restrictions set forth therein, to conduct myself accordingly and to avoid even
the appearance of impropriety.

Name:

Date:

2. Preliminary Review

The School Principal shall have responsibility for initiating an appropriate course of action (a) for determining whether the potential conflict represents an actual or apparent conflict of interest within the meaning of this Policy and, if so, (b) for presenting the conflict of interest to the Finance Committee. If there is any doubt as to whether a conflict of interest exists, the doubt shall be resolved by the Finance Committee.

3. Finance Committee Review

All transactions or arrangements involving an actual or apparent conflict of interest shall be reported to the Finance Committee. The Finance Committee may request additional information or discuss the transaction or arrangement with the Covered Person. The Finance Committee shall determine whether the School can, with reasonable efforts, engage in the transaction or arrangement on more advantageous terms with a disinterested person that would not give rise to a conflict of interest. A transaction or arrangement involving a conflict of interest may be entered into if the Finance Committee determines that the transaction or arrangement is in the best interest of the School. However, the School may not enter into the transaction or arrangement if (a) it results in inurement, an excess benefit transaction or impermissible private benefit under laws applicable to the School as an organization exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code or (b) is a "self-dealing transaction," as defined in Section 4941(d) of the Internal Revenue Code. Unless a different result is required by law, the following transaction is not a self-dealing transaction: a transaction which is part of a public or charitable program of the School and results or may result in a benefit to one or more Covered Persons or the immediate family of one or more Covered Persons because they are in a class of persons intended to be benefited by the program; provided, however, that the transaction is approved or authorized by the School's Board of Trustees (without votes of the Trustees so benefited or whose relatives are so benefited).

The foregoing determinations by the Finance Committee are quasi-judicial determinations within the meaning of Article 7 of the Public Officers law, and shall therefore be made in executive session, by majority vote (not including the vote of any Interested Person).

4. Minutes of the Finance Committee

The minutes of the Finance Committee shall contain the name of the Covered Person that has the potential or actual conflict of interest, the disclosure made by such Covered Person, the Finance Committee's decision as to whether a conflict of interest exists, the nature of the conflict of interest, the Trustees who were present for the discussion, the decision relating to the transaction or arrangement involving the conflict of interest, any alternatives to the transaction or arrangement that were considered by the Committee, a record of any votes taken in connection therewith, and the fact that the Interested Person did not use his or her personal influence on, and was not present during the discussion or deliberations with respect to, such transaction or arrangement (other than for the purpose of presenting factual information or responding to questions prior to the discussion). Such determination of the Finance Committee with respect to any transaction approved by the Finance Committee that involves a conflict of interest shall be provided to the Board of Trustees, together with the minutes.

5. Interested Person Participation

An Interested Person shall not participate in any deliberation, decision or vote of the Finance Committee on any matter involving a conflict in which he or she is interested. If the Finance Committee determines that the School may proceed with the proposed transaction or arrangement, no such Interested Person shall participate on behalf of the School in any negotiations in connection with such transaction or arrangement.

E. DISCLOSURE AND FILINGS.

A copy of this Policy shall be furnished to each current and future Trustee, Officer, advisor and management employee of the School. Each such person shall complete and file with the Secretary of the School annually a Conflict of Interest Statement in the form attached hereto as Annex A.

F. COMPLIANCE WITH THE POLICY

If the Finance Committee has reasonable cause to believe that a Covered Person has failed to disclose an actual or potential conflict of interest, it shall inform such Covered Person of the basis for such belief and afford him or her an opportunity to explain the alleged failure to disclose. If, after hearing the Covered Person's response and after making further investigation as warranted by the circumstances, the Finance Committee determines that the Covered Person has failed to disclose an actual or potential conflict of interest, it shall take appropriate action.

G. REPORTS

The School Principal will maintain a log of each potential conflict of interest and all relevant information concerning the transaction or arrangement that gives rise to the potential conflict of interest, and shall prepare an annual report thereof for the Finance Committee.

Dated as of _____

ANNEX A

ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL

Conflict Of Interest Statement

I have been provided with a copy of, and I have read, the Achievement First
Brownsville Charter School Conflict of Interest Policy, dated as of _____.

To the best of my knowledge and belief, except as disclosed herewith, neither I
nor any of my related parties (as defined under the Policy) has any conflict of interest (as defined
under the Policy) involving any transaction or arrangement with the School. The foregoing
statement is true (check only one):

(A) Without exception _____, OR

(B) Subject to the exceptions set forth in the attached statement _____

I hereby acknowledge my obligation to notify the School promptly if at any time
the facts as stated herein should change.

Name: Deborah A. Shanley

Date: _____

**ACHIEVEMENT FIRST BROWNSVILLE CHARTER SCHOOL
COMPLAINT PROCEDURES FOR ACCOUNTING AND AUDITING MATTERS**

A. GENERAL PRINCIPLES

Any employee of the Achievement First Brownsville Charter School (the "School") may submit a good faith complaint regarding accounting or auditing matters to the management of the School without fear of dismissal or retaliation of any kind. The School is committed to achieving compliance with all applicable laws and regulations, accounting standards, accounting controls and audit practices. The School's Finance Committee will oversee treatment of employee concerns in this area.

In order to facilitate the reporting of employee complaints, the Finance Committee has established the following procedures for (1) the receipt, retention and treatment of complaints and allegations regarding accounting, internal accounting controls or auditing matters ("Accounting Matters") and (2) the confidential, anonymous submission by employees of the School of concerns regarding Accounting Matters.

B. RECEIPT OF COMPLAINTS

Employees with concerns regarding Accounting Matters may report on a confidential, anonymous basis their concerns to the School Principal. If the School Principal is involved in the matter about which the employee is concerned, the employee may report, on the same basis, to the Chair of the Finance Committee. Confidentiality will be maintained to the fullest extent possible, consistent with the need to conduct an adequate review.

C. TREATMENT OF COMPLAINTS REGARDING ACCOUNTING MATTERS

Upon receipt of a complaint, the School Principal, or the Chair of the Finance Committee, as the case may be, will (i) determine whether the complaint actually pertains to Accounting Matters and (ii) when possible, acknowledge receipt of the complaint to the sender.

The Finance Committee will be notified in writing of the receipt of any complaint regarding Accounting Matters.

Complaints relating to Accounting Matters will be reviewed under the direction and oversight of the Finance Committee and/or such other persons as the Finance Committee determines to be appropriate. Confidentiality will be maintained to the fullest extent possible, consistent with the need to conduct an adequate review.

Prompt and appropriate corrective action will be taken when and as warranted in the judgment of the Finance Committee.

The School will not discharge, demote, suspend, threaten, harass or in any manner discriminate against any employee in the terms and conditions of employment based upon any lawful actions of such employee with respect to good faith reporting of complaints regarding Accounting Matters.

D. Reports

The School Principal will maintain a log of all complaints made to the School Principal, tracking their receipt, investigation and resolution and will prepare a periodic summary report thereof for the Finance

Committee. The Chair of the Finance Committee will do the same with respect to complaints made to him or her.

Dated as of February 27, 2006.

**Attachment 54:
Facility Needs Template**

Achievement First Space Core Facility Template (K-8 school)

Program of Requirements for a New Elementary / Middle School Building



(date)

General notes and thoughts

- Blue items indicate spaces that AF would need access to in a shared space arrangement
- Basic square classrooms are the most ideal; one solid door per classroom; no glass looking into the classrooms, gym, cafeteria, offices, etc.
- If rectangular, minimize the narrowness of the room; again, ideal dimensions are more square
- Maximize the number of rooms that have windows ... good natural light is strongly preferred
- All rooms should be wired with at least 2 regular internet drops and a VOIP phone drop
- Attractive from the outside; a "school" aesthetic ... the old, traditional schools are much better aesthetically
- NYC schools need to be located close to subways and close to/in residential neighborhood.
- No "crazy neighbors" (i.e. topless bar, methadone clinic, etc.)
- Multiple exits for ease at dismissal ... funneling to a common bus area
- One main entrance ... with multiple stair options nearby.
- 2-4 floors (horizontal generally better than vertical)
- No intercom system needed; turn off intercom system in all AF rooms or hallways
- The preference is for wide, straight hallways rather than "maze-like" structures
- No bell system needed other than emergency fire alarms ... turn off non-emergency bells in AF wings
- Central air, heat ... or reliable air conditioning units in each room (with proper electricity)
- We need a basic, well-built building, but we don't need (or want) special bells and whistles
- We need a basic elevator as well

Estimated Numbers of Students & Staff

	Students	New Staff	Total Occupants
Kindergarten	84	11	95
First Grade	84	8	92
Second Grade	81	10	91
Third Grade	78	6	84
Fourth Grade	75	7	82
Fifth Grade	84	10	94
Sixth Grade	81	8	89
Seventh Grade	78	7	85
Eighth Grade	75	8	83
TOTALS	720	75	795

Detailed Program of Requirements

ROOM TYPE	Min.	Target	Min.	Target	Actual	STUDENT CAPACITY		Min.	Target	Actual	Min.	Target	Actual	Notes
	When Needed?	When Needed?	NO. OF UNITS	NO. OF UNITS	NO. OF UNITS	PER UNIT	TOTAL	UNIT AREA	UNIT AREA	UNIT AREA	TOTAL NET AREA	TOTAL NET AREA	TOTAL NET AREA	
GROUP 1- GENERAL INSTRUCTION														
Kindergarten (1st fl. if possible)	yr. 1 (K)	yr. 1 (K)	3	3		28	84	800	900		2,400	2,700		
Typical Classrooms - Grade 1 (1st fl. if possible)	yr. 2 (K-1)	yr. 2 (K-1)	3	3		28	84	800	900		2,400	2,700		
Typical Classrooms - Grade 2	yr. 3 (K-2)	yr. 3 (K-2)	3	3		28	84	800	900		2,400	2,700		
Typical Classrooms - Grade 3 *	yr. 4 (K-3)	yr. 4 (K-3)	4	4		21	84	720	800		2,880	3,200		
Typical Classrooms - Grade 4 *	yr. 5 (K-4)	yr. 5 (K-4)	4	4		20	80	720	800		2,880	3,200		
Typical Classrooms - Grade 5 *	yr. 1 (5th)	yr. 1 (5th)	4	4		19	78	720	800		2,880	3,200		
Typical Classrooms - Grade 6 *	yr. 2 (5-6)	yr. 2 (5-6)	4	4		18	72	720	800		2,880	3,200		
Typical Classrooms - Grade 7 *	yr. 3 (5-7)	yr. 3 (5-7)	4	4		18	72	720	800		2,880	3,200		
Typical Classrooms - Grade 8 *	yr. 4 (5-8)	yr. 4 (5-8)	4	4		17	68	720	800		2,880	3,200		

Notes: 1- If space is needed, 1 room per grade for 3rd through 8th could be 500-620 square feet
 2- The K-1 rooms need to have extra electrical support for Waterford computers.

GROUP 2- SPECIALIZED INSTRUCTION

Classroom (Elem)	yr. 3 (K-2)	yr. 2 (K-1)	1	1		28	N/A	800	900		800	900		
Art Classroom (Mid)	yr. 3 (5-7)	yr. 2 (5-8)	1	1		28	N/A	800	900		800	900		
Dance/Multi-purpose Room (Elem)	yr. 4 (K-3)	yr. 3 (K-2)	1	1		28	N/A	800	900		800	900		
Music Classroom (Elem)	yr. 2 (K-1)	yr. 1 (K)	1	1		28	N/A	800	900		800	900		

Achievement First Space Core Facility Template (K-8 school)

Program of Requirements for a New Elementary / Middle School Building



ACHIEVEMENT FIRST

General notes and thoughts

- Blue items indicate spaces that AF would need access to in a shared space arrangement
- Basic square classrooms are the most ideal; one solid door per classroom; no glass looking into the classrooms, gym, cafeteria, offices, etc.
- If rectangular, minimize the narrowness of the room; again, ideal dimensions are more square
- Maximize the number of rooms that have windows ... good natural light is strongly preferred
- All rooms should be wired with at least 2 regular internet drops and a VOIP phone drop
- Attractive from the outside; a "school" aesthetic ... the old, traditional schools are much better aesthetically
- NYC schools need to be located close to subways and close to/in residential neighborhood
- No "crazy neighbors" (i.e. topless bar, methadone clinic, etc.)
- Multiple exits for ease at dismissal ... funneling to a common bus area
- One main entrance ... with multiple stair options nearby
- 2-4 floors (horizontal generally better than vertical)
- No intercom system needed; turn off intercom system in all AF rooms or hallways
- The preference is for wide, straight hallways rather than "maza-like" structures
- No bell system needed other than emergency fire alarms ... turn off non-emergency bells in AF wings
- Central air, heat ... or reliable air conditioning units in each room (with proper electricity)
- We need a basic, well-built building, but we don't need (or want) special bells and whistles
- We need a basic elevator as well

Estimated Numbers of Students & Staff

	Students	New Staff	Total Occupants
Kindergarten	84	11	95
First Grade	84	8	92
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Third Grade	78	6	84
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TOTALS	720	75	795

Detailed Program of Requirements

ROOM TYPE	Min.	Target	Min.	Target	Actual	STUDENT CAPACITY		Min.	Target	Actual	Min.	Target	Actual	Notes
	When Needed?	When Needed?	NO. OF UNITS	NO. OF UNITS	NO. OF UNITS	PER UNIT	TOTAL	UNIT AREA [sq]	UNIT AREA [sq]	UNIT AREA [sq]	TOTAL NET AREA	TOTAL NET AREA	TOTAL NET AREA	
Music Classroom (Mid)	yr. 1 (5th)	yr. 1 (5th)	1	1		60	N/A	1,200	1,500		1,200	1,500		
Music Storage (Mid)	yr. 1 (5th)	yr. 1 (5th)	1	1		NA	N/A	125	250		125	250		
Small group classroom (Elem)	yr. 2(K-1) for 2	yr. 1(K) for 1	1	2		12	N/A	300	400		600	800		
Small group classroom (Mid)	yr. 2(5-6) for 2	yr. 1(5th) for 1	1	2		12	N/A	300	400		600	800		

Note: The art classrooms should have sinks; the music classrooms should have great soundproofing.

GROUP 3- SCIENCE

Science Lab (Middle School)	yr. 2 (5-6)	yr. 1 (5th)	1	2		28	N/A	800	900		1,600	1,800		
Science Storage Rooms (Middle)	yr. 2 (5-6)	yr. 1 (5th)	1	2		--	--	100	225		200	450		

Notes: 1-Science lab needs built-in sinks, fume hood, and other basic science lab equipment, 2-Science storage rooms located adjacent to lab access from lab/locking

GROUP 4- PHYSICAL EDUCATION

gym/multi-purpose room (elementary)	yr. 1 (K)	yr. 1 (K)	1	1		--	--	2,000	2,500		2,000	2,500		
gym with bleachers (middle)	yr. 1 (5th)	yr. 1 (5th)	1	1		--	--	5,400	7,500		5,400	7,500		
Toilets / Locker Rooms	yr. 1 (5th)	yr. 1 (5th)	2	2		--	--	300	500		600	1,000		

Notes: 1-The toilets need to be directly off the gym; no hallway should be between the gym and the bathrooms

2-The toilets should be in the front and locker room in the back; locker room area to be accessed through locking door

GROUP 5 - MEDIA LAB/REFERENCE LIBRARY

827

795

Achievement First Space Core Facility Template (K-8 school)

Program of Requirements for a New Elementary / Middle School Building



(date)

General notes and thoughts

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Basic square classrooms are the most ideal; one solid door per classroom; no glass looking into the classrooms, gym, cafeteria, offices, etc.

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Attractive from the outside; a "school" aesthetic ... the old, traditional schools are much better aesthetically

NYC schools need to be located close to subways and close to/in residential neighborhood

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No bell system needed other than emergency fire alarms ... turn off non-emergency bells in AF wings

Central air, heat ... or reliable air conditioning units in each room (with proper electricity)

We need a basic, well-built building, but we don't need (or want) special bells and whistles

We need a basic elevator as well

Estimated Numbers of Students & Staff

	Students	New Staff	Total Occupants
Kindergarten	84	11	95
First Grade	84	8	92
Second Grade	81	10	91
Third Grade	78	6	84
Fourth Grade	75	7	82
Fifth Grade	84	10	94
Sixth Grade	81	8	89
Seventh Grade	78	7	85
Eighth Grade	75	8	83
TOTALS	720	75	795

Detailed Program of Requirements

ROOM TYPE	Min.	Target	Min.	Target	Actual	STUDENT CAPACITY		Min.	Target	Actual	Min.	Target	Actual	Notes
	When Needed?	When Needed?	NO. OF UNITS	NO. OF UNITS	NO. OF UNITS	PER UNIT	TOTAL	UNIT AREA (sf)	UNIT AREA (sf)	UNIT AREA (sf)	TOTAL NET AREA	TOTAL NET AREA	TOTAL NET AREA	
Media Lab / Reference Library (middle)	yr. 3 (5-7)	yr. 1 (5th)	0	1		--	--	900	1,000		0	1,000		Note: The Media/Reference lab needs extra electrical juice and internet drops

GROUP 6 - LOBBY

Lobby	yr. 1	yr. 1	1	1		--	--	100	300		100	300		
-------	-------	-------	---	---	--	----	----	-----	-----	--	-----	-----	--	--

GROUP 7 - STUDENT SUPPORT

Social Worker (Elem)	yr. 2 (K-1)	yr. 1 (K)	1	1		--	--	150	300		150	300		
Social Worker (Mid)	yr. 2 (5-6)	yr. 1 (5th)	1	1		--	--	150	300		150	300		
Nurse's Office - (1 Nurses) / Resting area	yr. 1	yr. 1	1	1		--	--	150	200		150	200		
Bathrooms	stagger over time	stagger over time	8	8		--	--	400	400		3,200	3,200		

Notes: 1-The nurse's office needs a sink, 3- Put nurse's office away from classrooms, action, 3-ideally, bathrooms are large, multi-stalled rooms where 8-12 kids can simultaneously go to the bathroom

GROUP 8 - STORAGE

age -- large	stagger over time	stagger over time	2	3		--	--	300	500		600	1,500		
age -- small	stagger over time	stagger over time	2	4		--	--	50	100		100	400		
unds Equipment Storeroom	yr. 1	yr. 1	1	1		--	--	100	200		100	200		
Compactor Room and Trash Storage	yr. 1	yr. 1	1	1		3	--	175	175		175	175		

Note: Ideally storage rooms are spread throughout the school, with some located near the Administrative Suite

766

Achievement First Space Core Facility Template (K-8 school)

Program of Requirements for a New Elementary / Middle School Building



General notes and thoughts

- Blue items indicate spaces that AF would need access to in a shared space arrangement
- Basic square classrooms are the most ideal; one solid door per classroom; no glass looking into the classrooms, gym, cafeteria, offices, etc.
- If rectangular, minimize the narrowness of the room; again, ideal dimensions are more square
- Maximize the number of rooms that have windows ... good natural light is strongly preferred
- All rooms should be wired with at least 2 regular internet drops and a VOIP phone drop
- Attractive from the outside; a "school" aesthetic ... the old, traditional schools are much better aesthetically
- NYC schools need to be located close to subways and close to/in residential neighborhood
- No "crazy neighbors" (i.e. topless bar, methadone clinic, etc.)
- Multiple exits for ease at dismissal ... funneling to a common bus area
- One main entrance ... with multiple stair options nearby
- 2-4 floors (horizontal generally better than vertical)
- No intercom system needed; turn off intercom system in all AF rooms or hallways
- The preference is for wide, straight hallways rather than "maze-like" structures
- No bell system needed other than emergency fire alarms ... turn off non-emergency bells in AF wings
- Central air, heat ... or reliable air conditioning units in each room (with proper electricity)
- We need a basic, well-built building, but we don't need (or want) special bells and whistles
- We need a basic elevator as well

Estimated Numbers of Students & Staff

	Students	New Staff	Total Occupants
Kindergarten	84	11	95
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Fifth Grade	84	10	94
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Seventh Grade	78	7	85
Eighth Grade	75	8	83
TOTALS	720	75	795

Detailed Program of Requirements

ROOM TYPE	Min.	Target	Min.	Target	Actual	STUDENT CAPACITY		Min.	Target	Actual	Min.	Target	Actual	Notes
	When Needed?	When Needed?	NO. OF UNITS	NO. OF UNITS	NO. OF UNITS	PER UNIT	TOTAL	UNIT AREA (sq)	UNIT AREA (sq)	UNIT AREA (sq)	TOTAL NET AREA	TOTAL NET AREA	TOTAL NET AREA	
GROUP 9 - ADMINISTRATION														
Administration Suite - Central Office			1	1		--	--				720	860		
General Office/Waiting Room	yr. 1	yr. 1	1	1		--	--	300	350					
Dir. of School Ops. Office	yr. 1	yr. 1	1	1		--	--	120	150					
School Managers Office	yr. 3	yr. 2	1	1		--	--	100	120					
Swing Office	yr. 3	yr. 1	1	1		--	--	100	120					
Document Storage Area	yr. 1	yr. 1	1	1		--	--	100	120					
Note: Ideally, the main entrance is such that folks at the main office can see folks outside and buzz them in to where they're working.														
Administration Offices - Elementary			1	1		--	--				930	1,350		
Principal Office	yr. 1 (K)	yr. 1 (K)	1	1		--	--	120	150					
Academic Dean Office	yr. 1 (K)	yr. 1 (K)	1	1		--	--	120	150					
Dean of Student Office	yr. 1 (K)	yr. 1 (K)	1	1		--	--	120	150					
Conference Rooms	yr. 1 (K)	yr. 1 (K)	1	1		--	--	150	250					
Teacher Work Room	yr. 1 (K)	yr. 1 (K)	1	1		--	--	300	600					
Swing Office	yr. 3 (K-2)	yr. 1 (K)	1	2		--	--	120	150					

Note: Spread these offices across the elementary wing; do not put them all together.

829

Achievement First Space Core Facility Template (K-8 school)

Program of Requirements for a New Elementary / Middle School Building



General notes and thoughts

- Blue items indicate spaces that AF would need access to in a shared space arrangement
- Basic square classrooms are the most ideal; one solid door per classroom; no glass looking into the classrooms, gym, cafeteria, offices, etc.
- If rectangular, minimize the narrowness of the room; again, ideal dimensions are more square
- Maximize the number of rooms that have windows ... good natural light is strongly preferred
- All rooms should be wired with at least 2 regular internet drops and a VOIP phone drop
- Attractive from the outside; a "school" aesthetic ... the old, traditional schools are much better aesthetically
- NYC schools need to be located close to subways and close to/in residential neighborhood
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- Multiple exits for ease at dismissal ... funneling to a common bus area
- One main entrance ... with multiple stair options nearby
- 2-4 floors (horizontal generally better than vertical)
- No intercom system needed; turn off intercom system in all AF rooms or hallways
- The preference is for wide, straight hallways rather than "maze-like" structures
- No bell system needed other than emergency fire alarms ... turn off non-emergency bells in AF wings
- Central air, heat ... or reliable air conditioning units in each room (with proper electricity)
- We need a basic, well-built building, but we don't need (or want) special bells and whistles
- We need a basic elevator as well

Estimated Numbers of Students & Staff

	Students	New Staff	Total Occupants
Kindergarten	84	11	95
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Fifth Grade	84	10	94
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Seventh Grade	78	7	85
Eighth Grade	75	8	83
TOTALS	720	75	795

Detailed Program of Requirements

ROOM TYPE	Min.	Target	Min.	Target	Actual	STUDENT CAPACITY		Min.	Target	Actual	Min.	Target	Actual	Notes
	When Needed?	When Needed?	NO. OF UNITS	NO. OF UNITS	NO. OF UNITS	PER UNIT	TOTAL	UNIT AREA [sf]	UNIT AREA [sf]	UNIT AREA [sf]	TOTAL NET AREA	TOTAL NET AREA	TOTAL NET AREA	
Administration - Middle School											930	1,500		
Principal Office	yr. 1 (5th)	yr. 1 (5th)	1	1				120	150					
Academic Dean Office	yr. 1 (5th)	yr. 1 (5th)	1	1				120	150					
Dean of Student Office	yr. 1 (5th)	yr. 1 (5th)	1	1				120	150					
Conference Rooms	yr. 1 (5th)	yr. 1 (5th)	1	1				150	250					
Teacher Work Room	yr. 1 (5th)	yr. 1 (5th)	1	1				300	500					
Swing Office	yr. 3 (5-7)	yr. 1 (5th)	1	2				120	150					

Note: Spread these offices across the middle school wing; do not put them all together.

GROUP 10 - CAFETERIA/STAFF LUNCH

Students' Dining Area - Elem*	yr. 1 (K)	yr. 1 (K)	1	1		230		1,500	2,000		1,500	2,000		
Students' Dining Area - Middle*	yr. 1 (5th)	yr. 1 (5th)	1	1				1,500	2,000		1,500	2,000		

Notes: 1-If needed, could have combined cafeteria of at least 3,000 Sq. ft., 2-Sound-proofed rooms are ideal, 3-Ease of access to kitchen

GROUP 11 - CUSTODIAL

custodian's Storage	yr. 1	yr. 1	2	2				60	60		120	120		
Janitor's Sink Closet	yr. 1	yr. 1					(1 per floor)							
Telecommunications Room	yr. 1	yr. 1	1	1				200	200		200	200		
Telecommunications Switch Closet (@ floors w/o tel	yr. 1	yr. 1	3	3				60	60		180	180		

030

Achievement First Space Core Facility Template (K-8 school)
 Program of Requirements for a New Elementary / Middle School Building



(date)

General notes and thoughts

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 Attractive from the outside; a "school" aesthetic ... the old, traditional schools are much better aesthetically.
 NYC schools need to be located close to subways and close to/in residential neighborhood.
 No "crazy neighbors" (i.e. topless bar, methadone clinic, etc.)
 Multiple exits for ease at dismissal ... funneling to a common bus area.
 One main entrance ... with multiple stair options nearby.
 2-4 floors (horizontal generally better than vertical).
 No intercom system needed; turn off intercom system in all AF rooms or hallways.
 The preference is for wide, straight hallways rather than "maza-like" structures.
 No bell system needed other than emergency fire alarms ... turn off non-emergency bells in AF wings.
 Central air, heat ... or reliable air conditioning units in each room (with proper electricity).
 We need a basic, well-built building, but we don't need (or want) special bells and whistles.
 We need a basic elevator as well.

Estimated Numbers of Students & Staff

	Students	New Staff	Total Occupants
Kindergarten	84	11	95
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Eighth Grade	75	8	83
TOTALS	720	75	795

Detailed Program of Requirements

ROOM TYPE	Min.	Target	Min.	Target	Actual	STUDENT CAPACITY		Min.	Target	Actual	Min.	Target	Actual	Notes
	When Needed?	When Needed?	NO. OF UNITS	NO. OF UNITS	NO. OF UNITS	PER UNIT	TOTAL	UNIT AREA	UNIT AREA	UNIT AREA	TOTAL NET AREA	TOTAL NET AREA	TOTAL NET AREA	
Security/CCTV monitoring	yr. 1	yr. 1	1	1				100	100		100	100		
GROUP 12 - KITCHEN														
Kitchen Complex	yr. 1 or alt.	yr. 1	1	1				1,600	1,600			1,600		
Kitchen	yr. 1 or alt.	yr. 1												
Food Storage (75% may be remote from kitchen)	yr. 1 or alt.	yr. 1												
GROUP 13 - ATHLETIC FIELDS														
Athletic Field (for baseball, soccer, softball)	yr. 1	yr. 1	1	1										
GROUP 14 - PARKING														
CT: One parking space per staff plus an additional 10 total of 85 spaces	stagger over time	stagger over time												
MT: One parking space per 4 staff (total of 20 spaces)	stagger over time	stagger over time												

GROUP 15 - THEATER/AUDITORIUM

AF does not plan to build theaters/auditoriums, but we want fair access to one if a shared space school has one.

0031

Achievement First Space Core Facility Template (K-8 school)

Program of Requirements for a New Elementary / Middle School Building



(date)

General notes and thoughts

- Blue items indicate spaces that AF would need access to in a shared space arrangement
- Basic square classrooms are the most ideal; one solid door per classroom; no glass looking into the classrooms, gym, cafeteria, offices, etc.
- If rectangular, minimize the narrowness of the room; again, ideal dimensions are more square
- Maximize the number of rooms that have windows ... good natural light is strongly preferred
- All rooms should be wired with at least 2 regular internet drops and a VOIP phone drop
- Attractive from the outside; a "school" aesthetic ... the old, traditional schools are much better aesthetically
- NYC schools need to be located close to subways and close to/in residential neighborhood.
- No "crazy neighbors" (i.e. topless bar, methadone clinic, etc.)
- Multiple exits for ease at dismissal ... funneling to a common bus area
- One main entrance ... with multiple stair options nearby
- 2-4 floors (horizontal generally better than vertical)
- No intercom system needed; turn off intercom system in all AF rooms or hallways
- The preference is for wide, straight hallways rather than "maze-like" structures
- No bell system needed other than emergency fire alarms ... turn off non-emergency bells in AF wings
- Central air, heat ... or reliable air conditioning units in each room (with proper electricity)
- We need a basic, well-built building, but we don't need (or want) special bells and whistles
- We need a basic elevator as well

Estimated Numbers of Students & Staff	Students	New Staff	Total Occupants
Kindergarten	84	11	95
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Third Grade	78	6	84
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Seventh Grade	78	7	85
Eighth Grade	75	8	83
TOTALS	720	75	795

Detailed Program of Requirements

ROOM TYPE	Min.	Target	Min.	Target	Actual	STUDENT CAPACITY PER UNIT TOTAL	Min.	Target	Actual	Min.	Target	Actual	Notes
	When Needed?	When Needed?	NO. OF UNITS	NO. OF UNITS	NO. OF UNITS		UNIT AREA	UNIT AREA	UNIT AREA	TOTAL NET AREA	TOTAL NET AREA	TOTAL NET AREA	
TOTAL GROSS AREA (100%)										78,323	99,977		

Note: Spaces included in grossing factor include entry, electric room, electric sub closets, elevator room, corridors, building infrastructure

TOTAL CAPACITY:

Min 688
Target

TOTAL SF PER PUPIL:

Min 114
Target 145

832

100'

Achievement First Space Core Fact Program of Requirements for a New Elementary / Mi

General notes and thoughts

Blue items indicate spaces that AF would need acce
 Basic square classrooms are the most ideal; one sol
 If rectangular, minimize the narrowness of the room;
 Maximize the number of rooms that have windows ..
 All rooms should be wired with at least 2 regular inte
 Attractive from the outside; a "school" aesthetic ... th
 NYC schools need to be located close to subways at
 No "crazy neighbors" (i.e. topless bar, methadone cl
 Multiple exits for ease at dismissal ... funneling to a
 One main entrance ... with multiple stair options nea
 2-4 floors (horizontal generally better than vertical)
 No intercom system needed; turn off intercom system
 The preference is for wide, straight hallways rather th
 No bell system needed other than emergency fire al
 Central air, heat ... or reliable air conditioning units
 We need a basic, well-built building, but we don't nee
 We need a basic elevator as well

Estimated Numbers of Students & Staff

- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Seventh Grade
- Eighth Grade
- TOTALS

Detailed Program of Requirements

ROOM TYPE

GROUP 1- GENERAL INSTRUCTION

- Kindergarten (• first fl. if possible)
- Typical Classrooms - Grade 1 (• first fl. if possible)
- Typical Classrooms - Grade 2
- Typical Classrooms - Grade 3 *
- Typical Classrooms - Grade 4 *
- Typical Classrooms - Grade 5 *
- Typical Classrooms - Grade 6 *
- Typical Classrooms - Grade 7 *
- Typical Classrooms - Grade 8 *

Notes: 1- If space is needed, 1 room per grade for 3rd through 8th
 2- The K-1 rooms need to have extra electrical support for Water

GROUP 2- SPECIALIZED INSTRUCTION

- Art Classroom (Elem)
- Art Classroom (Mid)
- Dance/Multi-purpose Room (Elem)
- Music Classroom (Elem)

Exhibit H

833

501

Achievement First Space Core Fac Program of Requirements for a New Elementary / Mi

General notes and thoughts

Blue items indicate spaces that AF would need access to

Basic square classrooms are the most ideal; one solid rectangular, minimize the narrowness of the room; Maximize the number of rooms that have windows...

All rooms should be wired with at least 2 regular internet outlets

Attractive from the outside; a "school" aesthetic ... if NYC schools need to be located close to subways or "crazy neighbors" (i.e. topless bar, methadone clinic)

Multiple exits for ease at dismissal ... funneling to a main entrance ... with multiple stair options near 2-4 floors (horizontal generally better than vertical)

No intercom system needed; turn off intercom system when not in use

The preference is for wide, straight hallways rather than narrow, winding ones

No bell system needed other than emergency fire alarm

Central air, heat ... or reliable air conditioning units in all rooms

We need a basic, well-built building; but we don't need a fancy one

We need a basic elevator as well

Estimated Numbers of Students & Staff

- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Seventh Grade
- Eighth Grade
- TOTALS

Detailed Program of Requirements

ROOM TYPE

- Music Classroom (Mid)
 - Music Storage (Mid)
 - Small group classroom (Elem)
 - Small group classroom (Mid)
- Note: The art classrooms should have sinks; the music classroom should have a piano.

GROUP 3- SCIENCE

- Science Lab (Middle School)
 - Science Storage Rooms (Middle)
- Notes: 1-Science lab needs built-in sinks, fume hood, and other lab equipment

GROUP 4- PHYSICAL EDUCATION

- Mini-gym/multipurpose room (elementary)
 - Main gym with bleachers (middle)
 - Gym Toilets / Locker Rooms
- Notes: 1-The toilets need to be directly off the gym; no hallway at the end of the gym
- 2-The toilets should be in the front end, locker room in the back

GROUP 5 - MEDIA LAB/REFERENCE LIBRARY

Achievement First Space Core Fac

Program of Requirements for a New Elementary / Mi

General notes and thoughts

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Estimated Numbers of Students & Staff

- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
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- Sixth Grade
- Seventh Grade
- Eighth Grade
- TOTALS

Detailed Program of Requirements

ROOM TYPE

Media Lab / Reference Library (middle)

Note: The Media/Reference lab needs extra electrical juice and is

GROUP 6 - LOBBY

Lobby

GROUP 7 - STUDENT SUPPORT

- Social Worker (Elem)
- Social Worker (Mid)
- Nurse's Office - (1 Nurse) / Resting area
- Bathrooms

Note: 1-The nurse's office needs a sink, 3- Put nurse's office ex

GROUP 8 - STORAGE

- Storage - large
- Storage - small
- Grounds Equipment Storeroom
- Compactor Rm and Trash Storage

Note: Identify storage rooms are spread throughout the school, w

Exhibit H

835

608

Achievement First Space Core Fac Program of Requirements for a New Elementary / MI

General notes and thoughts

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 Basic square classrooms are the most ideal; one solid if rectangular, minimize the narrowness of the room;
 Maximize the number of rooms that have windows ...
 All rooms should be wired with at least 2 regular internet lines
 Attractive from the outside; a "school" aesthetic ... like NYC schools need to be located close to subways and
 No "crazy neighbors" (i.e. topless bar, methadone clinic)
 Multiple exits for ease at dismissal ... funneling to a main entrance
 One main entrance ... with multiple stair options near
 2-4 floors (horizontal generally better than vertical)
 No intercom system needed; turn off intercom system during dismissal
 The preference is for wide, straight hallways rather than
 No bell system needed other than emergency fire alarm
 Central air, heat ... or reliable air conditioning units if available
 We need a basic, well-built building; but we don't need a fancy one
 We need a basic elevator as well

Estimated Numbers of Students & Staff

- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Seventh Grade
- Eighth Grade
- TOTALS

Detailed Program of Requirements

ROOM TYPE

GROUP 9 - ADMINISTRATION

- Administration Suite - Central Office
 - General Office/Waiting Room
 - Dir. of School Ops. Office
 - School Managers Office
 - Swing Office
 - Document Storage Area

Note: Ideally, the main entrance is such that folks at the main office

Administration Offices - Elementary

- Principal Office
- Academic Dean Office
- Dean of Student Office
- Conference Rooms
- Teacher Work Room
- Swing Office

Note: Spread these offices across the elementary wing; do not put

Exhibit H

836

809

Achievement First Space Core Fac

Program of Requirements for a New Elementary / Mi

General notes and thoughts

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Estimated Numbers of Students & Staff

- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Seventh Grade
- Eighth Grade
- TOTALS

Detailed Program of Requirements

ROOM TYPE

- Administration - Middle School
 - Principal Office
 - Academic Dean Office
 - Dean of Student Office
 - Conference Rooms
 - Teacher Work Room
 - Swing Office

Note: Spread these offices across the middle school wing; do not

GROUP 10 - CAFETERIA/STAFF LUNCH

- Students' Dining Area - Elem
- Students' Dining Area - Middle

Notes: 1-If needed, could have combined cafeteria of at least 3,000

GROUP 11 - CUSTODIAL

- Custodian's Storage
- Janitor's Sink Closet
- Telecommunications Room
- Telecommunications Switch Closet (@ floors w/o tel

Exhibit H

837

29

Achievement First Space Core Fac

Program of Requirements for a New Elementary / MI

General notes and thoughts

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Estimated Numbers of Students & Staff

- Kindergarten
- First Grade
- Second Grade
- Third Grade
- Fourth Grade
- Fifth Grade
- Sixth Grade
- Seventh Grade
- Eighth Grade
- TOTALS

Detailed Program of Requirements

ROOM TYPE

Security/CCTV monitoring

GROUP 12 - KITCHEN

Kitchen Complex

Kitchen

Food Storage (75% may be remote from kitchen)

GROUP 13 - ATHLETIC FIELDS

Athletic Field (for baseball, soccer, softball)

GROUP 14 - PARKING

CT: One parking space per staff plus an additional 10 (total of 85 spaces)

NY: One parking space per 4 staff (total of 20 spaces)

GROUP 15 - THEATER/AUDITORIUM

AF does not plan to build theaters/auditoriums, but we want fair

TOTAL PROGRAMMED AREA (65% Gross)

TOTAL CORE AREA (35% Gross)

Exhibit H

838

9/28

Achievement First Space Core Fac Program of Requirements for a New Elementary / MI

General notes and thoughts

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- Eighth Grade
- TOTALS

Detailed Program of Requirements

ROOM TYPE

TOTAL GROSS AREA (100%)

Note: Spaces included in grossing factor include entry, electric r

TOTAL CAPACITY:

TOTAL SF PER PUPIL:

Exhibit H

839

gab

**Attachment 60:
School Start-Up Checklist**

	2008							start date	due date	task owner
	Mar	Apr	May	June	July	Aug	Sept			
LEGAL										
Incorporation										
Recruit and assemble Board of Trustees								1-Jan	30-Apr	AF Director of External Relations, NY
Apply for Federal Employer Identification Number (FEIN)								1-Apr	30-Apr	AF Director of External Relations, NY
Incorporate school (working with corporate counsel)								1-Mar	15-May	AF Director of External Relations, NY
File application for 501(c)(3) status (working with corporate counsel)								1-Mar	15-May	AF Director of External Relations, NY
Register school with State Attorney General's Office								1-May	15-May	AF Director of External Relations, NY
Tax-exemption										
File application for state tax exemption								1-May	15-May	AF Director of NY Operations
Trademarks & Copyrights										
File trademark and copyright applications (working with corporate counsel)								1-Jun	15-Jul	AF Director of External Relations, NY
Supplement initial filing with new school logos, etc. (working with corporate counsel)								1-Sep	30-Sep	NY Director of External Relations
Employee Policies										
Draft employee policies for review/adoption by Board of Trustees								1-Mar	15-May	AF Chief Operating Officer
FACILITIES										
Facility Planning										
Establish Site Criteria (short-term and long-term)								1-Mar	15-Mar	AF Chief Operating Officer
Conduct Site Visits (short-term facility)								15-Mar	30-Apr	AF Director of NY Operations
Finalize Site & Occupation Schedule, sign leases (short-term & long-term facility)								1-May	31-May	AF Director of NY Operations
Secure Certificate of Occupancy (if applicable)								1-Jun	30-Jun	AF Director of NY Operations
Site Prep (arrange for/manage reno, upgrades, ongoing maintenance services)								1-Jun	15-Aug	AF Director of NY Operations
Health Inspection (if non-DOE site)								1-May	15-May	AF Director of NY Operations
Fire Inspection (if non-DOE site)								1-May	15-May	AF Director of NY Operations
OPERATIONS/IT										
General										
Establish School Calendar (2007-2008 School Year)								1-Mar	30-Mar	AF Superintendent/School Leader
Establish School Schedule (start-time, end-time, after school, etc.)								1-Mar	30-Mar	AF Superintendent/School Leader
Insurance										
Procure and activate commercial insurance (liability/property/directors' coverage) for school								15-Apr	1-Jul	AF Chief Operating Officer
Activate student accident & medical policy & non-owned auto coverage								1-Aug	25-Aug	AF Chief Operating Officer
Transportation										
Contact the Office of Pupil Transportation to request student transportation services								15-Apr	30-Apr	AF Director of NY Operations
Research and procure special event/after school transportation services								1-May	30-May	AF Director of NY Operations
Enter student roster into ATS to determine eligibility for transportation services (OPT)								1-Jul	15-Jul	Director of School Operations
Food										
Contact Office of School Food and Nutrition Services to request food services for site								1-May	15-May	AF Ops
Ensure families properly complete Free/Reduced Lunch Application and determine eligibility								1-Aug	30-Aug	Director of School Operations/School Registrar
Research and procure auxiliary food services (snacks) in the area								1-May	30-May	AF Director of NY Operations/Director of School Operations
Health										
Contact Dept of Health and Mental Hygiene Regional Office to request/procure Nursing Services								1-May	30-May	AF Director of NY Operations
Document immunization requirements and train Director of School Operations in requirements								1-May	30-May	AF Director of NY Operations/Director of School Operations
Research free medical clinics in school community								1-May	30-May	AF Director of NY Operations
Notify parents of immunization requirements and options for compliance								1-Jun	30-Jun	AF Ops
Payroll										
Establish payroll account for school and ensure that Director of School Operations is trained								1-Jun	30-Jun	AF Director of Finance
IT										
Draft IT/Telcom plan for school								1-May	15-May	AF Director of IT
Draft Purchase Orders for systems hardware								1-Jun	15-Jun	NY IT Team Lead
Implement IT plan at school facility								1-Jul	15-Aug	NY IT Team Lead
School Safety										
Research and draft school safety plan (include schedule of required drills, etc.)								1-Jun	1-Jul	AF Director of NY Operations/Director of School Operations
Develop concise disaster/emergency plan for use by school leadership in the event of catastrophe								1-Apr	30-May	AF Chief Operating Officer
Train school leaders in safety/emergency plans								1-Aug	15-Aug	AF Chief Operating Officer
School Reporting Requirements										
Document school reporting requirements and train Director of School Operations (as point person)								1-Apr	31-Jul	AF Chief Operating Officer/Director of School Operations

Exhibit H

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	2008							start date	due date	task owner
	Mar	Apr	May	June	July	Aug	Sept			
SCHOOL START-UP										
Vendors & Accounts										
Submit credit applications with key vendors upon chartering (based on Master Order List (MOL))								1-May	15-May	AF Director of NY Operations/Director of School Operations
Establish service and vendor accounts for school								15-May	1-Jun	AF Director of NY Operations/Director of School Operations
Purchase Orders										
Generate comprehensive list(s) of school start-up supply needs (using MOL database)								1-May	1-May	Director of School Operations
Create all purchase orders for school (textbooks, software, supplies)								1-Jun	15-Jun	Director of School Operations
Place orders								1-Jun	15-Jul	Director of School Operations
Student Recruitment										
Outreach to local community-based organizations for help with recruitment								1-Jan	1-Mar	AF Director of External Relations, NY
Meet with local Superintendent and area school leaders								1-Jan	1-Mar	AF Director of External Relations, NY
Request mailing labels from district for recruitment mailing								1-Jan	15-Mar	AF Director of External Relations, NY
Deploy recruitment mailing & conduct follow-up								1-Mar	1-Mar	AF Director of External Relations, NY
Develop plan/format/presentation for AF Open Houses								1-Mar	15-Mar	AF Director of External Relations, NY
Circulate/Post recruitment posters								1-Mar	15-Mar	AF Director of External Relations, NY
Research and present at/attend key community functions								1-Jan	15-Apr	AF Director of External Relations, NY
Open House 1								10-Mar	10-Mar	AF Director of External Relations, NY/School Leader
Open House 2 & 3								17-Mar	28-Mar	AF Director of External Relations, NY/School Leader
Student Lottery & Enrollment										
Plan Lottery (location, equipment/supplies, refreshments, third-party monitor)								1-Mar	31-Mar	AF Director of External Relations
Conduct Lottery								16-Apr	16-Apr	AF Director of External Relations
Contact parents and schedule students for placement testing								16-Apr	31-May	Director of School Operations/School Registrar
Parent Meetings & Placement Testing								1-Jun	31-Jul	Director of School Operations/School Registrar
Secure standardized test scores and other student data from the district								1-Jun	30-Jun	Director of School Operations/School Registrar
Student Enrollment (collect required documentation, log into SIS)								16-Apr	31-Aug	School Registrar
Students evaluated for Special Education Services needs in coordination with local CSE								16-Apr	30-Jul	AF Director of Special Education
Develop Family Handbook (incl FERPA, FOIL, Open Migs) and distribute to new families								1-Apr	15-Aug	AF Director of NY Operations/School Leader
Students assigned to classes (teachers provided with class rosters)								1-Jul	4-Aug	School Leader/Deans
HUMAN RESOURCES										
Staff Recruitment/Onboarding										
Recruit and Train School Leaders (Principal and Deans)								1-Sep	15-Aug	AF Superintendent/AF President
Define and Implement school-specific Teacher Recruitment Plan (incl. teacher certification reqs)								15-Nov	30-Jul	AF Superintendent/NY Recruitment Team Lead
Develop compensation scales for teachers/administrators								1-Jan	15-Mar	AF Superintendent/CFO
New Staff Training								4-Aug	15-Aug	AF Superintendent/School Leader
Ensure compliance with finger printing and background check procedures/protocols								1-Jun	30-Jul	AF Director of NY Operations
Compile Staff Registration Packet (all non-instructional requirements, forms, policies/handbooks))								1-Apr	15-Apr	AF Director of NY Operations
Recruit and hire Director of Operations								1-Mar	15-Apr	AF Director of NY Operations
Recruit and hire Registrar								1-Mar	15-Apr	AF Director of NY Operations
School Operations Team Training								1-May	1-Aug	AF Chief Operating Officer/Director of NY Operations
Recruit & hire school-based IT Associate								1-May	15-Jun	AF Director of IT/NY Inc Team Lead
Process/register all new school employees								1-Jul	15-Aug	Director of School Operations
Secure cell phone plans for principals, deans, and operations team								15-Jun	30-Jun	Director of School Operations
Employee Benefits										
Finalize benefits providers								1-May	15-May	AF Chief Operating Officer/CFO
Enroll all school staff in insurance and benefits								1-Jul	15-Aug	School Director of Operations
Teacher Certification										
Conduct teacher certification audit - define certification plan for all uncertified instructional staff								1-Aug	30-Aug	Director of School Operations/School Leader
FINANCE										
Accounting										
Research and identify area accounting firm and auditor for approval/adoption by Board of Trustees								1-Mar	30-Apr	AF Director of Finance/CFO
Present proposed fiscal policies and procedures for adoption by Trustees								15-May	15-Jul	GFG
Financial Software										
Implement AF Financial Management System								1-Jun	30-Jun	AF Director of Finance
Implement AF chart of accounts								1-Jun	30-Jun	AF Director of Finance
Implement AF Bookkeeping procedures								1-Jun	30-Jun	AF Director of Finance
Banking										

Exhibit H

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	2008							start date	due date	task owner
	Mar	Apr	May	June	July	Aug	Sept			
Establish checking and business investment accounts							1-May	30-Jun	CFO	
Apply for line of credit							1-May	30-Jun	CFO	
Secure corporate credit cards for school leadership							1-Jun	30-Jun	AF Director of Finance	
Budget										
Research and confirm revenue projections (public funding)							1-Mar	30-Apr	AF Director of Finance	
Document billing/invoicing/reporting schedule for per pupil and other public revenues							1-May	15-May	AF Director of Finance	
Draft and finalize school budget (derived from AF budget model) for approval by Board of Trustees							15-Apr	15-Jul	CFO/School Leader	
EDUCATIONAL PROGRAMMING										
Special Education										
Research Special Ed & Related Services Providers/recruitment channels for Special Ed Certified educators							1-Apr	30-May	AF Director of Special Education	
Verify and document Special Ed revenue formula							1-Apr	15-Apr	AF Director of Special Education/AF Director of Finance	
Develop Special Ed Services plan for school							1-May	30-May	AF Director of Special Education	
Contract with providers/secure appropriate staff for provision of services to students in need							15-Jun	30-Jul	AF Director of Special Education	
OTHER										
PR/Communications										
Public Announcement about School							17-Apr	17-Apr	Director of External Relations, NY	
School Opening Ceremony							15-Sep	15-Sep	Director of External Relations, NY	
Finalize designs for student recruitment materials								1-Mar	AF Communications Officer	
Finalize logo designs for school apparel and uniforms							1-Mar	30-Apr	AF Communications Officer	
Develop and produce school letterhead, etc.							1-Mar	30-Apr	AF Communications Officer	
Design and produce business cards for school staff							1-Jun	30-Jul	AF Communications Officer	

843

Exhibit H

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A. Michael Lewis 4/4/15

Albany Community Charter School

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Peter Dolan
Signature
Peter DOLAN
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

2 Darryl Eason
Signature
Darryl EASON
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>											

REDACTED

3 _____
Signature

Print Name

Address
Albany, NY _____ (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

4 _____
Signature

Print Name

Address
Albany, NY _____ (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

5 _____
Signature

Print Name

Address
Albany, NY _____ (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

REDACTED

Albany Community Charter School

A-Michael Lew 4/4/15

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 [Signature]
 Address: [Redacted]
 Albany, NY [Redacted] (518) [Redacted]
 ZIP: [Redacted] Phone: [Redacted]

Current Age(s) of Children (check all boxes that apply, or 13+)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

2 [Signature]
 Address: [Redacted]
 Albany, NY [Redacted] (518) [Redacted]
 ZIP: [Redacted] Phone: [Redacted]

Current Age(s) of Children (check all boxes that apply, or 13+)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>										

3 [Signature]
 Address: [Redacted]
 Albany, NY [Redacted] (518) [Redacted]
 ZIP: [Redacted] Phone: [Redacted]

Current Age(s) of Children (check all boxes that apply, or 13+)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>										

4 [Signature]
 Address: [Redacted]
 Albany, NY [Redacted] (518) [Redacted]
 ZIP: [Redacted] Phone: [Redacted]

Current Age(s) of Children (check all boxes that apply, or 13+)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>									

5 [Signature]
 Address: [Redacted]
 Albany, NY [Redacted] (518) [Redacted]
 ZIP: [Redacted] Phone: [Redacted]

Current Age(s) of Children (check all boxes that apply, or 13+)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

599

REDACTED

Albany Community Charter School

A.M. Lewis 4/15
~~4/3/06~~

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Carla West
Signature
CARIA West
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or None)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>								

2 Armando Alvarado
Signature
Armando Alvarado
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or None)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>											

3 Michael Whitfield
Signature
Michael Whitfield
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or None)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>											

4 Samuel Santiago
Signature
Samuel Santiago
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or None)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

5 Patrick A. Griggs
Signature
PATRICK GRIGGS
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or None)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>											

REDACTED

Albany Community Charter School

A. Michael Lewis 4/4/5

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Michael J. Coutson
Signature
Michael J. Coutson
Print Name
Albany, NY [REDACTED] (518) [REDACTED]
Address ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

2 [REDACTED]
Signature
Frankie Daidczok
Print Name
Albany, NY [REDACTED] (518) [REDACTED]
Address ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

3 [REDACTED]
Signature
Steve Charlotten
Print Name
Albany, NY [REDACTED] (518) [REDACTED]
Address ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>								

4 [REDACTED]
Signature
GREGORY CARLTON
Print Name
Albany, NY [REDACTED] (518) [REDACTED]
Address ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

5 [REDACTED]
Signature
Chester Givens
Print Name
Albany, NY [REDACTED] (518) [REDACTED]
Address ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

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<input type="checkbox"/>	<input checked="" type="checkbox"/>											

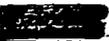
A. Michael Lewis 4/4/15

REDACTED Albany Community Charter School

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

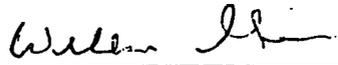
YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

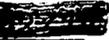
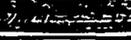
1 
Signature
John Boyd
Print Name


Address
Albany, NY  (518) 
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)

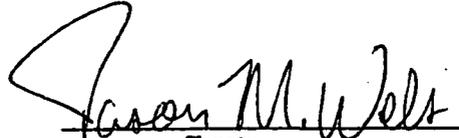
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<input type="checkbox"/>												

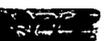
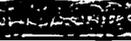
2 
Signature
William Green
Print Name


Address
Albany, NY  (518) 
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)

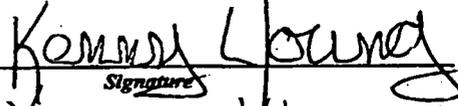
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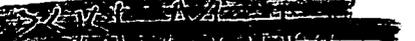
3 
Signature
Jason M. Wells
Print Name


Address
Albany, NY  (518) 
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)

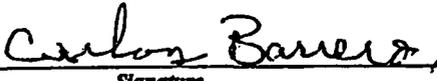
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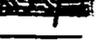
4 
Signature
Kennedy Young
Print Name


Address
Albany, NY  (518) 
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

5 
Signature
Carlos Borrero
Print Name


Address
Albany, NY  (518) 
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

A. Michael Lewis 4/4/05

REDACTED Albany Community Charter School

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Mary Stover [Redacted Address] **Current Age(s) of Children:** (check all boxes that apply, or NA)

Gary Stover Albany, NY [Redacted ZIP] (518) [Redacted Phone]

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

2 Carah Holt [Redacted Address] **Current Age(s) of Children:** (check all boxes that apply, or NA)

Isiah Holt Albany, NY [Redacted ZIP] (518) [Redacted Phone]

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>										

3 Richard Bennett [Redacted Address] **Current Age(s) of Children:** (check all boxes that apply, or NA)

Richard Bennett Albany, NY [Redacted ZIP] (518) [Redacted Phone]

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

Jeffrey A. Jones [Redacted Address] **Current Age(s) of Children:** (check all boxes that apply, or NA)

Jeff Jones Albany, NY [Redacted ZIP] (518) [Redacted Phone]

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>											

Edward J. Thomas Jr. [Redacted Address] **Current Age(s) of Children:** (check all boxes that apply, or NA)

Edward J. Thomas Jr. Albany, NY [Redacted ZIP] (518) [Redacted Phone]

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

A. Michael Lewis 4/4/15

REDACTED Albany Community Charter School

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Shantay Gries
Signature
Shantay Gries
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

2 Terese Snyder
Signature
Terese Snyder
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>											

3 Ronald Prince
Signature
Ronald Prince
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>											

4 Alfred G. Maxwell
Signature
Alfred G. Maxwell
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>											

5 Lawrence Broadhead
Signature
Lawrence Broadhead
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>											

A. Michael Lew 4/4/5

REDACTED

Albany Community Charter School

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Frederick Winnie
Signature
Frederick Winnie
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13+

2 Gene Paulson
Signature
Gene Paulson
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13+

3 Keenan Taylor
Signature
Keenan Taylor
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13

4 Susan Clay
Signature
Susan Clay
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13

5 Steven E Bowden
Signature
STEVEN E BOWDEN
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13+

REDACTED

Albany Community Charter School

A. Michael Lewis 4/4/5

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 *Korrie [Signature]*
 Signature
 Korrie [Print Name]
 Albany, NY [Redacted] (518) [Redacted] N/A
 Address
 ZIP Phone
 Current Age(s) of Children (check all boxes that apply, or N/A)
 1 2 3 4 5 6 7 8 9 10 11 12 13+

2 *[Signature]*
 Signature
 [Redacted] [Print Name]
 Albany, NY [Redacted] (518) [Redacted]
 Address
 ZIP Phone
 Current Age(s) of Children (check all boxes that apply, or N/A)
 1 2 3 4 5 6 7 8 9 10 11 12 13+

3 *[Signature]*
 Signature
 [Redacted] [Print Name]
 Albany, NY [Redacted] (518) [Redacted]
 Address
 ZIP Phone
 Current Age(s) of Children (check all boxes that apply, or N/A)
 1 2 3 4 5 6 7 8 9 10 11 12 13+

4 *[Signature]*
 Signature
 Maurice Woods [Print Name]
 Albany, NY [Redacted] (518) [Redacted]
 Address
 ZIP Phone
 Current Age(s) of Children (check all boxes that apply, or N/A)
 1 2 3 4 5 6 7 8 9 10 11 12 13+

5 *[Signature]*
 Signature
 Charles McAdoo [Print Name]
 Albany, NY [Redacted] (518) [Redacted]
 Address
 ZIP Phone
 Current Age(s) of Children (check all boxes that apply, or N/A)
 1 2 3 4 5 6 7 8 9 10 11 12 13+

Scott Hickey
414105

Albany Community Charter School REDACTED

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Sonia Sepulveda
Signature
Sonia Sepulveda
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518) [REDACTED]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or None)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

2 Tom Snyder
Signature
Tom Snyder
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518) [REDACTED]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or None)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

3 Derek Smith
Signature
Derek Smith
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or None)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

4 Helen Ojo
Signature
Helen Ojo
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518) [REDACTED]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or None)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>										

5 Chris Peppy
Signature
Chris Peppy
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518) [REDACTED]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or None)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>									

Scott Hickew
4/4/05

Albany Community Charter School

REDACTED

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Mary Brennan
Signature
MARY BRENNAN
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518) [REDACTED]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>										

2 Edward Kudlance
Signature
Edward Kudlance
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

3 Wanda Wilson
Signature
Wanda Wilson
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518) [REDACTED]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>										

4 David Lolik
Signature
DAVID LOLIK
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

5 Clifton Milliner
Signature
Clifton Milliner
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

SCOTT Hickie

4/4/05

Albany Community Charter School

REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

Millie Gonzalez
Signature
1 MILLIE GONZALEZ
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518) [REDACTED]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>							

Hazel Nader
Signature
2 Hazel NADER
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518) [REDACTED]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

Donald Kersey
Signature
3 Donald Kersey
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518) [REDACTED]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

Shyquan M. Fludd
Signature
4 SHYQUAN M. FLUDD
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518) [REDACTED]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

Christine Young
Signature
5 Christine Young
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518) [REDACTED]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

Albany Community Charter School

REDACTED

Scott Hichev 4/4/05

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Janet Christmas
Signature
Tanla Christmas
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

2 Thomas Cox
Signature
Lamar Cox
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>								

3 Lovell Howard
Signature
Lovell Howard
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

4 Luther Dorsey
Signature
Luther Dorsey
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

5 Rosa Balls
Signature
Rosa Balls
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

Scott Hickey
4/4/05

Albany Community Charter School

REDACTED

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YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Jean Alexander
Signature
Jean Alexander
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518)
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)
1 2 3 4 5 6 7 8 9 10 11 12 13+

2 Elsie Alexander
Signature
ELSIE ALEXANDER
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518)
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)
1 2 3 4 5 6 7 8 9 10 11 12 13+

3 William R Broden
Signature
William R Broden
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518)
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)
1 2 3 4 5 6 7 8 9 10 11 12 13+

4 Ella Robinson
Signature
ELLA ROBINSON
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518)
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)
1 2 3 4 5 6 7 8 9 10 11 12 13+

5 Joy Gibson
Signature
Joy Gibson
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518) [REDACTED]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)
1 2 3 4 5 6 7 8 9 10 11 12 13+

Scott Hicken **Albany Community Charter School**

4/4/05

REDACTED

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Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

Paul Farmer
Signature
Paul Farmer
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or None)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								

Wynetta Serrano
Signature
Wynetta Serrano
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or None)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>									

Gladys Ravenel
Signature
Gladys Ravenel
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or None)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Dawn Weatherholtz
Signature
Dawn Weatherholtz
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or None)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>										

Thomas E. Peterson
Signature
THOMAS E. PETERSON
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or None)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

Scott Hickey
4/4/05

Albany Community Charter School

REDACTED

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Danielle Piere
Signature
Danielle Piere
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								

2 Kingley Rose
Signature
Kingley Rose
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

3 Mattie Britten
Signature
Mattie Britten
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>										

4 Louis S. Paine
Signature
Louis S. Paine
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>									

5 John Tamm
Signature
John Tamm
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>											

Scott Hickey

4/4/05

Albany Community Charter School

REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1

Sayyidah Burrely
Signature

Sayyidah Burrely
Print Name

Albany, NY [Redacted] (518) [Redacted]
Address ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

2

Zakariya A. Latif
Signature

Zakariya A. Latif
Print Name

Albany, NY [Redacted] (518) [Redacted]
Address ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>										

3

Sheila Brown
Signature

Sheila Brown
Print Name

Albany, NY [Redacted] (518) [Redacted]
Address ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

4

George P. Ditty
Signature

George P. Ditty
Print Name

Albany, NY [Redacted] (518) [Redacted]
Address ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

5

Nicole Edwards
Signature

Nicole Edwards
Print Name

Albany, NY [Redacted] (518) [Redacted]
Address ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Mark Murphy

Albany Community Charter School

REDACTED

414

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Alex W Price SR.
Signature
Alex W Price SR.
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13+

2 [Redacted Signature]
Signature
JESSICA BARTER
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13+

3 M. Leonard
Signature
MICHELLE LEDNARD
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13

4 T. Martin
Signature
TINNIE MARTIN
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13

5 Shihiddah Blue
Signature
Shihiddah Blue
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13+

Mark Murphy

Albany Community Charter School

REDACTED
4/4

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1
[Signature]

Signature

Print Name

Address
Albany, NY _____ (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

2
[Signature] Johnson

Signature

Print Name

Address
Albany, NY _____ (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

3
[Signature]

Signature
Gary P Turner
turner

Print Name

Address
Albany, NY _____ (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

4
[Signature] Bobby Jones

Signature
Bobby Jones

Print Name

Address
Albany, NY _____ (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

5
[Signature] Barbara Smith

Signature

Print Name

Address
Albany, NY _____ (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

REDACTED

Mark Murphy Albany Community Charter School

4/4

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 [Signature] Vince Polsinello

[Redacted Address] Albany, NY [Redacted ZIP] (518) [Redacted Phone]

Current Age(s) of Children: (check all boxes that apply, or N/A) 1 2 3 4 5 6 7 8 9 10 11 12 13+

2 [Signature] Keshiah Evans

[Redacted Address] Albany, NY [Redacted ZIP] (518) [Redacted Phone]

Current Age(s) of Children: (check all boxes that apply, or N/A) 1 2 3 4 5 6 7 8 9 10 11 12 13+

3 [Signature] Marvin Williams

[Redacted Address] Albany, NY [Redacted ZIP] (518) [Redacted Phone]

Current Age(s) of Children: (check all boxes that apply, or N/A) 1 2 3 4 5 6 7 8 9 10 11 12 13

4 [Signature] Dyani Richardson

[Redacted Address] Albany, NY [Redacted ZIP] (518) [Redacted Phone]

Current Age(s) of Children: (check all boxes that apply, or N/A) 1 2 3 4 5 6 7 8 9 10 11 12 13

5 [Signature] Robert Lopez

[Redacted Address] Albany, NY [Redacted ZIP] (518) [Redacted Phone]

Current Age(s) of Children: (check all boxes that apply, or N/A) 1 2 3 4 5 6 7 8 9 10 11 12 13+

Mark Murphy

Albany Community Charter School

REDACTED

4/4

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Sonda Y. Williams
Signature
Sonda Y. Williams
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)
1 2 3 4 5 6 7 8 9 10 11 12 13+

2 Michelle Formno
Signature
Michelle Formno
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)
1 2 3 4 5 6 7 8 9 10 11 12 13+

3 Hilary Tommaney
Signature
Hilary Tommaney
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)
1 2 3 4 5 6 7 8 9 10 11 12 13

4 Nardwanie Crakey
Signature
Nardwanie Crakey
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)
1 2 3 4 5 6 7 8 9 10 11 12 13

5 NEECO PIPER
Signature
NEECO PIPER
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)
1 2 3 4 5 6 7 8 9 10 11 12 13+

REDACTED

Mark Murphy

Albany Community Charter School

4/4

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Edward J Banick III [Redacted Address] **Current Age(s) of Children** (check all boxes that apply, or None)
 Signature Address
 Albany, NY [Redacted] (518) [Redacted]
 Print Name ZIP Phone
 1 2 3 4 5 6 7 8 9 10 11 12 13+

2 Richard Lawson Jr. [Redacted Address] **Current Age(s) of Children** (check all boxes that apply, or None)
 Signature Address
 Albany, NY [Redacted] (518) [Redacted]
 Print Name ZIP Phone
 1 2 3 4 5 6 7 8 9 10 11 12 13+

3 Valeria Thomas [Redacted Address] **Current Age(s) of Children** (check all boxes that apply, or None)
 Signature Address
 Albany, NY [Redacted] (518) [Redacted]
 Print Name ZIP Phone
 1 2 3 4 5 6 7 8 9 10 11 12 13+

4 Isaac Padilla [Redacted Address] **Current Age(s) of Children** (check all boxes that apply, or None)
 Signature Address
 Albany, NY [Redacted] (518) [Redacted]
 Print Name ZIP Phone
 1 2 3 4 5 6 7 8 9 10 11 12 13

5 Miguel Suarez [Redacted Address] **Current Age(s) of Children** (check all boxes that apply, or None)
 Signature Address
 Albany, NY [Redacted] (518) [Redacted]
 Print Name ZIP Phone
 1 2 3 4 5 6 7 8 9 10 11 12 13+

Mark Murphy

Albany Community Charter School

REDACTED

4/4

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.

Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Caron Scott
Signature
Aaron Scott
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

2 Ben Caddy
Signature
Ben Caddy
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

3 [Redacted Signature]
Signature
Jose Kala Ff
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

4 Ben Merton
Signature
Ben Merton
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

5 Allen Foy Jr
Signature
[Redacted]
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				

Mark Murphy

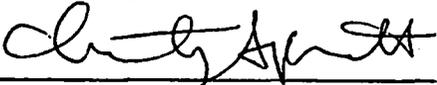
Albany Community Charter School

REDACTED

4/14

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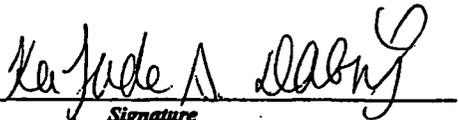
YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

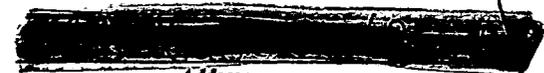
1 
Signature
Charity Spratt
Print Name


Address
Albany, NY  (518) 
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

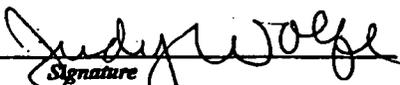
1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

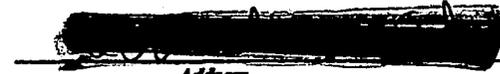
2 
Signature
Kaja A. Dabney
Print Name


Address
Albany, NY  (518) 
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

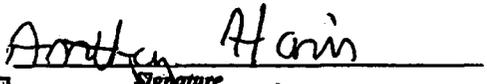
1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						

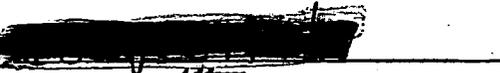
3 
Signature
Judy Wolfe
Print Name


Address
Albany, NY  (518) 
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

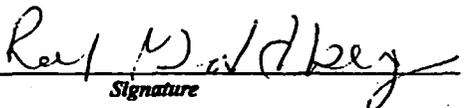
1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>											

4 
Signature
Anthony Harris
Print Name


Address
Albany, NY  (518) 
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>											

5 
Signature
Ray Waldkey


Address
Albany, NY  (518) 
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

Mark Murphy

Albany Community Charter School

4/14

REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Joseph Weaver
Signature
Joe Weaver
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)
1 2 3 4 5 6 7 8 9 10 11 12 13+

2 Nicole Rodriguez
Signature
Nicole Rodriguez
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)
1 2 3 4 5 6 7 8 9 10 11 12 13+

3 Cynthia Wells
Signature
Cynthia Wells
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)
1 2 3 4 5 6 7 8 9 10 11 12 13

4 TRIS ROJAS
Signature
TRIS ROJAS
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)
1 2 3 4 5 6 7 8 9 10 11 12 13

5 [Signature]
Signature
Dorcas M. H.
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)
1 2 3 4 5 6 7 8 9 10 11 12 13+

Mark Murphy

Albany Community Charter School

4/14

REDACTED

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Lantasha Cham
Signature
LANTASHA CHAM
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13+

2 Arman Cockfield
Signature
Arman Cockfield
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13+

3 Otis Bunch Jr
Signature
Otis Bunch Jr
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13

Jessie L Carrington
Signature
Jessie L Carrington
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13

5 Wendy Barnett
Signature
Wendy Barnett
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13+

Mark Murphy

Albany Community Charter School

4/14

REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 [Signature] [Print Name] Betty Daniels

[Redacted Address] Albany, NY [Redacted ZIP] (518) [Redacted Phone]

Current Age(s) of Children (check all boxes that apply, or N/A) 1 2 3 4 5 6 7 8 9 10 11 12 13+ [Checked 12]

2 [Signature] [Print Name] Sandra Robins

[Redacted Address] Albany, NY [Redacted ZIP] (518) [Redacted Phone]

Current Age(s) of Children (check all boxes that apply, or N/A) 1 2 3 4 5 6 7 8 9 10 11 12 13+ [Checked 12]

3 [Signature] [Print Name] Freeman Stallworth

[Redacted Address] Albany, NY [Redacted ZIP] (518) [Redacted Phone]

Current Age(s) of Children (check all boxes that apply, or N/A) 1 2 3 4 5 6 7 8 9 10 11 12 13 [Checked 12]

4 [Signature] [Print Name] Dawn Houston

[Redacted Address] Albany, NY [Redacted ZIP] (518) [Redacted Phone]

Current Age(s) of Children (check all boxes that apply, or N/A) 1 2 3 4 5 6 7 8 9 10 11 12 13+ [Checked 12, 13]

5 [Signature] [Print Name] Tonia Davis

[Redacted Address] Albany, NY [Redacted ZIP] (518) [Redacted Phone]

Current Age(s) of Children (check all boxes that apply, or N/A) 1 2 3 4 5 6 7 8 9 10 11 12 13+ [Checked 12]

Mark Murphy

Albany Community Charter School

4/14

REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

Carla Ellis
Signature

Carla Ellis
Print Name

[Redacted]
Address

Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>											

Ramon Rodriguez
Signature

Ramon Rodriguez
Print Name

[Redacted]
Address

Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>										

Linda Zmieske
Signature

LINDA ZMIESKE
Print Name

[Redacted]
Address

Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>											

Elliot Torres
Signature

ELLIOT TORRES
Print Name

[Redacted]
Address

Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>											

Isella M. Chandler
Signature

IZETTA CHANDLER
Print Name

[Redacted]
Address

Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>											

Mark Murphy

REDACTED
Albany Community Charter School

4/14

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

 Laura E. Walcott
Signature
Laura E. Walcott
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)
1 2 3 4 5 6 7 8 9 10 11 12 13+

 Michael J. Himmelberger
Signature
Michael J. Himmelberger
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)
1 2 3 4 5 6 7 8 9 10 11 12 13+

 Bettina A. Benson
Signature
Bettina A. Benson
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)
1 2 3 4 5 6 7 8 9 10 11 12 13

 Jamie D. Gilkey
Signature
Jamie D. Gilkey
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)
1 2 3 4 5 6 7 8 9 10 11 12 13

 David M. Militello
Signature
David M. Militello

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]

Current Age(s) of Children (check all boxes that apply, or NA)
1 2 3 4 5 6 7 8 9 10 11 12 13+

Mark Murphy

Albany Community Charter School

REDACTED

4/14

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

Gene Jones
Signature

1 Gene Jones
Print Name

[Redacted]
Address

Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

Andre Plete
Signature

2 Andre Plete
Print Name

[Redacted]
Address

Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

Down Whitman
Signature

3 Down Whitman
Print Name

[Redacted]
Address

Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

[Redacted]
Signature

4 [Redacted]
Print Name

[Redacted]
Address

Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

[Redacted]
Signature

5 [Redacted]
Print Name

[Redacted]
Address

Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

Mark Murphy

Albany Community Charter School

4/14

REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 [Signature] Larnont Hackett [Print Name]

[Redacted Address] Albany, NY [Redacted ZIP] (518) [Redacted Phone]

Current Age(s) of Children (check all boxes that apply, or N/A) 1 2 3 4 5 6 7 8 9 10 11 12 13+ [] [] [] [] [] [] [] [x] [] [] [] [] []

2 [Signature] Mandy Barrett [Print Name]

[Redacted Address] Albany, NY [Redacted ZIP] (518) [Redacted Phone]

Current Age(s) of Children (check all boxes that apply, or N/A) 1 2 3 4 5 6 7 8 9 10 11 12 13+ [] [] [] [] [x] [x] [] [] [] [] [] [] [] []

3 [Signature] Lillian Fordley [Print Name]

[Redacted Address] Albany, NY [Redacted ZIP] (518) [Redacted Phone]

Current Age(s) of Children (check all boxes that apply, or N/A) 1 2 3 4 5 6 7 8 9 10 11 12 13+ [] [] [] [] [x] [] [] [] [] [] [] [] [] []

4 [Signature] Shaquerra Putman [Print Name]

[Redacted Address] Albany, NY [Redacted ZIP] (518) [Redacted Phone]

Current Age(s) of Children (check all boxes that apply, or N/A) 1 2 3 4 5 6 7 8 9 10 11 12 13+ [] [] [] [] [] [x] [] [] [] [] [] [] [] []

5 [Signature] Phillip Walker [Print Name]

[Redacted Address] Albany, NY [Redacted ZIP] (518) [Redacted Phone]

Current Age(s) of Children (check all boxes that apply, or N/A) 1 2 3 4 5 6 7 8 9 10 11 12 13+ [] [] [] [] [] [] [] [] [] [] [] [] [] [x]

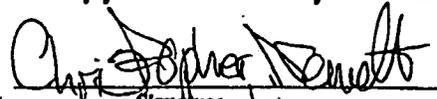
Mark Murphy

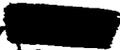
Albany Community Charter School

4/14
REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1

Signature
CHRISTOPHER SMITH
Print Name


Address
Albany, NY  (518) N/A
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13+

2

Signature
MAXINE DEWITT
Print Name


Address
Albany, NY  (518)
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13+

3

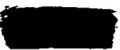
Signature
ALATHUNDR A ROMEO
Print Name


Address
Albany, NY  (518)
ZIP Phone

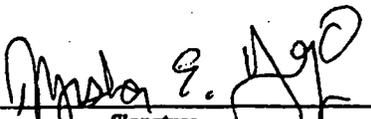
Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13

4

Signature
KEVIN GRADY
Print Name


Address
Albany, NY  (518) 
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13

5

Signature
NYSHA S. DOZIER
Print Name


Address
Albany, NY  (518) 
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13+

Mark Murphy

Albany Community Charter School

REDACTED

4/14

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

Signature: Joseph Warren Corbett
Print Name: JOSEPH WARREN CORBETT

Address: [REDACTED]
Albany, NY [REDACTED] (518) [REDACTED]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13+

Signature: Charlene Smith
Print Name: Charlene Smith

Address: [REDACTED]
Albany, NY [REDACTED] (518) [REDACTED]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13+

Signature: Vanessa Lopez
Print Name: VANESSA LOPEZ

Address: [REDACTED]
Albany, NY [REDACTED] (518) [REDACTED]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13

Signature: Alia Rafiq
Print Name: Alia Rafiq

Address: [REDACTED]
Albany, NY [REDACTED] (518) [REDACTED]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13

Signature: Isaac Walker
Print Name: Isaac Walker

Address: [REDACTED]
Albany, NY [REDACTED] (518) [REDACTED]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13+

Mark Murphy

Albany Community Charter School

4/14

REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Tonya Harrison
Signature
Tonya Harrison
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13+

2 Gary A. Wind
Signature
GARY A. WIND
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13+

3 Raymond Williams
Signature
Raymond Williams
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13

4 Betty Rock
Signature
Betty Rock
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13

5 Tina Field
Signature
Tina Field
Print Name

[Redacted Address]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)
1 2 3 4 5 6 7 8 9 10 11 12 13+

Abraham Lewis
Albany Community Charter School

4/3/05

REDACTED

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Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Rosetta Seerov
 Signature

 Print Name

 Address
 Albany, NY _____ (518) _____
 ZIP Phone

Current Age(s) of Children (check all boxes that apply, or **NA**)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>								

2 Lewis Brown
 Signature

 Print Name

 Address
 Albany, NY _____ (518) _____
 ZIP Phone

Current Age(s) of Children (check all boxes that apply, or **NA**)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							

3 Kenneth King
 Signature

 Print Name

 Address
 Albany, NY _____ (518) _____
 ZIP Phone

Current Age(s) of Children (check all boxes that apply, or **NA**)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

John Smith
 Signature

 Print Name

 Address
 Albany, NY _____ (518) _____
 ZIP Phone

Current Age(s) of Children (check all boxes that apply, or **NA**)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

Martina Kirkley
 Signature

 Print Name

 Address
 Albany, NY _____ (518) _____
 ZIP Phone

Current Age(s) of Children (check all boxes that apply, or **NA**)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Abraham Lewis

4/3/05

Albany Community Charter School

REDACTED

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YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Stanley Ball
Signature
Stanley Ball
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>											

2 Patricia A. Bruno
Signature
Patricia A. Bruno
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

3 Larry Mitchell
Signature
Larry Mitchell
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

4 Phillip Kennedy
Signature
Phillip Kennedy
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

5 [Redacted]
Signature

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>						

Abraham Lewis

Albany Community Charter School

4/3/05

REDACTED

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YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Sharon Ried
 Signature
Sharon Ried
 Print Name

Address [REDACTED]
 Albany, NY [REDACTED] (518) [REDACTED]
 ZIP Phone

Current Age(s) of Children (check all boxes that apply, or na)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>											

2 [Signature]
 Signature
[Print Name]
 Print Name

Address [REDACTED]
 Albany, NY [REDACTED] (518) [REDACTED]
 ZIP Phone

Current Age(s) of Children (check all boxes that apply, or na)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>											

3 Patricia Schrader
 Signature
Patricia Schrader
 Print Name

Address [REDACTED]
 Albany, NY [REDACTED] (518) [REDACTED]
 ZIP Phone

Current Age(s) of Children (check all boxes that apply, or na)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

4 Stephanic Kelly
 Signature
Stephanic Kelly
 Print Name

Address [REDACTED]
 Albany, NY [REDACTED] (518) [REDACTED]
 ZIP Phone

Current Age(s) of Children (check all boxes that apply, or na)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

5 [Signature]
 Signature
[Print Name]
 Print Name

Address [REDACTED]
 Albany, NY [REDACTED] (518) [REDACTED]
 ZIP Phone

Current Age(s) of Children (check all boxes that apply, or na)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

Abraham Lewis

4/3/05

Albany Community Charter School

REDACTED

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YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 [Signature] _____
 Signature Address
Joni M. Edwards Albany, NY _____ (518) _____
 Print Name ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>						

2 [Signature] _____
 Signature Address
Benjamin James Albany, NY _____ (518) _____
 Print Name ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>								

3 [Signature] _____
 Signature Address
William Smith Albany, NY _____ (518) _____
 Print Name ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>							

4 [Signature] _____
 Signature Address
Aiden Gail Bullock Albany, NY _____ (518) _____
 Print Name ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>											

5 [Signature] _____
 Signature Address
Rich James Albany, NY _____ (518) _____
 Print Name ZIP Phone

Current Age(s) of Children (check all boxes that apply, or N/A)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>											

COTT Hickey
4/4/05

Albany Community Charter School

REDACTED

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Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Terrance Williams
Signature
Terrance Williams
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518) [REDACTED]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or None)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input checked="" type="checkbox"/>	<input type="checkbox"/>											

2 [Signature]
Signature
[Print Name]
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518) [REDACTED]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or None)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>						

3 [Signature]
Signature
[Print Name]
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518) [REDACTED]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or None)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

4 [Signature]
Signature
[Print Name]
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518) [REDACTED]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or None)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

5 [Signature]
Signature
[Print Name]
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518) [REDACTED]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or None)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

Scott Hickey
4/4/05

Albany Community Charter School

REDACTED

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Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Rayton Grayson
Signature
Rayton Grayson
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or None)
1 2 3 4 5 6 7 8 9 10 11 12 13+

2 Gustavus O. Woodly
Signature
Gustavus O. Woodly
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or None)
1 2 3 4 5 6 7 8 9 10 11 12 13+

3 [Redacted]
Signature
[Redacted]
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or None)
1 2 3 4 5 6 7 8 9 10 11 12 13

4 _____
Signature

Print Name

Address
Albany, NY _____ (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or None)
1 2 3 4 5 6 7 8 9 10 11 12 13

5 _____
Signature

Print Name

Address
Albany, NY _____ (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or None)
1 2 3 4 5 6 7 8 9 10 11 12 13+

REDACTED

Albany Community Charter School

LINDA STORM
4/5/05

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

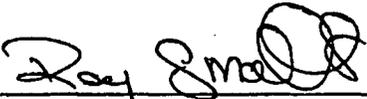
YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**


Signature
Jeffrey Benbe
Print Name


Address
Albany, NY  (518) 
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)

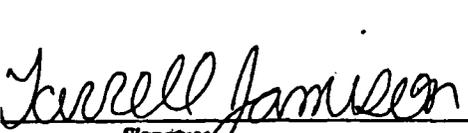
1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

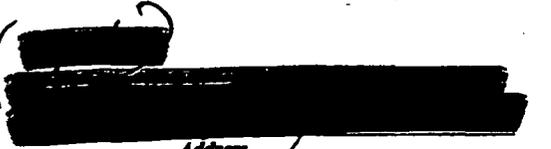
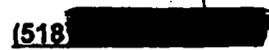

Signature
Ray Smalls
Print Name


Address
Albany, NY  (518) 
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>							

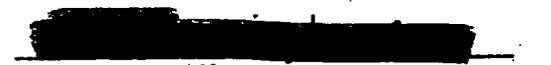

Signature
Tarnell Jamison
Print Name


Address
Albany, NY  (518) 
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)

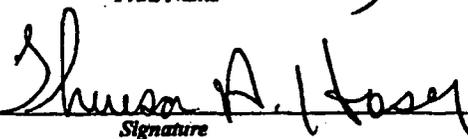
1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>										

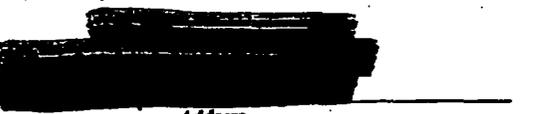

Signature
Richard Keating
Print Name


Address
Albany, NY  (518) 
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>										


Signature
Theresa A. Hasey
Print Name


Address
Albany, NY  (518) 
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>										

REDACTED Albany Community Charter School

LINDA BOAN
4/8/05

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Michael A Tierney [REDACTED]
 Signature Address
 Albany, NY [REDACTED] (518) [REDACTED]
 Print Name ZIP Phone
 Current Age(s) of Children (check all boxes that apply, or N/A)
 1 2 3 4 5 6 7 8 9 10 11 12 13+

2 [REDACTED] [REDACTED]
 Signature Address
 Albany, NY [REDACTED] (518) [REDACTED]
 Print Name ZIP Phone
 Current Age(s) of Children (check all boxes that apply, or N/A)
 1 2 3 4 5 6 7 8 9 10 11 12 13+

3 David G. Heath [REDACTED]
 Signature Address
 Albany, NY [REDACTED] (518) [REDACTED]
 Print Name ZIP Phone
 Current Age(s) of Children (check all boxes that apply, or N/A)
 1 2 3 4 5 6 7 8 9 10 11 12 13

4 [REDACTED] [REDACTED]
 Signature Address
 Albany, NY [REDACTED] (518) [REDACTED]
 Print Name ZIP Phone
 Current Age(s) of Children (check all boxes that apply, or N/A)
 1 2 3 4 5 6 7 8 9 10 11 12 13

5 [REDACTED] [REDACTED]
 Signature Address
 Albany, NY [REDACTED] (518) [REDACTED]
 Print Name ZIP Phone
 Current Age(s) of Children (check all boxes that apply, or N/A)
 1 2 3 4 5 6 6 7 8 9 10 11 12 13+

REDACTED Albany Community Charter School

LINDA SLOAN
4/5/05

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

[Signature]
Signature
DESMONI CALLENDER
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or *NA*)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

[Signature]
Signature
Sosa Nunez
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or *NA*)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>										

[Signature]
Signature
Monette Tuggle
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or *NA*)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

[Signature]
Signature
Patrick Conlon
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or *NA*)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

[Signature]
Signature
LISA HSIEH
Print Name

[Redacted]
Address
Albany, NY [Redacted] (518) [Redacted]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or *NA*)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

REDACTED Albany Community Charter School

Handwritten: 4/15/05 John

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 *Jeffrey A. Tolman*
 Signature _____
 Address _____
 Print Name **JEFFREY A. TOLMAN** Albany, NY _____ (518) _____
 ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

2 *[Signature]*
 Signature _____
 Address _____
 Print Name _____ Albany, NY _____ (518) _____
 ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

3 *[Signature]*
 Signature _____
 Address _____
 Print Name **Bernard Cook** Albany, NY _____ (518) _____
 ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

4 *[Signature]*
 Signature _____
 Address _____
 Print Name **Eric Pooler** Albany, NY _____ (518) _____
 ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

*Attends
 300-
 642*

5 *[Signature]*
 Signature _____
 Address _____
 Print Name **ISSAM ABD** Albany, NY _____ (518) _____
 ZIP Phone

Current Age(s) of Children (check all boxes that apply, or NA)

2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

REDACTED Albany Community Charter School

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 [Signature]
 Signature
José C. Rodriguez
 Print Name

[Redacted Address]
 Address
 Albany, NY [Redacted] (518) [Redacted]
 ZIP Phone

Current Age(s) of Children (check all boxes that apply, or na)
 1 2 3 4 5 6 7 8 9 10 11 12 13+

2 [Signature]
 Signature
Emily Gonzalez
 Print Name

[Redacted Address]
 Address
 Albany, NY _____ (518) _____
 ZIP Phone

Current Age(s) of Children (check all boxes that apply, or na)
 1 2 3 4 5 6 7 8 9 10 11 12 13+

3 [Signature]
 Signature
John Gotsy
 Print Name

[Redacted Address]
 Address
 Albany, NY [Redacted] (518) _____
 ZIP Phone

Current Age(s) of Children (check all boxes that apply, or na)
 1 2 3 4 5 6 7 8 9 10 11 12 13

4 [Signature]
 Signature
P. MICHAEL CHRISTMAN
 Print Name

[Redacted Address]
 Address
 Albany, NY [Redacted] (518) _____
 ZIP Phone

Current Age(s) of Children (check all boxes that apply, or na)
 1 2 3 4 5 6 7 8 9 10 11 12 13

5 [Signature]
 Signature
M. Jewel Martinez
 Print Name

[Redacted Address]
 Address
 Albany, NY _____ (518) _____
 ZIP Phone

Current Age(s) of Children (check all boxes that apply, or na)
 1 2 3 4 5 6 7 8 9 10 11 12 13+

REDACTED

Albany Community Charter School

A-Lewis

4-14

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

Sheera Lewis

Signature

1

SHEERA LEWIS

Print Name

Tommy M... (handwritten signature)

Signature

2

TOMMY M... (handwritten name)

Print Name

William Bennett

Signature

3

WILLIAM BENNETT

Print Name

Alice Smith

Signature

4

ALICE SMITH

Print Name

Anna M. Minor

Signature

5

ANNA M. MINOR

REDACTED

(s) of Children (check all boxes that apply, or n/a)

5 6 7 8 9 10 11 12 13+

(s) of Children (check all boxes that apply, or n/a)

5 6 7 8 9 10 11 12 13+

(s) of Children (check all boxes that apply, or n/a)

5 6 7 8 9 10 11 12 13

(s) of Children (check all boxes that apply, or n/a)

5 6 7 8 9 10 11 12 13

(s) of Children (check all boxes that apply, or n/a)

5 6 7 8 9 10 11 12 13+

REDACTED Albany Community Charter School

A. Lewis

4-15

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Frankie daidozak
Signature
Frankie daidozak
Print Name

2 Bobby Didozak
Signature
Bobby Didozak
Print Name

3 AZELL Triska
Signature
i
Print Name

4 Al Johnson
Signature
Al Johnson
Print Name

5 Donald E. Williams
Signature
Donald Williams
Print Name

REDACTED

Age(s) of Children (check all boxes that apply, or n/a)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

Age(s) of Children (check all boxes that apply, or n/a)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

Age(s) of Children (check all boxes that apply, or n/a)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

Age(s) of Children (check all boxes that apply, or n/a)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

Age(s) of Children (check all boxes that apply, or n/a)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

4/14/05

REDACTED

Albany Community Charter School

LINDA STONE

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

David Prince
Signature
David Prince
Print Name

s) of Children (check all boxes that apply, or **13+**)
5 6 7 8 9 10 11 12 13+

Felecia K. Parris
Signature
Felecia K. Parris
Print Name

s) of Children (check all boxes that apply, or **13+**)
5 6 7 8 9 10 11 12 13+

Reginald W. Parris
Signature
Reginald W. Parris
Print Name

REDACTED

s) of Children (check all boxes that apply, or **13+**)
5 6 7 8 9 10 11 12 13

Nashema Scott
Signature
NASHEMA SCOTT
Print Name

s) of Children (check all boxes that apply, or **13+**)
5 6 7 8 9 10 11 12 13

Yasmine Jackson
Signature
YASMINA JACKSON
Print Name

s) of Children (check all boxes that apply, or **13+**)
5 6 7 8 9 10 11 12 13+

line OA - Sloan

REDACTED

Albany Community Charter School

4/17/05

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Lotasha Johnson
Signature

Print Name

(s) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13+
<input checked="" type="checkbox"/>	<input type="checkbox"/>							

2 Maria Jackson
Signature

Maria Jackson
Print Name

(s) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

3 [Signature]
Signature

ROGEE CIANTU
Print Name

REDACTED

(s) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						

4 Catrice Baker
Signature

Catrice Baker
Print Name

(s) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

5 DuBois Hunt
Signature

DuBois Hunt
Print Name

(s) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

4/19/05

LINDA Sloan

Albany Community Charter School

REDACTED

4/19/05

A new elementary public school has been proposed for Albany. Albany Community Charter School would open Fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.

Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Deon A. Brace
Signature
DEON A. BRACE
Print Name

Age(s) of Children (check all boxes that apply, or None)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>								

2 Mandell J. Brace
Signature
Mandell J. Brace
Print Name

Age(s) of Children (check all boxes that apply, or None)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

REDACTED

3 Laquenshall L. Brace
Signature
Laquenshall L. Brace
Print Name

Age(s) of Children (check all boxes that apply, or None)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

4 Stephanie Sanders
Signature
Stephanie Sanders
Print Name

Age(s) of Children (check all boxes that apply, or None)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

5 Terrence Roberts
Signature
Terrence Roberts

Age(s) of Children (check all boxes that apply, or None)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

4/14/05

Albany Community Charter School

REDACTED

4/13/05

Linda Sloan

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Amanda Perez
Signature

Amanda Perez
Print Name

2 Evelyn Casco
Signature

Print Name

3 Eva Warren
Signature

Eva Warren
Print Name

4 Valie Riley
Signature

V. Riley
Print Name

5 *Signature*

Daniel Stephens
Print Name

REDACTED

Current Age(s) of Children (check all boxes that apply, or NA)

2	3	4	5	6	7	8	9	10	11	12	13+
<input checked="" type="checkbox"/>	<input type="checkbox"/>										

Current Age(s) of Children (check all boxes that apply, or NA)

2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>											

Current Age(s) of Children (check all boxes that apply, or NA)

2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>											

Current Age(s) of Children (check all boxes that apply, or NA)

2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>											

Current Age(s) of Children (check all boxes that apply, or NA)

2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>											

lingston

Albany Community Charter School

REDACTED

4/17/05

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Rose Ruffin
Signature
ROSE RUFFIN
Print Name

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13+

2 Shameakea Johnson
Signature
Shameakea Johnson
Print Name

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13+

3 Ernest J Evans
Signature
Ernest EVANS
Print Name

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13

4 Walter L
Signature
Walter L
Print Name

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13

Walter Richardson

5 Darryl Aiston
Signature
DARRYL AISTON

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13+

REDACTED

4/14/05

Albany Community Charter School

REDACTED

4/14/05

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Brendan Lagg
Signature
Brendan Lagg
Print Name

2 Betty Rock
Signature
Betty Rock
Print Name

3 William Finley
Signature
WILLIAM FINLEY
Print Name

4 Jennifer Vasquez
Signature
JENNIFER VASQUEZ
Print Name

5 [Signature]
Signature
[Print Name]

REDACTED

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13+

653

1/1/05 [Signature]

4/14/05

Albany Community Charter School

REDACTED 4/14/05

LINDA SLOAN

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Kevin Wood
Signature
Kevin Wood
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

2 Marion Pearson
Signature
Marion Pearson
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

3 Jennita Artis
Signature
Jennita Artis
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

4 Tamara Goodwin
Signature
Tamara Goodwin
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

5 Ernest J. Sloane
Signature
(Sloane)
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

REDACTED

REDACTED

8/17/05

Albany Community Charter School

Linda Soane

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Perck Smith
Signature
PERCK SMITH
Print Name

2 DAVISAN
Signature
DAVID - ANDERSON
Print Name

3 DAN LONE
Signature
Charlie Vetro
Print Name

4 Chorli water
Signature
Lk
Print Name

5 Charlie Royal
Signature
Jeanne Dailly
Print Name

REDACTED

Age(s) of Children (check all boxes that apply, or 13+)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or 13+)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or 13+)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or 13+)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or 13+)
4 5 6 7 8 9 10 11 12 13+

4/14/05
REDACTED

Albany Community Charter School

LINDA SLOAN

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Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Alex Stokes
Signature
Alex Stokes
Print Name

2 Jose m. Cruz
Signature
Jose m. Cruz
Print Name

3 Bill Bryant
Signature
BILL BRYANT
Print Name

4 BENEDICTO
Signature
BENEDICTO
Print Name

5 Priscilla Chapman
Signature
Priscilla Chapman
Print Name

REDACTED

(s) of Children (check all boxes that apply, or None)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

(s) of Children (check all boxes that apply, or None)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				

(s) of Children (check all boxes that apply, or None)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

(s) of Children (check all boxes that apply, or None)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

(s) of Children (check all boxes that apply, or None)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

Mark Murphy

Albany Community Charter School

4/5

REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

Ebony Williams

Signature

1

Ebony Williams

Print Name

ge(s) of Children (check all boxes that apply, or N/A)

4 5 6 7 8 9 10 11 12 13+

Justin Walker

Signature

2

JUSTIN WALKER

Print Name

ge(s) of Children (check all boxes that apply, or N/A)

4 5 6 7 8 9 10 11 12 13+

Charles Wilson

Signature

3

Charles Wilson

Print Name

ge(s) of Children (check all boxes that apply, or N/A)

4 5 6 7 8 9 10 11 12 13

Horace Hammonds

Signature

4

Horace Hammonds

Print Name

ge(s) of Children (check all boxes that apply, or N/A)

4 5 6 7 8 9 10 11 12 13

Katherine M. Hammonds

Signature

5

Katherine M. Hammonds

ge(s) of Children (check all boxes that apply, or N/A)

4 5 6 7 8 9 10 11 12 13+

REDACTED

Mark Murphy

Albany Community Charter School

4/5

REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

Timothy Hammonds

Signature



Timothy Hammonds

Print Name

Randolph Ford

Signature



Randolph Ford

Print Name

Niyah Morris

Signature



Niyah Morris

Print Name

Billie Jo Shaffer

Signature



Billie Jo Shaffer

Print Name

James Marsh

Signature



James Marsh

REDACTED

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					

Age(s) of Children (check all boxes that apply, or N/A)

3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>									

Age(s) of Children (check all boxes that apply, or N/A)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>									

Mark Murphy Albany Community Charter School

4/5 REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

Alana Ture
Signature
Alana Ture
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

Janika Foster
Signature
JANEIKA FOSTER
Print Name

REDACTED

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

Antonia Rey
Signature
Reyz
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

Connie Harry
Signature
Connie HARRY
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

Eric D. Battle
Signature
Eric D. Battle
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

REDACTED

Albany Community Charter School

LINDA SLOAN
4/5/03

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Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

Keith Winston
Signature
 Kaine Winston
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

Janelle Wilcher
Signature
 Jantilly Wilcher
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

Paul Myers
Signature
 Paul Myers
Print Name

REDACTED

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

Ray Harrison
Signature
 Ray Harrison
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

Kelly McDonald
Signature
 Abdul Jabbar

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

REDACTED

Albany Community Charter School

4/5/05

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Patricia Davis Signature
PATRICIA DAVIS Print Name

of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13+

2 [Signature] Signature
Tina [Signature] Print Name

of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13+

3 Lena Thornton Signature
Lena Thornton Print Name

REDACTED

of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13

4 Charles M. Spicco Signature
Print Name

of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13

663 5 Jermairon Brewer Signature
Jermairon Brewer Print Name

of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13+

REDACTED

Albany Community Charter School

AS/OS

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school

ic elementary school for my child!

1 *Karl Taylor*
Signature
KARL TAYLOR
Print Name

(s) of Children (check all boxes that apply, or None)
5 6 7 8 9 10 11 12 13+

2 *Joseph Hint*
Signature
Joseph Hinment
Print Name

(s) of Children (check all boxes that apply, or None)
5 6 7 8 9 10 11 12 13+

3 *Michael O'Donnell*
Signature
MICHAEL O'DONNELL
Print Name

(s) of Children (check all boxes that apply, or None)
5 6 7 8 9 10 11 12 13

4 *Luis Ferrandez*
Signature
Luis Ferrandez
Print Name

(s) of Children (check all boxes that apply, or None)
5 6 7 8 9 10 11 12 13

5 *Donna Royal*
Signature
DONNA ROYAL
Print Name

(s) of Children (check all boxes that apply, or None)
5 6 7 8 9 10 11 12 13+

REDACTED

REDACTED

Albany Community Charter School

1140A Jovany 4/5/05

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! YES! I am interested in this new public elementary school for my child!

1 Sonia Prado
Signature
Sonia Prado
Print Name

2 Lambert Tomando
Signature
Lambert Tomando
Print Name

3 Choria McDaniel
Signature
Choria McDaniel
Print Name

4 Lisha Sepkany
Signature
Lisha Sepkany
Print Name

5 LEVA FISHER
Signature
LEVA FISHER
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

REDACTED

REDACTED

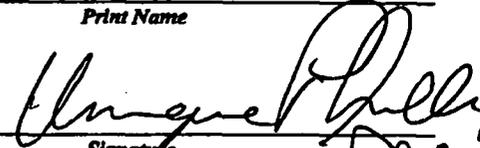
Albany Community Charter School

LINDA SLON
4/5/05

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!


Signature
Chris Vossow
Print Name


Signature
Unique Pelly
Print Name


Signature
Judith Bartholomew
Print Name


Signature
Sean C. Mendez
Print Name


Signature
James Wilson
Print Name

REDACTED

s) of Children (check all boxes that apply, or No)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

s) of Children (check all boxes that apply, or No)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

s) of Children (check all boxes that apply, or No)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

s) of Children (check all boxes that apply, or No)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

s) of Children (check all boxes that apply, or No)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

REDACTED

Scott Hicher Albany Community Charter School
4/5/05

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YES! I support this new public school

public elementary school for my child

1

Muzamil Fawre
Signature
Muzamil Fawre
Print Name

Age(s) of Children (check all boxes that apply, or n/a)
4 5 6 7 8 9 10 11 12 13+

2

Virginia A. Farmer
Signature
Virginia Farmer
Print Name

Age(s) of Children (check all boxes that apply, or n/a)
4 5 6 7 8 9 10 11 12 13+

3

Heidi L. Jaeger
Signature
Heidi L. Jaeger
Print Name

Age(s) of Children (check all boxes that apply, or n/a)
4 5 6 7 8 9 10 11 12 13

4

Signature
Print Name

Age(s) of Children (check all boxes that apply, or n/a)
4 5 6 7 8 9 10 11 12 13

5

Signature

Age(s) of Children (check all boxes that apply, or n/a)
4 5 6 7 8 9 10 11 12 13+

REDACTED

667

Scott H. *Albany Community Charter School*

4/5/05

REDACTED

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Maura J Vandylke
Signature
Maura J Vandylke
Print Name

2 Tamara L Bryson
Signature
Tamara L Bryson
Print Name

3 Cheryl Davis
Signature
Cheryl Davis
Print Name

4 Yashereé Gause
Signature
Yashereé Gause
Print Name

5 Routine Perreault
Signature
Routine Perreault
Print Name

REDACTED

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

122 End
Left of

Albany Community Charter School

Scott Hichv 4/5/05

REDACTED

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Information is confidential and shall not be made public.

YES! I support this new public school or

YES! I am interested in this

elementary school for my child!

Robert O'Rourke
Signature
Robert O'Rourke
Print Name

MITCHELL RAYBINE
Signature

Print Name

Paula Dushane
Signature
Paula Dushane
Print Name

Laura Dushane
Signature
Laura Dushane
Print Name

Percy Terrell
Signature
PERCY TERRELL
Print Name

REDACTED

Number of Children (check all boxes that apply, or all)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

Number of Children (check all boxes that apply, or all)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

Number of Children (check all boxes that apply, or all)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

Number of Children (check all boxes that apply, or all)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

Number of Children (check all boxes that apply, or all)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

Scott Hicher
4/5/05

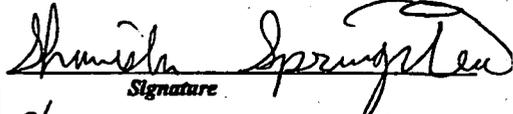
Albany Community Charter School

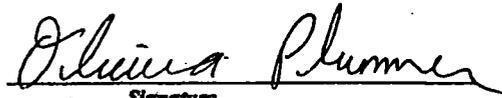
REDACTED

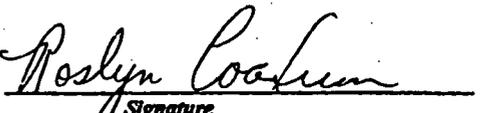
A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
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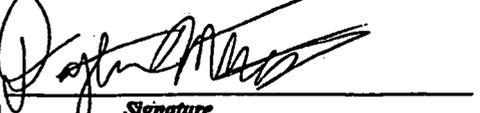
YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 
Signature
2 Joseph H. CHANDLER
Print Name

2 
Signature
3 Shanisha Springsteen
Print Name

3 
Signature
4 Olivia Plummer
Print Name

4 
Signature
5 Roslyn COAXUM
Print Name

5 
Signature
6 DAREN MINTER
Print Name

e(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13+

e(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13+

e(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13

e(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13

e(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13+

REDACTED

Scott Hickaw 4/15/05

Albany Community Charter School

REDACTED

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school *optional* YES! I am interested in this new public elementary school for my child!

Clara Taylor
Signature
CLARA TAYLOR
Print Name

(s) of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13+

Barbara Friday
Signature
Barbara Friday
Print Name

(s) of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13+

Alberta Burden
Signature
Alberta Burden
Print Name

REDACTED

(s) of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13

Shekir Patterson
Signature
Shekir Patterson
Print Name

(s) of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13

Katrina Morris
Signature
Katrina Morris
Print Name

(s) of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13+

Scott Hickey

4/5/05

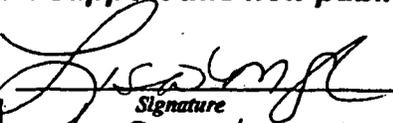
Albany Community Charter School

REDACTED

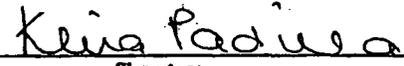
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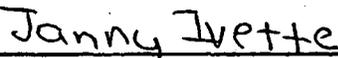
Information is confidential and shall not be made public.

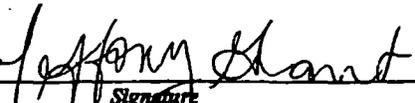
YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!


 Signature
 Lisa Maye
 Print Name


 Signature
 John J. Hunt
 Print Name


 Signature
 Keira Padilla
 Print Name


 Signature
 Janny Ivette
 Print Name


 Signature
 Jeffrey Grant
 Print Name

REDACTED

(s) of Children (check all boxes that apply, or No)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>							

(s) of Children (check all boxes that apply, or No)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>					

(s) of Children (check all boxes that apply, or No)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

(s) of Children (check all boxes that apply, or No)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

(s) of Children (check all boxes that apply, or No)

5	6	7	8	9	10	11	12	13+
<input checked="" type="checkbox"/>	<input type="checkbox"/>							

Scott Hickey
4/5/05

Albany Community Charter School

REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Sajid I Bhatti
Signature
SAJID I BHATTI
Print Name

2 Frank Colucci
Signature
Frank Colucci
Print Name

3 Esther Vanier
Signature
Esther Vanier
Print Name

4 Elaine C. Orlock
Signature
Elaine C. Orlock
Print Name

5 Jinder Mendosa
Signature
Jinder Mendosa
Print Name

REDACTED

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

Scott Hickey / Albany Community Charter School
415105

REDACTED

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school option. YES! I am interested in this new public elementary school for my child!

1 Attaliah Turner
Signature
ATTALIAH Turner
Print Name

2 Frederickson
Signature
Tara
Print Name

3 Eisenhauer John
Signature
John Eisenhauer
Print Name

4 Ernest Cross
Signature
Ernest Cross
Print Name

5 Storm Cross
Signature
Storm Cross
Print Name

REDACTED

s) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				

s) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

s) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

s) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>							

s) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

Scott Hicker 4/5/05

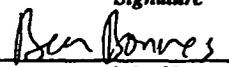
Albany Community Charter School

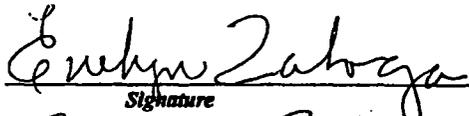
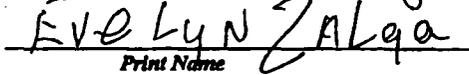
REDACTED

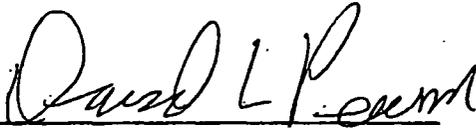
A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school of

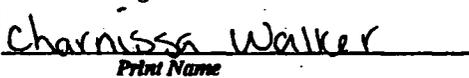
YES! I am interested in this new public elementary school for my child!

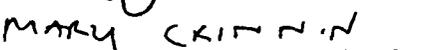

Signature

Print Name


Signature

Print Name


Signature

Print Name


Signature

Print Name


Signature

Print Name

REDACTED

Number of Children (check all boxes that apply, or if 2+)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

Number of Children (check all boxes that apply, or if 2+)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

Number of Children (check all boxes that apply, or if 2+)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

Number of Children (check all boxes that apply, or if 2+)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

Number of Children (check all boxes that apply, or if 2+)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

Scott Hicken

Albany Community Charter School

4/5/05

REDACTED

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Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

Mabel Horn
Signature

1

Mabel Horn
Print Name

s) of Children (check all boxes that apply, or <i>n/a</i>)												
5	6	7	8	9	10	11	12	13+				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				

Erica Phoenix
Signature

2

Erica Phoenix
Print Name

s) of Children (check all boxes that apply, or <i>n/a</i>)												
5	6	7	8	9	10	11	12	13+				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Sheri Blanchard
Signature

3

SHERI Blanchard
Print Name

REDACTED

s) of Children (check all boxes that apply, or <i>n/a</i>)												
5	6	7	8	9	10	11	12	13				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Gonnie Broderick
Signature

4

G B
Print Name

s) of Children (check all boxes that apply, or <i>n/a</i>)												
5	6	7	8	9	10	11	12	13				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Deanna McDuffie
Signature

5

Deanna McDuffie
Print Name

s) of Children (check all boxes that apply, or <i>n/a</i>)												
5	6	7	8	9	10	11	12	13+				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				

Mark Murphy

Albany Community Charter School

4/5

REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Deborah L Thompson
Signature
Deborah L Thompson
Print Name

2 Sheryl A Barden
Signature
Sheryl A Barden
Print Name

Shakeena Nicholson
Signature
Shakeena Nicholson
Print Name

3 L. Favors
Signature
L. Favors
Print Name

4 Lauren Myers
Signature
Lauren Myers
Print Name

REDACTED

(s) of Children (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>							

(s) of Children (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

(s) of Children (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

(s) of Children (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13
<input checked="" type="checkbox"/>	<input type="checkbox"/>							

(s) of Children (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

Mark Murphy Albany Community Charter School

4/5

REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

Kevin Wood
Signature
Kevin Wood
Print Name

Larry Cunningham
Signature
Larry Cunningham
Print Name

Andrew Thomas
Signature
Andrew Thomas
Print Name

Flores Phillips
Signature
Flores Phillips
Print Name

Clara L. Phillips
Signature
CLARA L. PHILLIPS
Print Name

REDACTED

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

Mark Murphy

Albany Community Charter School

REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Syretta Murray
Signature
Syretta Murray
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

2 SOHA Green
Signature
SOHA Green
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

3 Jannine Williams
Signature
Jannine Williams
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

4 Levon Cooley
Signature
Levon Cooley
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

5 Bernard Odum
Signature
Bernard Odum
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

REDACTED

Mark Murphy Albany Community Charter School

4/5

REDACTED

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YES! I support this new public school option. YES! I am interested in this new public elementary school for my child!

1 Corrin Cherry
Signature
CORRIN Cherry
Print Name

2 Kasba Muhammad
Signature
Kasba Muhammad
Print Name

3 Floresca Richards
Signature
Floresca Richards
Print Name

4 Seren Myrwaath
Signature
Seren Myrwaath
Print Name

5 Grace Ross
Signature
GRACE Ross
Print Name

(s) of Children (check all boxes that apply, or N/A)
1 5 6 7 8 9 10 11 12 13+

(s) of Children (check all boxes that apply, or N/A)
1 5 6 7 8 9 10 11 12 13+

(s) of Children (check all boxes that apply, or N/A)
1 5 6 7 8 9 10 11 12 13

(s) of Children (check all boxes that apply, or N/A)
1 5 6 7 8 9 10 11 12 13

(s) of Children (check all boxes that apply, or N/A)
1 5 6 7 8 9 10 11 12 13+

REDACTED

Mark Murphy Albany Community Charter School

4/5

REDACTED

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 [Signature] KEVIN FRENCH [Print Name]

2 [Signature] [Redacted] [Redacted] [Print Name]

3 [Signature] CHARLIE McLEARNICK [Print Name]

4 [Signature] JUSTIN GRAY [Print Name]

5 [Signature] CHRISTOPHER HAYES [Print Name]

Age(s) of Children (check all boxes that apply, or NA) 4 5 6 7 8 9 10 11 12 13+ [9 checked]

Age(s) of Children (check all boxes that apply, or NA) 4 5 6 7 8 9 10 11 12 13+ [9 checked]

Age(s) of Children (check all boxes that apply, or NA) 4 5 6 7 8 9 10 11 12 13 [9 checked]

Age(s) of Children (check all boxes that apply, or NA) 4 5 6 7 8 9 10 11 12 13 [9 checked]

Age(s) of Children (check all boxes that apply, or NA) 4 5 6 7 8 9 10 11 12 13+ [9 checked]

REDACTED

Mack Murphy Albany Community Charter School

4/5

REDACTED

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school

YES! I am interested in this new public elementary school for my child!

Janice Dye
 Signature
 Janice Dye
 Print Name

Samuel Samuels
 Signature
 Samuel Samuels
 Print Name

Peggy Meadows
 Signature
 Peggy Meadows
 Print Name

Jan Haley
 Signature
 Jan Haley
 Print Name

Rahmel Bryant
 Signature
 Rahmel Bryant
 Print Name

REDACTED

(s) of Children (check all boxes that apply, or No)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

(s) of Children (check all boxes that apply, or No)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

(s) of Children (check all boxes that apply, or No)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>							

(s) of Children (check all boxes that apply, or No)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

(s) of Children (check all boxes that apply, or No)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

Mark Murphy Albany Community Charter School

4/5 REDACTED

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Jimme Hart
Signature
Jimme HART
Print Name

(s) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>							

2 Pete Duell
Signature
Pete Duell
Print Name

(s) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>							

3 Gideon McDonald
Signature
Gideon McDonald
Print Name

(s) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>							

4 Gregory Foskey
Signature
Gregory Foskey
Print Name

(s) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

5 Sharon Overstreet
Signature
Sharon Overstreet
Print Name

(s) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13+
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					

REDACTED

REDACTED

Albany Community Charter School

LINDA SLOAN
4/4/05

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YES! I support this new public school

YES! I support this new elementary school for my child!

1 Arturo McLean
Signature
McLean Arturo
Print Name

2 Carl Goodson
Signature
CARL GOODSON
Print Name

3 Tamie Sheppard
Signature
Tamie Sheppard
Print Name

4 Melissa Yates
Signature
MELISSA YATES
Print Name

5 Annemarie Batcher
Signature
Annemarie Batcher
Print Name

REDACTED

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

REDACTED

Albany Community Charter School

LINDA STON
4/4/05

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 TRACY STRAHAN
Signature
Tracy Strahan
Print Name

2 Frank Woods
Signature
Frank Woods
Print Name

3 Michael Candia
Signature
Michael Candia
Print Name

4 Stanley Brown
Signature
Stanley Brown
Print Name

5 Ahmad Burke
Signature
Ahmad Burke
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

REDACTED

REDACTED

Albany Community Charter School

Handwritten: Linda Sloane 4/4/05

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Carlos Hiller
Signature
CARLOS HILLER
Print Name

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13+

2 Herman L. Smith
Signature
Herman L. Smith
Print Name

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13+

3 April Yelton
Signature
April Yelton
Print Name

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13

4 Peter Davis
Signature
Peter Davis
Print Name

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13

5 Bill Palmer
Signature
Bill Palmer
Print Name

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13+

REDACTED

689

B... v

REDACTED

Albany Community Charter School

LINDA STOTT
4/4/05

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Maria Eagl
Signature
MARIA Eagl
Print Name

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13+

2 John W. Yates
Signature
John W. Yates
Print Name

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13+

3 Sandra Chandler
Signature
Sandra Chandler
Print Name

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13

4 Cindy Secor
Signature
Cindy Secor
Print Name

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13

069 5 Shagray Willia
Signature
Shagray Willia

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13+

REDACTED

REDACTED Albany Community Charter School

4/4/05 Linda Sloan

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 [Signature] GEORGE JONES [Print Name]

(s) of Children (check all boxes that apply, or N/A) 5 6 7 8 9 10 11 12 13+ [checkboxes]

2 [Signature] Patrick A. Griggs [Print Name]

(s) of Children (check all boxes that apply, or N/A) 5 6 7 8 9 10 11 12 13+ [checkboxes]

3 [Signature] Bernadette Gibbs [Print Name]

(s) of Children (check all boxes that apply, or N/A) 5 6 7 8 9 10 11 12 13 [checkboxes]

REDACTED

4 [Signature] Bertram Austin [Print Name]

(s) of Children (check all boxes that apply, or N/A) 5 6 7 8 9 10 11 12 13 [checkboxes]

5 [Signature] KENNETH PERSACIO [Print Name]

(s) of Children (check all boxes that apply, or N/A) 5 6 7 8 9 10 11 12 13+ [checkboxes]

Scott Hickox
4/4/05

Albany Community Charter School REDACTED

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school. YES! I am interested in this new public elementary school for my child!

1 OSCAR LYNN
Signature
Oscar Lynn
Print Name

2 Michael J Murray
Signature
MICHAEL L MURRAY
Print Name

3 Gregory Riddick
Signature
Gregory Riddick
Print Name

4 George Catalano
Signature
Geo Catalano
Print Name

5 Carol F Johnson
Signature
CAROL F JOHNSON
Print Name

REDACTED

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>								

Scott Hickey
4/4/05

Albany Community Charter School

REDACTED

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Jacqueline Tarver
Signature
Jacqueline Tarver
Print Name

ge(s) of Children: (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

2 Michael Pringle
Signature
Michael Pringle
Print Name

ge(s) of Children: (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

3 Athena Mickel
Signature
Athena Mickel
Print Name

ge(s) of Children: (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

4 LaShanda Harrington
Signature
LaShanda Harrington
Print Name

ge(s) of Children: (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					

5 Ernest W. Smith III
Signature
Ernest W. Smith III
Print Name

ge(s) of Children: (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>								

REDACTED

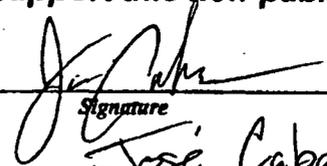
Scott Hickew
4/4/05

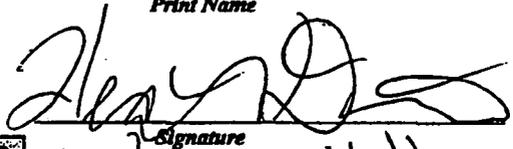
Albany Community Charter School

REDACTED

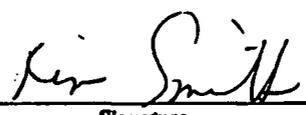
A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

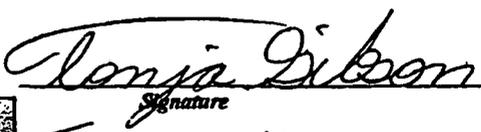
YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 
Signature
Jose Cabassa
Print Name

2 
Signature
Rodolfo Dillio
Print Name

3 
Signature
Vicilda Allan
Print Name

4 
Signature
Kim Smith
Print Name

5 
Signature
Tonja Gibson
Print Name

REDACTED

(s) of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13

(s) of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13+

(s) of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13

(s) of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13

(s) of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13+

Albany Community Charter School

REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

Josephine Cruz
Signature
Josephine Cruz
Print Name

Melissa Lee
Signature
Melissa Lee
Print Name

[Signature]
Signature
[Print Name]
Print Name

Signature

Print Name

Signature

Age(s) of Children (check all boxes that apply, or NA)

<input checked="" type="checkbox"/>	<input type="checkbox"/>									
4	5	6	7	8	9	10	11	12	13+	

Age(s) of Children (check all boxes that apply, or NA)

<input type="checkbox"/>										
4	5	6	7	8	9	10	11	12	13+	

Age(s) of Children (check all boxes that apply, or NA)

<input type="checkbox"/>										
4	5	6	7	8	9	10	11	12	13	

Age(s) of Children (check all boxes that apply, or NA)

<input type="checkbox"/>										
4	5	6	7	8	9	10	11	12	13	

Age(s) of Children (check all boxes that apply, or NA)

<input type="checkbox"/>										
4	5	6	7	8	9	10	11	12	13+	

REDACTED

Mark Murphy

Albany Community Charter School

4/5

REDACTED

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school option! **YES! I am interested in this new public elementary school for my child!**

 Kysha Kelley
Signature
Kysha Kelley
Print Name

 John Hicks
Signature
JOHN HICKS
Print Name

 _____
Signature

Print Name

 _____
Signature

Print Name

 _____
Signature

Age(s) of Children (check all boxes that apply, or na)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or na)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or na)
4 5 6 7 8 9 10 11 12 13

Age(s) of Children (check all boxes that apply, or na)
4 5 6 7 8 9 10 11 12 13

Age(s) of Children (check all boxes that apply, or na)
4 5 6 7 8 9 10 11 12 13+

REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 James Gilliam
Signature
James Gilliam
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

2 James Books
Signature
James Books
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

3
Signature
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

4
Signature
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

5
Signature

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

REDACTED

Scott Hickey

Albany Community Charter School

REDACTED

4/5/05

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option. YES! I am interested in this new public elementary school for my child!

1 
 Signature
 Dawn S. LINNHART
 Print Name

2 
 Signature
 CHERYL RODGERS
 Print Name

3 
 Signature
 WALTER A. COLLINS
 Print Name

4 _____
 Signature

 Print Name

5 _____
 Signature

Age(s) of Children (check all boxes that apply, or *NA*)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

Age(s) of Children (check all boxes that apply, or *NA*)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

Age(s) of Children (check all boxes that apply, or *NA*)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

Age(s) of Children (check all boxes that apply, or *NA*)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

Age(s) of Children (check all boxes that apply, or *NA*)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

REDACTED

Mark Murphy

Albany Community Charter School

4/14

REDACTED

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! YES! I am interested in this new public elementary school for my child!

1 Wayne Tillman
Signature

Wayne Tillman
Print Name

2 _____
Signature

Print Name

3 _____
Signature

Print Name

4 _____
Signature

Print Name

5 _____
Signature

Print Name

Age(s) of Children (check all boxes that apply, or na)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>										

Age(s) of Children (check all boxes that apply, or na)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>										

Age(s) of Children (check all boxes that apply, or na)

3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>										

Age(s) of Children (check all boxes that apply, or na)

3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>										

Age(s) of Children (check all boxes that apply, or na)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>										

REDACTED

REDACTED

4/14/05

Albany Community Charter School
LINDA Sloan

4/14/05

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Fred Goodnow
Signature

Print Name (Goodnow)

2 Bernice Yozie
Signature

Print Name

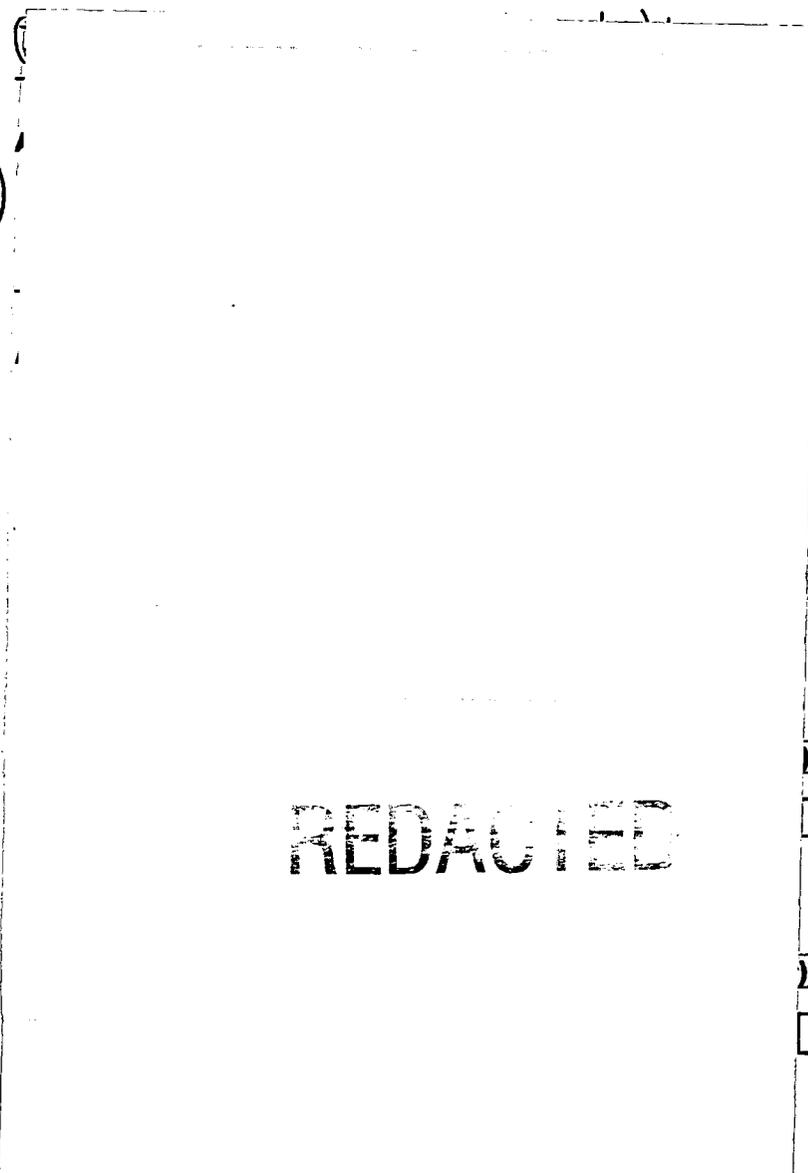
3
Signature

Print Name

4
Signature

Print Name

5
Signature



REDACTED

of Children (check all boxes that apply, or No)
5 6 7 8 9 10 11 12 13+

of Children (check all boxes that apply, or No)
5 6 7 8 9 10 11 12 13+

of Children (check all boxes that apply, or No)
5 6 7 8 9 10 11 12 13

of Children (check all boxes that apply, or No)
5 6 7 8 9 10 11 12 13

of Children (check all boxes that apply, or No)
5 6 7 8 9 10 11 12 13+

A. Lewis

4-15

REDACTED Albany Community Charter School

REDACTED

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YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

 Ray Brooks
Signature
RAY BROOKS
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518) [REDACTED]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or n/a)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

 _____
Signature

Print Name

Address
Albany, NY _____ (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or n/a)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

 _____
Signature

Print Name

Address
Albany, NY _____ (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or n/a)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

 _____
Signature

Print Name

Address
Albany, NY _____ (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or n/a)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

 _____
Signature

Print Name

Address
Albany, NY _____ (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or n/a)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

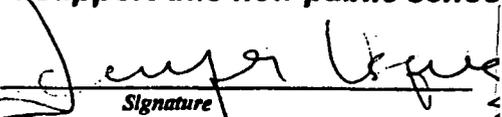
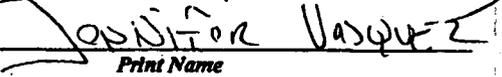
REDACTED

Albany Community Charter School

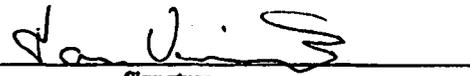
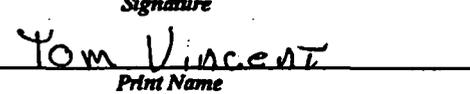
A. Lewis #2 4-28

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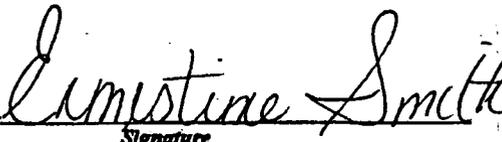
YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!


Signature

Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+


Signature

Print Name

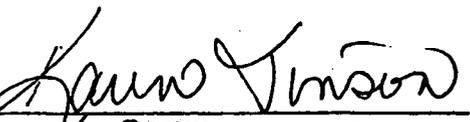
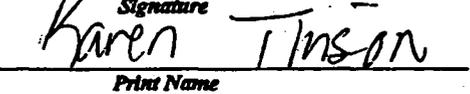
Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+


Signature

Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

REDACTED


Signature

Print Name

Age(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13


Signature

Print Name

Age(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

REDACTED

Albany Community Charter School

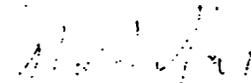
A. Lewis

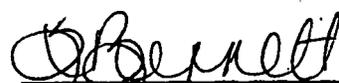
4-14

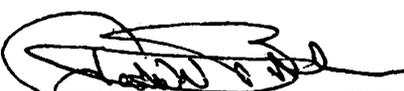
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YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 
 Signature
 Andrew Lee
 Print Name

2 
 Signature
 Marshall D. Bentley
 Print Name

3 
 Signature
 Stephane Bennett
 Print Name

4 
 Signature
 Dawn Baker
 Print Name

5 
 Signature
 HAROLD WILKES
 Print Name

REDACTED

(s) of Children: (check all boxes that apply, or na)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

(s) of Children: (check all boxes that apply, or na)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

(s) of Children: (check all boxes that apply, or na)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

(s) of Children: (check all boxes that apply, or na)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

(s) of Children: (check all boxes that apply, or na)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

REDACTED

Albany Community Charter School

A. Lewis

4/15

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YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Brian D Barrett
Signature
Brian D Barrett
Print Name

5) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

2 James Harrington
Signature
James Harrington
Print Name

5) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

3 Ed August
Signature
ED AUGUST
Print Name

5) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

4 Mary Blunt
Signature
Mary Blunt
Print Name

REDACTED

5) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

5 Kevin Mitchell
Signature
Kevin Mitchell
Print Name

5) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

REDACTED

Albany Community Charter School

A. Lewis

A. Lewis

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YES! I support this new public school option! YES! I am interested in this new public elementary school for my child!

Renee Clark

Signature

1

RENEE CLARK

Print Name

Russell Smith

Signature

2

RUSSELL SMITH

Print Name

Bryan Burnham

Signature

3

Bryan Burnham

Print Name

MARIN MARECOU

Signature

4

MARIN MARECOU

Print Name

Quincy KAG...

Signature

5

QUINCY KAG...

Print Name

REDACTED

of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

Mark Murphy Albany Community Charter School

4/4 REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Eigenia Tarleton
Signature
Eigenia Tarleton
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

2 Polis Valerio
Signature
Polis Valerio
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

3 Lawrence Eger
Signature
Lawrence Eger
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

4 Thomas J Cope land JR
Signature
THOMAS J COPELAND JR
Print Name
Cope land JR

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

5 Daisy Castro
Signature
Daisy Castro
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

REDACTED

Mark Murphy Albany Community Charter School

4/4

REDACTED

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YES! I support this new public school for my child. YES! I am interested in this new public elementary school for my child!

1 WILFREDO RIVERA
Signature
Print Name

2 Niwa N Hodge
Signature
Print Name

3 Brandon Juma
Signature
Print Name

4 Lachita Graham
Signature
Print Name

5 April Kersey
Signature
Print Name

REDACTED

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>								

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

Mark Murphy

REDACTED

Albany Community Charter School

4/4

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Christy Nemeth
Signature
Christopher Nemeth
Print Name

2 Paul M. Johnson
Signature
Paul M Johnson
Print Name

3 Christina Mosley
Signature
Christina Mosley
Print Name

4 Martha Woodward
Signature
Woodard
Print Name

5 Waverly Pleasant
Signature
Waverly Pleasant
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

REDACTED

Mark Murphy

Albany Community Charter School

4/4

REDACTED

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YES! I support this new public school option! -- YES! I am interested in this new public elementary school for my child!

1 [Signature] Scott Jarzombek Jarzombek

2 [Signature] Vivian Steele Steele

3 [Signature] Cynthia Wimbush Wimbush

[Signature] Andrew West West

5 [Signature]

REDACTED

5) of Children (check all boxes that apply, or N/A) 5 6 7 8 9 10 11 12 13+

5) of Children (check all boxes that apply, or N/A) 5 6 7 8 9 10 11 12 13+

5) of Children (check all boxes that apply, or N/A) 5 6 7 8 9 10 11 12 13

5) of Children (check all boxes that apply, or N/A) 5 6 7 8 9 10 11 12 13

5) of Children (check all boxes that apply, or N/A) 5 6 7 8 9 10 11 12 13+ [checked]

Mark Murphy

Albany Community Charter School

4/4

REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Ayanan Outing
Signature
Ayanan Outing
Print Name

2 Gus Kirkle
Signature
Gus Kirkle
Print Name

3 Margaret Hubble
Signature
MARGARET HUBLE
Print Name

4 Carolyn Simmons
Signature
Carolyn Simmons
Print Name

5 Donna Turner
Signature
DONNA TURNER
Print Name

REDACTED

Age(s) of Children (check all boxes that apply, or n/a)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or n/a)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or n/a)
4 5 6 7 8 9 10 11 12 13

Age(s) of Children (check all boxes that apply, or n/a)
4 5 6 7 8 9 10 11 12 13

Age(s) of Children (check all boxes that apply, or n/a)
4 5 6 7 8 9 10 11 12 13+

Mark Murphy Albany Community Charter School 4/4

REDACTED

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school

YES! I am interested in this new public elementary school for my child!

1 Domarek Harrison
Signature
Domarek Harrison
Print Name

e(s) of Children (check all boxes that apply, or None)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

2 Anthony Albert
Signature
ANTHONY ALBERT
Print Name

e(s) of Children (check all boxes that apply, or None)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

3 Ringer Hines
Signature
Ringer Hines
Print Name

e(s) of Children (check all boxes that apply, or None)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>						

4 Olga Wintz
Signature
Olga Wintz
Print Name

e(s) of Children (check all boxes that apply, or None)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

5 Shante Major
Signature
Shante Major

e(s) of Children (check all boxes that apply, or None)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>							

REDACTED

REDACTED Albany Community Charter School

Lincoln, Sloane
4/4/01

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Jackie Terrell
Signature
Jackie Terrell
Print Name

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13+

2 Darren D. White
Signature
DARREN D. WHITE
Print Name

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13+

3 Andre Legrone Jr.
Signature
Andre Legrone Jr.
Print Name

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13

4 Sarah Wilson
Signature
Sarah Wilson
Print Name

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13

5 [Signature]
Signature
[Redacted]
Print Name

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13+

REDACTED

REDACTED

Albany Community Charter School

LINDA SWAN
4/4/05

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school option! **YES! I am interested in this new public elementary school for my child!**

1 Mary F. Brown
Signature
Mary F. BROWN
Print Name

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13+

2 William Singleton
Signature
William Singleton
Print Name

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13+

3 Dawn Grimes Singleton
Signature
Dawn Grimes Singleton
Print Name

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13

4 Jihad Abdul-Rahman
Signature
JIHAD ABDUL-RAHMAN
Print Name

REDACTED

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13

5 Jihad Abdul-Rahman
Signature
Jihad Abdul-Rahman
Print Name

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13+

REDACTED

Albany Community Charter School

LINDA SIOAN
4/4/05

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Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 *[Signature]*
Signature
CLEON MENTOR
Print Name

2 *[Signature]*
Signature
ROSELA GRONIS
Print Name

3 *[Signature]*
Signature
PATRICK BUTLER
Print Name

4 *[Signature]*
Signature
ANTOINE CORBETT
Print Name

716 5 *[Signature]*
Signature
KEVIN BURGESS
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

REDACTED

Mark Murphy

Albany Community Charter School

4/7

REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 [Signature] [Print Name]

Age(s) of Children (check all boxes that apply, or N/A) 4 5 6 7 8 9 10 11 12 13+ [X]

2 [Signature] [Print Name]

Age(s) of Children (check all boxes that apply, or N/A) 4 5 6 7 8 9 10 11 12 13+ [X]

3 [Signature] [Print Name]

Age(s) of Children (check all boxes that apply, or N/A) 4 5 6 7 8 9 10 11 12 13 [X]

4 [Signature] [Print Name]

Age(s) of Children (check all boxes that apply, or N/A) 4 5 6 7 8 9 10 11 12 13 [X]

5 [Signature] [Print Name]

Age(s) of Children (check all boxes that apply, or N/A) 4 5 6 7 8 9 10 11 12 13+ [X]

REDACTED

REDACTED

Mark Murphy

Albany Community Charter School

4/7

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YES! I support this new public school. YES! I am interested in this new public elementary school for my child!

1 Josephine James
Signature
Josephine FREE
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

2 ShaCreema Woodard
Signature
ShaCreema Woodard
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

3 Wyneta Reed
Signature
WYNETA Reed
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

4 Sharon Harrington
Signature
Sharon Harrington
Print Name

REDACTED

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

14, 15, 16

5 Ebony Robinson
Signature
Ebony Robinson
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

REDACTED

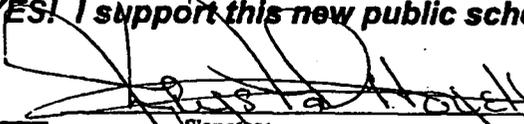
Mark Murphy

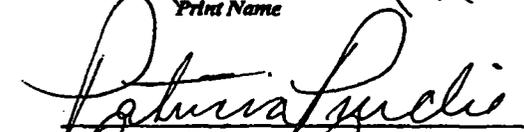
Albany Community Charter School

4/6 1/7

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

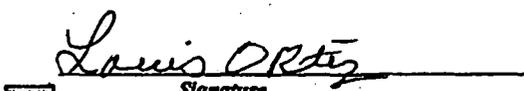
YES! I support this new public school option! YES! I am interested in this new public elementary school for my child!


Signature
1 Krystal Hoyett
Print Name


Signature
2 Patricia Purdie
Print Name


Signature
3 Braxter Cundiff
Print Name


Signature
4 R. J. Miller
Print Name


Signature
5
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

REDACTED

Mark Murphy

Albany Community Charter School

4/7

REDACTED

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YES! I support this new public school *entirely* or YES! I am interested in this new public elementary school for my child!

1 A. Massey
Signature

Stacey Massey
Print Name

Sylvia VILLEGAS

2 Sylvia Villegas
Signature

~~2756...~~
Print Name

3 Sahid Bellamy
Signature

Sahid Bellamy
Print Name

4 Jordan Fields
Signature

Jordan Fields
Print Name

5 Heather Tabor
Signature

Heather Tabor
To. th er

(s) of Children (check all boxes that apply, or NA)

5 6 7 8 9 10 11 12 13+

(s) of Children (check all boxes that apply, or NA)

5 6 7 8 9 10 11 12 13+

(s) of Children (check all boxes that apply, or NA)

5 6 7 8 9 10 11 12 13

(s) of Children (check all boxes that apply, or NA)

4 5 6 7 8 9 10 11 12 13

(s) of Children (check all boxes that apply, or NA)

4 5 6 7 8 9 10 11 12 13+

REDACTED

Mark Murphy

Albany Community Charter School

4/7

REDACTED

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Information is confidential and shall not be made public.

YES! I support this new public school option! **YES! I am interested in this new public elementary school for my child!**

1 Karlan Marable
Signature
Karlan Marable
Print Name

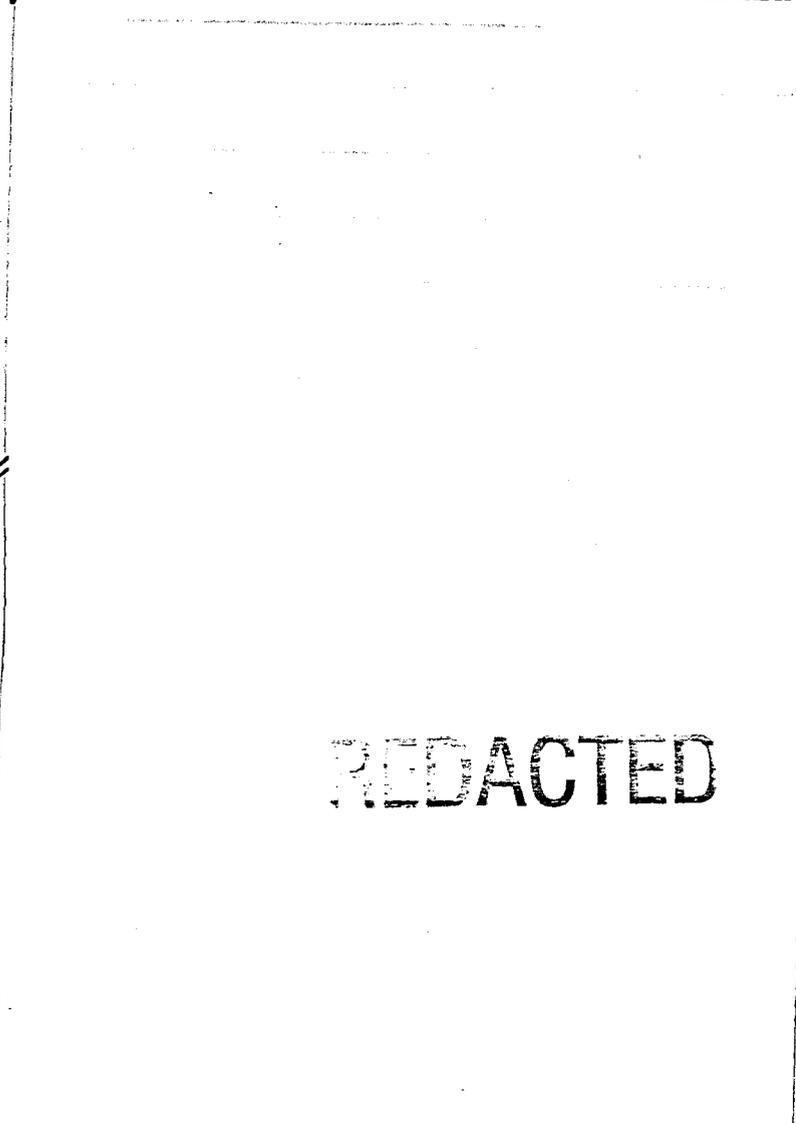
2 Jasmine Shaw
Signature
Jasmine Shaw
Print Name

3 Dan Marshall
Signature
Dan Marshall
Print Name

4 George Ketter
Signature
George Ketter
Print Name

5 Dawn Obie
Signature
Dawn Obie
Print Name

723



REDACTED

Number of Children (check all boxes that apply, or None)
5 6 7 8 9 10 11 12 13+

Number of Children (check all boxes that apply, or None)
5 6 7 8 9 10 11 12 13+

Number of Children (check all boxes that apply, or None)
5 6 7 8 9 10 11 12 13+

Number of Children (check all boxes that apply, or None)
5 6 7 8 9 10 11 12 13+

Number of Children (check all boxes that apply, or None)
5 6 7 8 9 10 11 12 13+

Mark Murphy

Albany Community Charter School

4/7

REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Julia Jenkins Signature Print Name

(s) of Children (check all boxes that apply, or N/A) 4 5 6 7 8 9 10 11 12 13+ [] [] [] [] [] [] [] [] [] []

2 Jesse Rawson Signature Print Name

(s) of Children (check all boxes that apply, or N/A) 4 5 6 7 8 9 10 11 12 13+ [] [] [] [] [] [] [] [] [] []

Tiffany Robinson Signature Print Name

(s) of Children (check all boxes that apply, or N/A) 4 5 6 7 8 9 10 11 12 13 [] [] [] [] [] [] [] [] [] []

4 Tracy Taylor Signature Print Name

REDACTED

(s) of Children (check all boxes that apply, or N/A) 4 5 6 7 8 9 10 11 12 13 [] [] [] [] [] [] [] [] [] []

5 Robert Partridge Signature Print Name

(s) of Children (check all boxes that apply, or N/A) 4 5 6 7 8 9 10 11 12 13+ [] [] [] [] [] [] [] [] [] []

Mark Murphy Albany Community Charter School

4/7

REDACTED

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YES! I support this new public school

YES! I support this new public elementary school for my child!

Carol Adams
Signature

Judgi Boss
Print Name

[Signature]
Signature

Pat Riccio
Print Name

[Signature]
Signature

MARK PETERSON
Print Name

[Signature]
Signature

Claudine Davis
Print Name

[Signature]
Signature

Regina Dowdell
Print Name

725

REDACTED

e(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

e(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

e(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

e(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

e(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

REDACTED

Albany Community Charter School

LINDA Blount
4/7/05

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Anna Torres
Signature
Anna Torres
Print Name

Age(s) of Children: (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13+

2 Heaven Peng
Signature
Doreen Peng
Print Name

Age(s) of Children: (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13+

3 Ronnie Bartel
Signature
Ronnie Bartel
Print Name

Age(s) of Children: (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13

4 Karla Burden
Signature
Karla Burden
Print Name

REDACTED

Age(s) of Children: (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13

726 5 Allen B. Baker
Signature
Allen B. Baker
Print Name

Age(s) of Children: (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13+

REDACTED

Albany Community Charter School

Linda Sloan
4/7/05

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Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 *Katherine Burns*
Signature
Katie Burns
Print Name

2 *Ray Allen*
Signature
RAY ALLEN
Print Name

3 *Jeff Traite*
Signature
JEFF TRAITT
Print Name

4 *Gene DiNova*
Signature
Gene DiNova
Print Name

5 *Fredrick V. Corotian*
Signature
FREDERICK - CORO
727

REDACTED

Age(s) of Children (check all boxes that apply, or None)
3 4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13+

REDACTED

Albany Community Charter School

LINDA JOAN
4/7/05

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YES! I support this new public school for my child! YES! I am interested in this new public elementary school for my child!

1 Kabheem Thompson
Signature
Kabheem Thompson
Print Name

2 [Signature]
Signature
[Signature]
Print Name
McClure

3 Norman McCannell
Signature
Norman McCannell
Print Name

4 [Signature]
Signature
PETN TORRES
Print Name

5 Quanisha Nobles
Signature
Quanisha Nobles
Print Name

REDACTED

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

REDACTED

Albany Community Charter School

lines
SLOAN
4/7/05

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Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Ronald Stoudmire
Signature
RONALD STODMIRE
Print Name

5) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

2 Kevin Woodall
Signature
KEVIN WOODALL
Print Name

5) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

3 Delrick Johnson
Signature
DELRICK JOHNSON
Print Name

5) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

4 MARIE Terry
Signature
MARIE Terry
Print Name

5) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

REDACTED

5 Willie Johnson
Signature
Willie Johnson
Print Name

5) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

Scott Hickey
4/9/05

Albany Community Charter School

REDACTED

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Joseph Cook
Signature
Joseph Cook
Print Name

(s) of Children (check all boxes that apply, or n/a)
5 6 7 8 9 10 11 12 13+

2 Rosa Dones
Signature
Rosa Dones
Print Name

(s) of Children (check all boxes that apply, or n/a)
5 6 7 8 9 10 11 12 13+

3 Jean E. Sullivan
Signature
Jean E. Sullivan
Print Name

(s) of Children (check all boxes that apply, or n/a)
5 6 7 8 9 10 11 12 13

4 Preshay Deans
Signature
Preshay Deans
Print Name

(s) of Children (check all boxes that apply, or n/a)
5 6 7 8 9 10 11 12 13

5 Jessica Bacht
Signature
13 O'Connell St

(s) of Children (check all boxes that apply, or n/a)
5 6 7 8 9 10 11 12 13+

REDACTED

732

Scott Hielw
4/1/05

Albany Community Charter School

REDACTED

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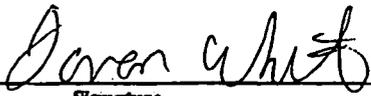
YES! I support this new public school option! YES! I am interested in this new public elementary school for my child!

1 
Signature
Claridus English
Print Name

Number of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13+

2 
Signature
Moses Merrick
Print Name

Number of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13+

3 
Signature
Javen White
Print Name

Number of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13

4 
Signature
Lida Roy
Print Name

REDACTED

Number of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13

5 
Signature
Zanessa Kennedy
Print Name

Number of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13+

Scott Hicken
4/19/05

Albany Community Charter School

REDACTED

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Information is confidential and shall not be made public.

YES! I support this new public school option! ----- **YES! I am interested in this new public elementary school for my child!**

1 Jessie Jr. McCall
Signature
Jessie Jr. McCall
Print Name

) of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13+

2 Jean Barnes
Signature
JOAN B EVANS
Print Name

) of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13+

3 Janie Burns
Signature
Jossie Burns
Print Name

) of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13

4 Randy Satterwhite
Signature
Lenora A Satterwhite
Print Name

REDACTED

) of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13

5 Cheryl Venie
Signature
Cheryl Venie

) of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13+

Scott Hickey / Albany Community Charter School

4/9/05

REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Cynthia Anderson
Signature
Cynthia Anderson
Print Name

(s) of Children (check all boxes that apply, or info)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

2 Herbert Flowers
Signature
Herbert Flowers
Print Name

(s) of Children (check all boxes that apply, or info)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

3 Athena Winter
Signature
Athena Winter
Print Name

(s) of Children (check all boxes that apply, or info)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>							

4 [Signature]
39 Hurlbut st
Print Name

REDACTED

(s) of Children (check all boxes that apply, or info)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

5 [Signature]
LIMYA OSMAN
Print Name

(s) of Children (check all boxes that apply, or info)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>							

Mark Murphy

Albany Community Charter School

4/7

REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

James Davis

1

Signature

Print Name

Age(s) of Children: (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

IRENE KYLE

2

Signature

Print Name

Age(s) of Children: (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

John McDowell

3

Signature

Print Name

McDowell

Age(s) of Children: (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

Grace Ross

4

Signature

Print Name

Grace Ross

REDACTED

Age(s) of Children: (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

ROBERT FREDERICK

5

Signature

Print Name

Robert Frederick's

Age(s) of Children: (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

737

Albany Community Charter School

A. Lewis 605

REDACTED

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra-help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Ann Baker
Signature

Ann Baker
Print Name

2 William C. Polian
Signature

William C. Polian
Print Name

3 Joanne Wachter
Signature

Joanne Wachter
Print Name

4 Hoang Quang
Signature

Hoang Quang
Print Name

5 Jimmy A. Gillard
Signature

Jimmy A. Gillard
Print Name

(s) of Children (check all boxes that apply, or n/a)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					

(s) of Children (check all boxes that apply, or n/a)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>							

(s) of Children (check all boxes that apply, or n/a)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

(s) of Children (check all boxes that apply, or n/a)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

(s) of Children (check all boxes that apply, or n/a)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

REDACTED

Albany Community Charter School

A. Lewis
REDACTED

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YES! I support this new public school option! ~ **YES! I am interested in this new public elementary school for my child!**

1 Mary Owens
Signature
Mary Owens
Print Name

2 Bobby Perkins
Signature

Print Name

3 Malcolm E. McBride
Signature
Malcolm E. McBride
Print Name

4 Patricia Williams
Signature
Patricia Williams
Print Name

5 Noel Santiago
Signature
Noel Santiago

REDACTED

5) of Children (check all boxes that apply, or **None**)

5	6	7	8	9	10	11	12	13+
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							

5) of Children (check all boxes that apply, or **None**)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

5) of Children (check all boxes that apply, or **None**)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

5) of Children (check all boxes that apply, or **None**)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

5) of Children (check all boxes that apply, or **None**)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

Scott Hicken
4/7/05

Albany Community Charter School

REDACTED

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YES! I support this new public school option. YES! I am interested in this new public elementary school for my child!

1 Jacqueline McAlmont
Signature
Print Name

2 M. MURGRACE
Signature
Print Name

3 Anne Blanck
Signature
Print Name

4 Josh Abdullah
Signature
Print Name

5 _____
Signature

Number of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

Number of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

Number of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

Number of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

Number of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

REDACTED

Scott Hickey
4/9/05

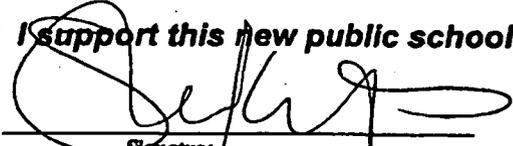
Albany Community Charter School

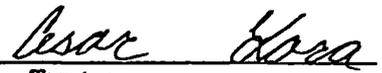
REDACTED

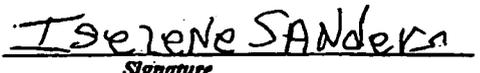
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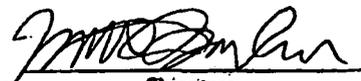
YES! I support this new public school

YES! I am interested in this new public elementary school for my child!


Signature
1 Shameeka Thomas
Print Name


Signature
2 Cesar Lara
Print Name


Signature
3 Isereene Sanders
Print Name


Signature
4 Matt Burnham
Print Name

Signature
5

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

REDACTED

REDACTED

Scott Hickey
4/9/05

Albany Community Charter School

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YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Kimberly M Hayes
Signature
Kimberly M Hayes
Print Name

[REDACTED]
Address
Albany, NY [REDACTED] (518) [REDACTED]
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or *n/a*)
1 2 3 4 5 6 7 8 9 10 11 12 13+

2 _____
Signature

Print Name

Address
Albany, NY _____ (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or *n/a*)
1 2 3 4 5 6 7 8 9 10 11 12 13+

3 _____
Signature

Print Name

Address
Albany, NY _____ (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or *n/a*)
1 2 3 4 5 6 7 8 9 10 11 12 13

4 _____
Signature

Print Name

Address
Albany, NY _____ (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or *n/a*)
1 2 3 4 5 6 7 8 9 10 11 12 13

5 _____
Signature

Print Name

Address
Albany, NY _____ (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or *n/a*)
1 2 3 4 5 6 7 8 9 10 11 12 13+

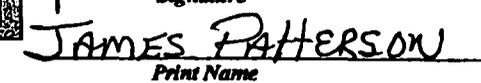
Albany Community Charter School

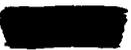
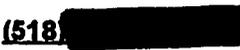
REDACTED

Scott Hicker
4/9/05

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!


Signature

Print Name

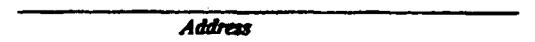

Address
 Albany, NY  (518) 
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or *na*)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												


Signature

Print Name

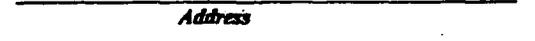

Address
 Albany, NY _____ (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or *na*)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

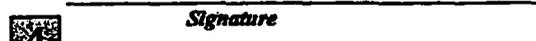

Signature

Print Name

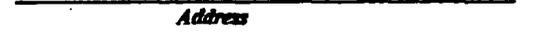

Address
 Albany, NY _____ (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or *na*)

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<input type="checkbox"/>												

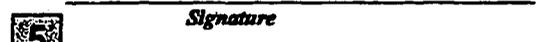
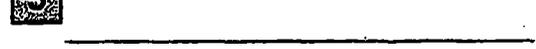

Signature

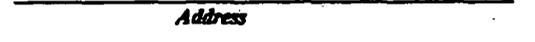
Print Name


Address
 Albany, NY _____ (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or *na*)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												


Signature

Print Name


Address
 Albany, NY _____ (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or *na*)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

Scott Hickey
4/9/05

Albany Community Charter School

REDACTED

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YES! I support this new public school option! **YES! I am interested in this new public elementary school for my child!**

1 Joseph Mook
Signature
Joseph Mook
Print Name

1(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

2 Didonna Evans
Signature
Didonna Evans
Print Name

1(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13+
<input checked="" type="checkbox"/>	<input type="checkbox"/>								

3 Kathryn Merriek
Signature
Kathryn Merriek
Print Name

1(s) of Children (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				

4 Carmita Figueroa
Signature
Carmita Figueroa
Print Name

1(s) of Children (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5 _____
Signature

1(s) of Children (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

South Hickey ✓ Albany Community Charter School
4/9/05

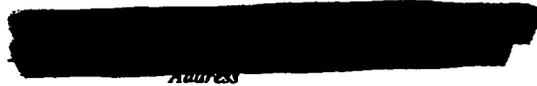
REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 
Signature
George Bennett Jr.
Print Name


Address
Albany, NY  (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or total)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

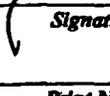
2 
Signature

Print Name

Address
Albany, NY _____ (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or total)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

3 
Signature

Print Name

Address
Albany, NY _____ (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or total)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

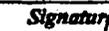
4 
Signature

Print Name

Address
Albany, NY _____ (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or total)

1	2	3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>												

5 
Signature

Print Name

Address
Albany, NY _____ (518) _____
ZIP Phone

Current Age(s) of Children (check all boxes that apply, or total)

1	2	3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>												

Mark Murphy

Albany Community Charter School

4/7

REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Annette Bellamy
Signature
Annette Bellamy
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

2 Patricia Taser
Signature
Patricia Taser
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

Dante Perry
Signature
Dante Perry
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

Tymeka Canty
Signature
Tymeka Canty
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

5
Signature

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

REDACTED

Scott Hickey Albany Community Charter School
4/9/05

REDACTED

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school. YES! I am interested in this new public elementary school for my child!

1 Kathleen White
Signature
Kathleen White
Print Name

e(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						

2 Steven Benjamin
Signature
Steven Benjamin
Print Name

e(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					

3 Tommy McLaney
Signature
Tommy McLaney
Print Name

e(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

4 Ayesha Raheem
Signature
Ayesha Raheem
Print Name

e(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13
<input checked="" type="checkbox"/>	<input type="checkbox"/>								

REDACTED

5 Larry Brewer
Signature
LARRY BRE
Print Name

e(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

REDACTED

Albany Community Charter School

Linda Shore
4/4/05

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Keema Archibald
Signature
Keema Archibald
Print Name

(s) of Children (check all boxes that apply or NA)
1 5 6 7 8 9 10 11 12 13+

2 Mary Singlar
Signature
Mary Singlar
Print Name

(s) of Children (check all boxes that apply or NA)
1 5 6 7 8 9 10 11 12 13+

3 Claude Desir
Signature
Claude Desir
Print Name

(s) of Children (check all boxes that apply or NA)
1 5 6 7 8 9 10 11 12 13

4 Tiffany Smith
Signature
Tiffany Smith
Print Name

(s) of Children (check all boxes that apply or NA)
1 5 6 7 8 9 10 11 12 13

5 Terrell Hall
Signature
Terrell Hall
Print Name

(s) of Children (check all boxes that apply or NA)
1 5 6 7 8 9 10 11 12 13+

REDACTED

REDACTED

Albany Community Charter School

INDIA SOAM
4/9/05

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

Emery Demek
Signature
Emery Demek
Print Name

5) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

Selina Stewart
Signature
Selina Stewart
Print Name

5) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

Michael Freeman
Signature
Michael Freeman
Print Name

5) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

David Howell
Signature
David Howell
Print Name

5) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

REDACTED

Leona Daniels
Signature
Leona Daniels
Print Name

5) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

REDACTED

Albany Community Charter School

Linda Swan
4/2/05

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school option! YES! I am interested in this new public elementary school for my child!

1 *Cara Thomas*
Signature
Cara Thomas
Print Name

(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

2 *Marilyn Fraser*
Signature
MARILYN FRASER
Print Name

(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

3 *Tomika Jones*
Signature
Tomika Jones
Print Name

(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

4 *Dinah Elshieck*
Signature
Dinah Elshieck
Print Name

(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

REDACTED

5 *Terene West*
Signature
Terene West
Print Name

(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

REDACTED

Albany Community Charter School

Linda Stover
9/7/05

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YES! I support this new public school

lic elementary school for my child!



Janette Perry
Signature
JEANETTE PERRY
Print Name

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>						



Priscilla Lorenzo
Signature
Priscilla Lorenzo
Print Name

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13+
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				



Wanda Gonzalez
Signature
Wanda Gonzalez
Print Name

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Helen McHugh
Signature
Helen McHugh
Print Name

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>							



Diamond McGraw
Signature
Diamond McGraw
Print Name

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13+
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

REDACTED

REDACTED

Albany Community Charter School

LINDA SWAN
4/7/05

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Information is confidential and shall not be made public.

YES! I support this new public school for my child! ... YES! I am interested in this new public elementary school for my child!

Portia Headspeth
Signature
1 PORTIA HEADSPETH
Print Name

Chanell Pearson
Signature
2 Chanell PEARSON
Print Name

Margaret Headspeth
Signature
3 Margaret Headspeth
Print Name

Margaret Headspeth
Clare Quinn
Signature
4 Barren QUINN
Print Name

Farah Bowers
Signature
5 FARRAH BOWERS
Print Name

REDACTED

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

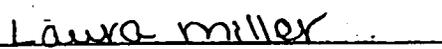
REDACTED

Albany Community Charter School

11/10/05
4/6/05
758

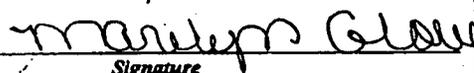
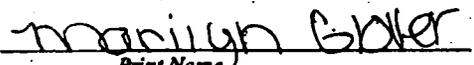
A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**


Signature

Print Name

Age(s) of Children: (check all boxes that apply, or N/A)

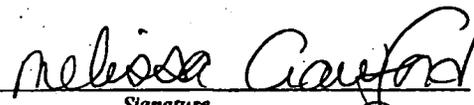
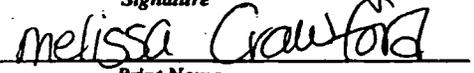
4	6	8	7	8	9	10	11	12	13+
<input type="checkbox"/>									


Signature

Print Name

Age(s) of Children: (check all boxes that apply, or N/A)

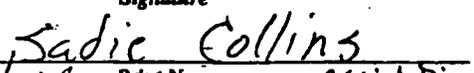
4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

REDACTED


Signature

Print Name

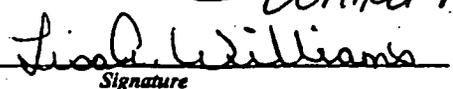
Age(s) of Children: (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									


Signature

Print Name

Age(s) of Children: (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									


Signature

Print Name

Age(s) of Children: (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				

(2)

Scott Hickey
4/6/05

Albany Community Charter School

REDACTED

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YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

Kathleen Osborne

Signature

1

Kathleen Osborne

Print Name

(s) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

Christy Leina

Signature

2

CHRISTOPHER LEINA

Print Name

(s) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

Shavonne

Signature

3

Shavonne Walton

Print Name

(s) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

Michael A. Cleary

Signature

4

MICHAEL A. CLEARY

Print Name

(s) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

Paula DeCosta

Signature

5

Paula DeCosta

(s) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

REDACTED

Scott Hickey
416605

Albany Community Charter School

REDACTED

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YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Ana Castro
Signature
Ana Castro
Print Name

(s) of Children (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				

2 Andrea Townsend
Signature
Andrea Townsend
Print Name

REDACTED

(s) of Children (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

3 Emmanuel Pitman
Signature
Emmanuel Pitman
Print Name

(s) of Children (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

4 Heather J Pitman
Signature
Heather J Pitman
Print Name

(s) of Children (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>						

5 Charmel Akbar
Signature
Charmel Akbar

(s) of Children (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>							

Albany Community Charter School

REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 
 Signature
 leo trotter
 Print Name

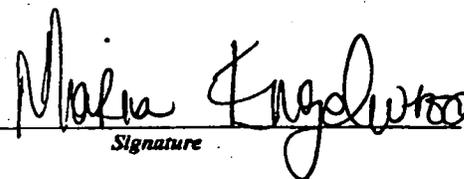
ge(s) of Children: (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

2 
 Signature
 LEO M. STICKELFORD
 Print Name

ge(s) of Children: (check all boxes that apply, or NA)

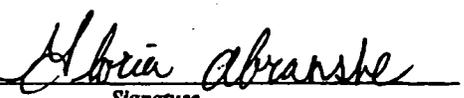
4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

3 
 Signature
 Malva Englund
 Print Name

REDACTED

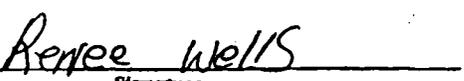
ge(s) of Children: (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 
 Signature
 Gloria Abramshe
 Print Name

ge(s) of Children: (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					

5 
 Signature
 Renee Wells
 Print Name

ge(s) of Children: (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REDACTED

Albany Community Charter School

A. Lewis 7702

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YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Matthew Johnson
Signature
Jean McNeal
Print Name

2 Lena McNeal
Signature
Print Name

3 Edward Proper
Signature
Edward Proper
Print Name

4 David Weatherly
Signature
Print Name

5 Bruce Henry
Signature
Bruce Henry
Print Name

REDACTED

Number of Children (check all boxes that apply, or na)
4 5 6 7 8 9 10 11 12 13+

Number of Children (check all boxes that apply, or na)
4 5 6 7 8 9 10 11 12 13+

Number of Children (check all boxes that apply, or na)
4 5 6 7 8 9 10 11 12 13

Number of Children (check all boxes that apply, or na)
4 5 6 7 8 9 10 11 12 13

Number of Children (check all boxes that apply, or na)
4 5 6 7 8 9 10 11 12 13+

REDACTED

Albany Community Charter School

Albany Community Charter School
771

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Ricard Davis
Signature
Ricard Davis
Print Name

2 Celler Brandon
Signature
Celler Brandon
Print Name

3 Josh Wilson
Signature
Josh Wilson
Print Name

4 Mar Abdien
Signature
Mar Abdien
Print Name

5 Gregg Tilley
Signature
Gregg Tilley
Print Name

REDACTED

Age(s) of Children (check all boxes that apply, or n/a)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or n/a)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or n/a)
4 5 6 7 8 9 10 11 12 13

Age(s) of Children (check all boxes that apply, or n/a)
4 5 6 7 8 9 10 11 12 13

Age(s) of Children (check all boxes that apply, or n/a)
4 5 6 7 8 9 10 11 12 13+

REDACTED

Albany Community Charter School

4/6/05
ITEDA SOARY
81778

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

Lester Tucker
Signature
1 LESTER TUCKER
Print Name

Age(s) of Children (check all boxes that apply, or NA)

4 5 6 7 8 9 10 11 12 13+

Raymond Williams
Signature
2 Raymond Williams
Print Name

Age(s) of Children (check all boxes that apply, or NA)

4 5 6 7 8 9 10 11 12 13+

REDACTED

John Coleman
Signature
3 JOHN COLEMAN
Print Name

Age(s) of Children (check all boxes that apply, or NA)

4 5 6 7 8 9 10 11 12 13

Daniel Walker
Signature
4
Print Name

Age(s) of Children (check all boxes that apply, or NA)

4 5 6 7 8 9 10 11 12 13

5
Signature

Age(s) of Children (check all boxes that apply, or NA)

4 5 6 7 8 9 10 11 12 13+

Scott Hicken
4/6/05

Albany Community Charter School REDACTED

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 *Jennifer Lopez*
Signature
Jennifer Lopez
Print Name

Age(s) of Children (check all boxes that apply, or n/a)

4	5	6	7	8	9	10	11	12	13+
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				

2 *Ashley Young*
Signature
Ashley Young
Print Name

Age(s) of Children (check all boxes that apply, or n/a)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

3 *Simon Ortiz*
Signature
SIMON ORTIZ
Print Name

Age(s) of Children (check all boxes that apply, or n/a)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

4 *[Signature]*
Signature
[Print Name]

Age(s) of Children (check all boxes that apply, or n/a)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

5 *Alicia Valentin*
Signature

Age(s) of Children (check all boxes that apply, or n/a)

4	5	6	7	8	9	10	11	12	13+
<input checked="" type="checkbox"/>	<input type="checkbox"/>								

REDACTED

Scott Hickey
4/6/05

Albany Community Charter School

REDACTED

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YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

 *Chest Ketchum*
Signature
Chest Ketchum
Print Name

ge(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13+

 *Josephine Z. Cuskin*
Signature
Josephine Z. Cuskin
Print Name

REDACTED

ge(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13+

 *Abbe Architzel*
Signature
Abbe Architzel
Print Name

ge(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13+

 *Joyce C. Ryan*
Signature
JOYCE C. RYAN
Print Name

ge(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13

 _____
Signature

ge(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13+

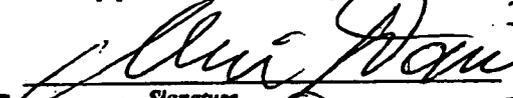
REDACTED

Albany Community Charter School

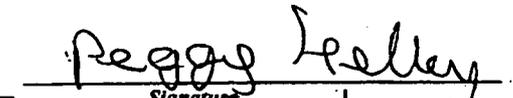
LINDA JOAN
4/6/05 784

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!


Signature
1 Alvin DAVIS
Print Name

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13+


Signature
2 PEGGY KELLEY
Print Name

REDACTED

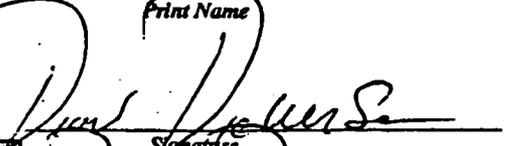
Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13+


Signature
3 Jessica Singer
Print Name

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13


Signature
4 Robert Shaw
Print Name

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13


Signature
5 Dean Dickerson
Print Name

Age(s) of Children (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13+

REDACTED

LINDA SOAR

Albany Community Charter School

4/19/05

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

Dennis Braun
Signature

Dennis Braun
Print Name

(s) of Children (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

[Signature]
Signature

DANIEL SEASON
Print Name

(s) of Children (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13+
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				

[Signature]
Signature

K. Johnson
Print Name

REDACTED

(s) of Children (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

[Signature]
Signature

Sylvia Muhammad
Print Name

(s) of Children (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[Signature]
Signature

Gardnerford
Print Name

(s) of Children (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13+
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				

Mark Murphy

REDACTED

Albany Community Charter School

4/7

790

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

Signature: Linda G. Miller
Print Name: Linda G. Miller

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

Signature: Kevin S. Syprett
Print Name: Kevin S. Syprett

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

Signature: Bobbie Jo Carey
Print Name: Bobbie Jo Carey

REDACTED

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

Signature: Johnne Tyrrell
Print Name: Johnne Tyrrell

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

Signature: KATHY CLARK
Print Name: Kathy Clark

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

Mark Murphy

REDACTED
Albany Community Charter School

417

791

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1
Katina M Benson-Wellic
Signature

Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

2
Francis Austin
Signature
Austin

Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

REDACTED

3
Jennifer Stanley
Signature

Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

4
Nageeba Henry
Signature
Nageeba Henry

Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

5
Alfredo Crespo
Signature
Alfredo Crespo
CRESPO

Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

Mark Murphy

Albany Community Charter School

4/10

REDACTED

792

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Sandy Clark
Signature
Print Name

2 Annie Smith
Signature
Annie Smith
Print Name

3 Celashia Irwin
Signature
Celashia Irwin
Print Name

4 Krystal Barton
Signature
Krystal Barton
Print Name

5 Quiana Blum
Signature
Quiana Blum
Print Name

Redacted area containing multiple horizontal lines.

1 e(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

2 e(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

3 e(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

4 e(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

5 e(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

REDACTED

Mark Murphy

Albany Community Charter School

4/10

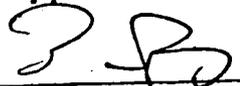
REDACTED

793

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YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**


Signature
1 **JEFF FAY**
Print Name

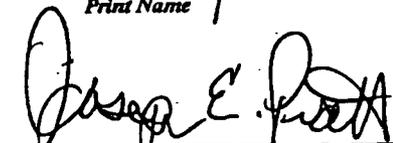
Age(s) of Children: (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13+


Signature
2 **JOSEPH M. COWELL JR**
Print Name

Age(s) of Children: (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13+

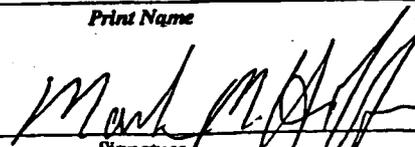

Signature
3 **JEFFREY SMITH**
Print Name

Age(s) of Children: (check all boxes that apply, or None)
4 5 6 7 8 9 10 11 12 13


Signature
4 **JOSEPH E. PRATT**
Print Name

REDACTED

Age(s) of Children: (check all boxes that apply, or None)
3 4 5 6 7 8 9 10 11 12 13


Signature
5 **MARK M. HOFFMAN**
Print Name

Age(s) of Children: (check all boxes that apply, or None)
3 4 5 6 7 8 9 10 11 12 13+

Mark Morphy

Albany Community Charter School REDACTED

4/10

794

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YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Dave Johnson
Signature
Dave Johnson
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

2 Willie Ingram
Signature
Willie INGRAM
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

3 Henry Heilmann
Signature
Henry Heilmann
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

4 Daniel A Plass
Signature
Daniel A Plass
Print Name

(s) of Children (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

5 Dean W. Hartley
Signature
DEAN W. HARTLEY
Print Name

(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

REDACTED

REDACTED

Albany Community Charter School

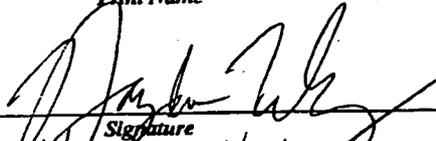
A. Michael W... 4-5-5
8008

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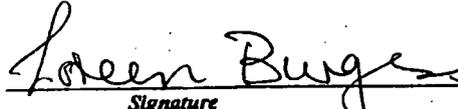
YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 
Signature
Rene Melendez
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

2 
Signature
Haylee Velez
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

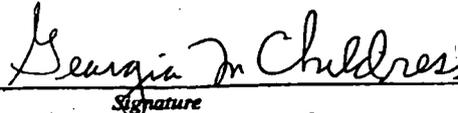
3 
Signature
Loreen Burgess
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

4 
Signature
EVER
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

REDACTED

5 
Signature
GEORGIA M. CH. IDRE
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

REDACTED

Albany Community Charter School

A. Michael Lewis 4-5 802

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

Donna L. Terry
Signature

1

DONNA L. TERRY
Print Name

Age(s) of Children (check all boxes that apply, or <i>na</i>)										
4	5	6	7	8	9	10	11	12	13+	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Veronica Mazur
Signature

2

VERONICA MAZUR
Print Name

Age(s) of Children (check all boxes that apply, or <i>na</i>)										
4	5	6	7	8	9	10	11	12	13+	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

John L. Breedlove
Signature

3

John L. Breedlove
Print Name

Age(s) of Children (check all boxes that apply, or <i>na</i>)										
4	5	6	7	8	9	10	11	12	13	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Katie Riche
Signature

4

Katie Riche
Print Name

Age(s) of Children (check all boxes that apply, or <i>na</i>)										
4	5	6	7	8	9	10	11	12	13	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. Walls
Signature

5

Bertina Walls
Print Name

Age(s) of Children (check all boxes that apply, or <i>na</i>)										
4	5	6	7	8	9	10	11	12	13+	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

REDACTED

REDACTED

Handwritten signature

Albany Community Charter School

4/9/05

803

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child

1	<i>Hal Denson</i> Signature	<i>Hal Denson</i>	Age(s) of Children (check all boxes that apply, or N/A)																				
	<i>Hal Denson</i> Print Name		<table border="1"> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13+</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	4	5	6	7	8	9	10	11	12	13+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	5	6	7	8	9	10	11	12	13+														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>														
2	<i>Mark Simpson</i> Signature	<i>Mark Simpson</i>	Age(s) of Children (check all boxes that apply, or N/A)																				
	MARK SIMPSON Print Name		<table border="1"> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13+</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	4	5	6	7	8	9	10	11	12	13+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	5	6	7	8	9	10	11	12	13+														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>														
3	<i>Jaquana Gates</i> Signature	<i>Jaquana Gates</i>	Age(s) of Children (check all boxes that apply, or N/A)																				
	Jaquana Gates Print Name		<table border="1"> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	4	5	6	7	8	9	10	11	12	13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	5	6	7	8	9	10	11	12	13														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>														
4	<i>Shafiga Aziz</i> Signature	<i>Shafiga Aziz</i>	Age(s) of Children (check all boxes that apply, or N/A)																				
	Shafiga Aziz Print Name		<table border="1"> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	4	5	6	7	8	9	10	11	12	13	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	5	6	7	8	9	10	11	12	13														
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>														
5	<i>Michelle</i> Signature	<i>Michelle</i>	Age(s) of Children (check all boxes that apply, or N/A)																				
	Michelle Print Name		<table border="1"> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13+</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td></tr> </table>	4	5	6	7	8	9	10	11	12	13+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4	5	6	7	8	9	10	11	12	13+														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>														

REDACTED

REDACTED *W.A. Sloan*

Albany Community Charter School

4/9/05 804

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
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YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 *Joe Knight*
Signature
JOE KNIGHT
Print Name

Age(s) of Children (check all boxes that apply, or N/A)										
4	5	6	7	8	9	10	11	12	13+	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 *[Signature]*
Signature
[Print Name]
Print Name

Age(s) of Children (check all boxes that apply, or N/A)										
4	5	6	7	8	9	10	11	12	13+	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

3 *[Signature]*
Signature
[Print Name]
Print Name

Age(s) of Children (check all boxes that apply, or N/A)										
4	5	6	7	8	9	10	11	12	13	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

4 *[Signature]*
Signature
[Print Name]
Print Name

REDACTED

Age(s) of Children (check all boxes that apply, or N/A)										
4	5	6	7	8	9	10	11	12	13	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

5 *[Signature]*
Signature
[Print Name]
Print Name

Age(s) of Children (check all boxes that apply, or N/A)										
4	5	6	7	8	9	10	11	12	13+	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

mark Murphy

Albany Community Charter School

4/10
REDACTED

806

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.

Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1	Signature TANACI HARP	Harp	Parent Age(s) of Children (check all boxes that apply, or <input checked="" type="checkbox"/> NA)																						
	Print Name TANACI HARP		<table border="1"> <tr> <td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13+</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table>	3	4	5	6	7	8	9	10	11	12	13+	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
3	4	5	6	7	8	9	10	11	12	13+															
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2	Signature Brittany Peterson		Parent Age(s) of Children (check all boxes that apply, or <input checked="" type="checkbox"/> NA)																						
	Print Name Brittany Peterson		<table border="1"> <tr> <td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13+</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table>	3	4	5	6	7	8	9	10	11	12	13+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
3	4	5	6	7	8	9	10	11	12	13+															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
3	Signature Julia Popovich		Parent Age(s) of Children (check all boxes that apply, or <input checked="" type="checkbox"/> NA)																						
	Print Name Julia Popovich		<table border="1"> <tr> <td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table>	3	4	5	6	7	8	9	10	11	12	13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
3	4	5	6	7	8	9	10	11	12	13															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															
4	Signature Jim Kennelly	REDACTED	Parent Age(s) of Children (check all boxes that apply, or <input checked="" type="checkbox"/> NA)																						
	Print Name JIM KENNELLY		<table border="1"> <tr> <td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td> </tr> <tr> <td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td> </tr> </table>	3	4	5	6	7	8	9	10	11	12	13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>						
3	4	5	6	7	8	9	10	11	12	13															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>															
5	Signature Patrick A. Griggs		Parent Age(s) of Children (check all boxes that apply, or <input checked="" type="checkbox"/> NA)																						
	Print Name Patrick A. Griggs		<table border="1"> <tr> <td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13+</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table>	3	4	5	6	7	8	9	10	11	12	13+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
3	4	5	6	7	8	9	10	11	12	13+															
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>															

Mark Murphy

Albany Community Charter School

4/10

807

REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 *Janet P. P. P.*
 Signature
 Janet P. P. P.
 Print Name

ge(s) of Children (check all boxes that apply, or n/a)
 4 5 6 7 8 9 10 11 12 13+

2 *Rosette McFadden*
 Signature
 Rosette McFadden
 Print Name

ge(s) of Children (check all boxes that apply, or n/a)
 4 5 6 7 8 9 10 11 12 13+

3 *Shanaya Hamilton*
 Signature
 Shanaya Hamilton
 Print Name

ge(s) of Children (check all boxes that apply, or n/a)
 4 5 6 7 8 9 10 11 12 13

4 *Arnold Grell*
 Signature
 ARNOLD GRELL
 Print Name

ge(s) of Children (check all boxes that apply, or n/a)
 4 5 6 7 8 9 10 11 12 13

5 *Antonio Ocasio*
 Signature
 ANTONIO OCASIO
 Print Name

ge(s) of Children (check all boxes that apply, or n/a)
 4 5 6 7 8 9 10 11 12 13+

REDACTED

LINDA SLOAN

Albany Community Charter School

REDACTED

4/18/05

808

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YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 *Lisa James*
 Signature
 Lisa James
 Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								

2 *Linda Clayton*
 Signature
 LINDA CLAYTON
 Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>								

3 *Nachise Clayton*
 Signature
 Nachise Clayton
 Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					

REDACTED

4 *Kathy Grimes*
 Signature
 Kathy Grimes
 Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>							

5 *Lawn Reef*
 Signature
 Lawn Reef
 Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

2A

lined ~~SECRET~~
REDACTED

Albany Community Charter School

4/18/05 608

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

<p>1 <i>Anthony Mackey</i> Signature <i>Anthony Mackey</i> Print Name</p>		<p>Age(s) of Children (check all boxes that apply) <input type="checkbox"/> NA</p> <table border="1"><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13+</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr></table>	4	5	6	7	8	9	10	11	12	13+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	5	6	7	8	9	10	11	12	13+													
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>													
<p>2 <i>[Signature]</i> Signature Print Name</p>		<p>Age(s) of Children (check all boxes that apply) <input type="checkbox"/> NA</p> <table border="1"><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13+</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr></table>	4	5	6	7	8	9	10	11	12	13+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	5	6	7	8	9	10	11	12	13+													
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>													
<p>3 <i>DaQuan Blala</i> Signature <i>DAQUAN BLALA</i> Print Name</p>	<p>REDACTED</p>	<p>Age(s) of Children (check all boxes that apply) <input type="checkbox"/> NA</p> <table border="1"><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td></tr></table>	4	5	6	7	8	9	10	11	12	13	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	5	6	7	8	9	10	11	12	13													
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>													
<p>4 <i>[Signature]</i> Signature <i>Philip Murphy</i> Print Name</p>		<p>Age(s) of Children (check all boxes that apply) <input type="checkbox"/> NA</p> <table border="1"><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr><tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr></table>	4	5	6	7	8	9	10	11	12	13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	5	6	7	8	9	10	11	12	13													
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>													
<p>5 <i>[Signature]</i> Signature</p>		<p>Age(s) of Children (check all boxes that apply) <input type="checkbox"/> NA</p> <table border="1"><tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13+</td></tr><tr><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td></tr></table>	4	5	6	7	8	9	10	11	12	13+	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	5	6	7	8	9	10	11	12	13+													
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>													

100X Joan

Albany Community Charter School

REDACTED 4/10/06

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
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YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 *Paron J. Will*
Signature

463 5488
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
3 4 5 6 7 8 9 10 11 12 13+

2 *Baron Will*
Barbara Brooks
Signature

Barbara Brooks
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

3 *Antoni fern*
Signature

Antoni fern
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

REDACTED

4 *Verona Br*
Signature

Veron Branch
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

5 *Barbara Jones*
Signature

Barbara Jones
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

Mark Murphy

4/9
REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Isis Davis
Signature

1 TASIA DAVIS
Print Name

2 Enold Jean
Signature

2 ENOLD JEAN
Print Name

3 Nadine Sheldon
Signature

3 Nadine Sheldon
Print Name

4 Kenneth King
Signature

4 Kenneth King
Print Name

5 [Signature]
Signature

5 [Signature]
Print Name

Nemeth

	(s) of Children (check all boxes that apply, or <input type="checkbox"/> NA)
	5 6 7 8 9 10 11 12 13+
	<input type="checkbox"/>
	(s) of Children (check all boxes that apply, or <input checked="" type="checkbox"/> NA)
	5 6 7 8 9 10 11 12 13+
	<input type="checkbox"/>
	(s) of Children (check all boxes that apply, or <input checked="" type="checkbox"/> NA)
	5 6 7 8 9 10 11 12 13
	<input type="checkbox"/>
	(s) of Children (check all boxes that apply, or <input checked="" type="checkbox"/> NA)
	5 6 7 8 9 10 11 12 13+
	<input type="checkbox"/>

REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 [Signature]
Signature

Diane Lloyd
Print Name
Diane LLOYD

2 [Signature]
Signature

Ismael Muñoz
Print Name

3 [Signature]
Signature

PAUL NOBLOK
Print Name
HOBLOK

4 [Signature]
Signature

Tim Wheeler
Print Name

5 [Signature]
Signature

Tom Duro
Print Name

[Redacted area containing multiple horizontal lines]

(s) of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13+

(s) of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13+

(s) of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13

(s) of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13

(s) of Children (check all boxes that apply, or NA)
5 6 7 8 9 10 11 12 13+

REDACTED

Mok Murphy

Albany Community Charter School

4/9
REDACTED

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YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Tommie Kettles
Signature
Tommie Kettles
Print Name

and 1 child

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13+

2 Symalinea Massey
Signature
Symalinea massey
Print Name

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13+

3 Marcia Terry
Signature
MARCIA TERRY
Print Name

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13

4 Regina Pearson
Signature
Regina Pearson
Print Name

REDACTED

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13

5 Maurice Jackson
Signature
MAURICE JACKSON
Print Name

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13+

Mark Murphy

Albany Community Charter School

4/9
REDACTED

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
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YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Linda Mitchell
Signature
Linda Mitchell
Print Name

2 Rick Richardt
Signature
Rick Richardt
Print Name

3 Yolanda Martin
Signature
Yolanda Martin
Print Name

4 D. Allin Adams
Signature
D. Allin Adams
Print Name

5 Rona Farney
Signature
Rona Farney
Print Name

[Redacted area containing multiple horizontal lines for text entry]

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

REDACTED

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

Mark Murphy

Albany Community Charter School

4/9
REDACTED

822

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Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1	<p><i>M. Pittman</i> Signature M Pittman Print Name</p>		<p>(s) of Children (check all boxes that apply, or <input checked="" type="checkbox"/> if none)</p> <table border="1"> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13+</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	5	6	7	8	9	10	11	12	13+	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	6	7	8	9	10	11	12	13+													
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>													
2	<p><i>Sarah Hitchcock</i> Signature Sarah Hitchcock Print Name</p>		<p>(s) of Children (check all boxes that apply, or <input checked="" type="checkbox"/> if none)</p> <table border="1"> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13+</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	5	6	7	8	9	10	11	12	13+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	6	7	8	9	10	11	12	13+													
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>													
3	<p><i>Thomas J. Anastasio</i> Signature Thomas J. Anastasio Print Name</p>		<p>(s) of Children (check all boxes that apply, or <input checked="" type="checkbox"/> if none)</p> <table border="1"> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	5	6	7	8	9	10	11	12	13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	6	7	8	9	10	11	12	13													
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>													
4	<p><i>Richard O'Brien</i> Signature Richard O'Brien Print Name</p>		<p>(s) of Children (check all boxes that apply, or <input checked="" type="checkbox"/> if none)</p> <table border="1"> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	5	6	7	8	9	10	11	12	13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	6	7	8	9	10	11	12	13													
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>													
5	<p><i>James Johnson</i> Signature James Johnson Print Name</p>		<p>(s) of Children (check all boxes that apply, or <input checked="" type="checkbox"/> if none)</p> <table border="1"> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13+</td></tr> <tr><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td></tr> </table>	5	6	7	8	9	10	11	12	13+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	6	7	8	9	10	11	12	13+													
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>													

REDACTED

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 James R. Baker
Signature
JAMES R. BAKER
Print Name

2 Jimmy King
Signature
Jimmy King
Print Name

3 JoAnne Kowalski
Signature
JoAnne Kowalski
Print Name

4 Dorothy Glover
Signature
Dorothy Glover
Print Name

5 Theresa M. Thaler
Signature
Theresa M. Thaler
Print Name

[Redacted area containing multiple horizontal lines for text entry]

(s) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>							

(s) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>							

(s) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

(s) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

(s) of Children (check all boxes that apply, or N/A)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

REDACTED

Mark Murphy

Albany Community Charter School

4/9
REDACTED

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

[Signature]

1 *[Signature]*
Francisco A.
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

2 *[Signature]*
Tara Crowley
Print Name
Crowley

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

3 *[Signature]*
Doris Johnson
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

4 *[Signature]*
Emmy Davis
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

5 *[Signature]*
Patricia Johnson
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

REDACTED

REDACTED

Albany Community Charter School

Abraham Mitchell Lewis
4-7

832

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option. YES! I support this new public elementary school for my child!

1 *Signature* *Douglas M. O.*
 Print Name *Douglas M. O.*

Age(s) of Children (check all boxes that apply, or N/A):
 3 4 5 6 7 8 9 10 11 12 13+

2 *Signature* *Joseph Smith*
 Print Name *Joseph Smith*

Age(s) of Children (check all boxes that apply, or N/A):
 3 4 5 6 7 8 9 10 11 12 13+

3 *Signature* *CHERNO BAH*
 Print Name *CHERNO BAH*

Age(s) of Children (check all boxes that apply, or N/A):
 3 4 5 6 7 8 9 10 11 12 13

4 *Signature* **REDACTED**
 Print Name **REDACTED**

Age(s) of Children (check all boxes that apply, or N/A):
 3 4 5 6 7 8 9 10 11 12 13

5 *Signature*
 Print Name

Age(s) of Children (check all boxes that apply, or N/A):
 3 4 5 6 7 8 9 10 11 12 13+

REDACTED

Albany Community Charter School

A. Lewis

11/11/04

4-87

833

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Craig Stratton
Signature
CRAIG STRATTON
Print Name

2 Rebecca Nelson
Signature
Rebecca Nelson
Print Name

3 Sharon J. Bostall
Signature

Print Name

4 Jose Fradera
Signature
Jose Fradera
Print Name

5 Martina Kirkley
Signature
Martina Kirkley

REDACTED

(s) of Children (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

(s) of Children (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

(s) of Children (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

(s) of Children (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				

(s) of Children (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13+
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

REDACTED

Albany Community Charter School

H. Michael Lewis

4-7

834

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! YES! I am interested in this new public elementary school for my child!

1 
Signature
Tom Tubo
Print Name

(s) of Children: (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

2 
Signature
Richard S Bennett
Print Name

(s) of Children: (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

3 
Signature
~~Walt St. Paul - A~~
Randy Schrader
Print Name

(s) of Children: (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

4 
Signature
Paula Boardman
Print Name

REDACTED

(s) of Children: (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13

5 
Signature
Raymond Walden
Print Name

(s) of Children: (check all boxes that apply, or N/A)
5 6 7 8 9 10 11 12 13+

REDACTED

Albany Community Charter School

ALBANY 7-7

836

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Teresa Snyder
Signature
Teresa Snyder
Print Name

(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

2 Rosetta Seer
Signature
Rosetta Seer
Print Name

(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

3 Jim Seer
Signature
Jim Seer
Print Name

(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

4 Michael Hall
Signature
Michael Hall
Print Name

(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

5 Gene Walker
Signature
Gene Walker
Print Name

(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

REDACTED

REDACTED

Albany Community Charter School

H. Michael USW's

4-7

838

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Brian Brace
Signature
BRIAN BRACE
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

2 Stephen Patterson
Signature
STEPHEN PATTERSON
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

3 Rafiqul Khan
Signature
Rafiqul I Khan
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

4 MaryLiz Klein
Signature
MARYLIZ KLEIN
Print Name

REDACTED

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

5 Jawane Albea
Signature
Jawane Albea

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>								

REDACTED Albany Community Charter School

H. Michael Lewis
4-7

839

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Carlo P. Carlin
Signature
CARLO P. CARLIN
Print Name

e(s) of Children (check all boxes that apply, or N/A)
1 5 6 7 8 9 10 11 12 13+

2 Bob D...
Signature
Bob D...
Print Name

e(s) of Children (check all boxes that apply, or N/A)
1 5 6 7 8 9 10 11 12 13+

3 Linda Eger
Signature
Linda Eger
Print Name

e(s) of Children (check all boxes that apply, or N/A)
1 5 6 7 8 9 10 11 12 13

4 Heroy Simpson
Signature
HEROY SIMPSON
Print Name

REDACTED

e(s) of Children (check all boxes that apply, or N/A)
1 5 6 7 8 9 10 11 12 13

5 Simona T...
Signature
SIMONA T...
Print Name

e(s) of Children (check all boxes that apply, or N/A)
1 5 6 7 8 9 10 11 12 13+

REDACTED

Albany Community Charter School

H. Michael [unclear] 4-7

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 [Signature]
Signature
Conyst [unclear]
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

2 [Signature]
Signature
Charles KELLEY
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

3 [Signature]
Signature
Derrick Satterwhite
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

4 [Signature]
Signature
Natalie Johnson
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

REDACTED

5 [Signature]
Signature
Loretta M Jackson
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

Mark Murphy

Albany Community Charter School

4/8

REDACTED

844

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.

Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Signature: [Handwritten Signature]
Print Name: LARS JOHNSON

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+
[X] [X] [] [] [X] [] [] [] [] []

2 Signature: [Handwritten Signature]
Print Name: DEONTA DAVIS

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+
[] [X] [] [X] [] [] [] [] [] []

3 Signature: [Handwritten Signature]
Print Name: Rev. Avery Comithien

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13
[] [] [] [] [] [] [] [] [] []

4 Signature: [Handwritten Signature]
Print Name: BERTHINE GAUSE

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+
[X] [] [] [] [X] [] [] [X] [] [X]

5 Signature: [Handwritten Signature]
Print Name: JORDAN MA

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+
[] [] [] [] [] [] [] [] [] []

REDACTED

Mark Murphy

Albany Community Charter School

4/8
REDACTED 845

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.

Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Leonta Swanson
Signature
LEONTA SWANSON
Print Name

Age(s) of Children (check all boxes that apply, or N/A) N/A
4 5 6 7 8 9 10 11 12 13+

2 Mundhir Conner
Signature
Mundhir Conner
Print Name

Age(s) of Children (check all boxes that apply, or N/A) N/A
4 5 6 7 8 9 10 11 12 13+

3 Labna Marable
Signature
Labna Marable
Print Name

REDACTED

Age(s) of Children (check all boxes that apply, or N/A) N/A
4 5 6 7 8 9 10 11 12 13

4 Marie Mackey
Signature
Marie Mackey
Print Name

Age(s) of Children (check all boxes that apply, or N/A) N/A
4 5 6 7 8 9 10 11 12 13

5 Christie Bowers
Signature
Christine Bowers

Age(s) of Children (check all boxes that apply, or N/A) N/A
4 5 6 7 8 9 10 11 12 13+

Mark Murphy

Albany Community Charter School

4/8 REDACTED 846

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 [Signature] Signature
Tyrone Hamilton Print Name

2 [Signature] Signature
Merhan Arlington Print Name

3 [Signature] Signature
Eddie Butler Print Name

4 [Signature] Signature
Eric Jackson Print Name

5 [Signature] Signature
Eric Jackson Print Name

Redacted area containing multiple horizontal lines.

(s) of Children (check all boxes that apply, or N/A) 4 5 6 7 8 9 10 11 12 13+ [checkboxes]

(s) of Children (check all boxes that apply, or N/A) 4 5 6 7 8 9 10 11 12 13+ [checkboxes]

(s) of Children (check all boxes that apply, or N/A) 5 6 7 8 9 10 11 12 13 [checkboxes]

(s) of Children (check all boxes that apply, or N/A) 5 6 7 8 9 10 11 12 13 [checkboxes]

(s) of Children (check all boxes that apply, or N/A) 5 6 7 8 9 10 11 12 13+ [checkboxes]

REDACTED

MINDA Sloan

Albany Community Charter School

REDACTED

4/9/05

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Signature: [Handwritten Signature]
Print Name: [Handwritten Name]

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

2 Signature
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

3 Signature
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

4 Signature
Print Name

REDACTED

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

5 Signature

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Damon Rucker
Signature
Print Name

Age(s) of Children (check all boxes that apply, or N/A) 4 5 6 7 8 9 10 11 12 13+ [] [] [] [] [] [] [] [] [] []

2 Pam Gist Fre
Signature
Print Name

Age(s) of Children (check all boxes that apply, or N/A) 4 5 6 7 8 9 10 11 12 13+ [] [] [] [] [] [] [] [] [] []

3 Daniel Rockefeller
Signature
Print Name

Age(s) of Children (check all boxes that apply, or N/A) 4 5 6 7 8 9 10 11 12 13 [] [] [] [] [] [] [] [] [] []

4 [Signature]
Print Name

Age(s) of Children (check all boxes that apply, or N/A) 4 5 6 7 8 9 10 11 12 13 [] [] [] [] [] [] [] [] [] []

REDACTED

5 Steven G. Mazurek
Signature
Print Name

Age(s) of Children (check all boxes that apply, or N/A) 4 5 6 7 8 9 10 11 12 13+ [] [] [] [] [] [] [] [] [] []

REDACTED

Albany Community Charter School

A. Lewis

4-11

864

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

Christopher Nicholson
Signature
1 *Christopher Nicholson*
Print Name

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13+

Sandra Sullivan
Signature
2 *Sandra Sullivan*
Print Name

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13+

Rochelle Wigfall
Signature
3 *Rochelle Wigfall*
Print Name

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13

Preston Williams
Signature
4 *Preston Williams*
Print Name

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13

REDACTED

Grace Bhola
Signature
5 *Grace Bhola*
Print Name

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13+

REDACTED

Albany Community Charter School

A. Lewis

896

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 *Rosemarie Vazquez*
 Signature
 Rosemarie Vazquez
 Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

2 *Abe Van Der Lin*
 Signature
 ABE VAN DER LIN
 Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

3 *Dana Berk*
 Signature
 Dana Berk
 Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4 *Tommy K. Cobb*
 Signature
 Tommy K. Cobb
 Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>						

REDACTED

5 *Brittney Walker*
 Signature
 Brittney Walker
 Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Mark Murphy

Albany Community Charter School

REDACTED

4/8

898

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.

Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Cynthia Williams
Signature
Cynthia Williams
Print Name

177 St. Louis

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

2 Lavetta Marks
Signature
Lavetta Marks
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

3 Raymond Thompson
Signature
Raymond Thompson
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

4 Cindy Nixon
Signature
Cindy Nixon
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

REDACTED

5 R. Williams
Signature
R. Williams
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Beverly Stuto
Signature
Beverly Stuto
Print Name

Child(ren) of Children (check all boxes that apply, or write in)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>								

2 James Graham
Signature
James Graham
Print Name

Child(ren) of Children (check all boxes that apply, or write in)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

3 Alyshia Ross
Signature
Alyshia Ross
Print Name

Child(ren) of Children (check all boxes that apply, or write in)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

4 Sylvester Fantasy Sr.
Signature
SYLVESTER FANTASY SR.
Print Name

Child(ren) of Children (check all boxes that apply, or write in)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

5 Latosha Harrington
Signature
Latosha Harrington
Print Name

Child(ren) of Children (check all boxes that apply, or write in)

4	5	6	7	8	9	10	11	12	13+
<input checked="" type="checkbox"/>	<input type="checkbox"/>								

REDACTED

10/17/05 Slom

Albany Community Charter School

REDACTED

4/9/05

873

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 [Signature]
Signature
Gracie Mclean
Print Name

Age(s) of Children (check all boxes that apply or NA)
4 5 6 7 8 9 10 11 12 13+

2 [Signature]
Signature
Eugene McLean
Print Name

Age(s) of Children (check all boxes that apply or NA)
4 5 6 7 8 9 10 11 12 13+

3 [Signature]
Signature
[Signature]
Print Name

Age(s) of Children (check all boxes that apply or NA)
4 5 6 7 8 9 10 11 12 13

4 [Signature]
Signature
Brock Jones
Print Name

Age(s) of Children (check all boxes that apply or NA)
4 5 6 7 8 9 10 11 12 13

5 [Signature]
Signature

Age(s) of Children (check all boxes that apply or NA)
4 5 6 7 8 9 10 11 12 13+

LINDA Sloan

Albany Community Charter School

4/8/05

876

REDACTED

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

Virginia Hernandez
Signature
Virginia Hernandez
Print Name

(s) of Children (check all boxes that apply, or All)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

Charlene Buscanello
Signature
Charlene Buscanello
Print Name

(s) of Children (check all boxes that apply, or All)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

Ebonj Wells
Signature
Ebonj Wells
Print Name

(s) of Children (check all boxes that apply, or All)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

Junez Adams
Signature
Junez Adams
Print Name

(s) of Children (check all boxes that apply, or All)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

DEAN ELLIS
Signature
DEAN ELLIS
Print Name

(s) of Children (check all boxes that apply, or All)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>								

REDACTED

LINDA Sloan

Albany Community Charter School

H/O/S 11/8

REDACTED

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

Brenda Beverly

Signature



Brenda Beverly

Print Name

s) of Children: (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>						

Cassandra Brown

Signature



Cassandra Brown

Print Name

s) of Children: (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						

Carolyn Kennard

Signature



Carolyn Kennard

Print Name

s) of Children: (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						

Bonnie Anderson

Signature



Bonnie Anderson

Print Name

s) of Children: (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13
<input type="checkbox"/>								

Shana McCann

Signature



Shana McCann

Print Name

s) of Children: (check all boxes that apply, or NA)

5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>							

REDACTED

REDACTED

Albany Community Charter School

LINDA STONE
9/8/05

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Lloyd Henderson
Signature
LLOYD D HENDERSON
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

2 [Signature]
Signature
BALCHMANN
Print Name
HANNAH

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

3 [Signature]
Signature
Sheldon Grant
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

4 Latoya Jackson
Signature
Latoya Jackson
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

5 [Signature]
Signature
[Signature]
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

REDACTED

REDACTED

Albany Community Charter School

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

George Halstead
Signature
 GEORGE HALSTEAD
Print Name

e(s) of Children (check all boxes that apply, or NA)

1	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

Antonio F. Abolca
Signature
 ANTONIO F. ABOLCA
Print Name

e(s) of Children (check all boxes that apply, or NA)

1	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

Mr. & Mrs. John Landy
Signature
 BEVERLY LANDY
Print Name

e(s) of Children (check all boxes that apply, or NA)

1	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

Lisa Tucker
Signature
 LISA TUCKER
Print Name

REDACTED

e(s) of Children (check all boxes that apply, or NA)

1	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

Melvin Deilly
Signature
 Melvin Del. Hy
Print Name

e(s) of Children (check all boxes that apply, or NA)

1	5	6	7	8	9	10	11	12	13+
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>								

REDACTED

Albany Community Charter School

A. Lewis 4-1

888

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Alubore
Signature
Ararita Theodore
Print Name

ge(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

2 [Signature]
Signature
[Print Name]
Print Name

ge(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

3 Terri-ann Miller
Signature
Terri-ann Miller
Print Name

ge(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					

4 [Signature]
Signature
Lisha Daniels
Print Name

REDACTED

ge(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

5 [Signature]
Signature
Tena Vazquez
Print Name

ge(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>								

4/11/05 - LINDA SLOAN

Albany Community Charter School

REDACTED

892

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

Tyeasha Braxton
Signature
TYEASHA BRAXTON
Print Name

Age(s) of Children (check all boxes that apply, or NA) NA
4 5 6 7 8 9 10 11 12 13+

Baron Wilson
Signature
BARON WILSON
Print Name

Age(s) of Children (check all boxes that apply, or NA) NA
4 5 6 7 8 9 10 11 12 13+

Rosie Canty
Signature
ROSIE CANTY
Print Name

Age(s) of Children (check all boxes that apply, or NA) NA
4 5 6 7 8 9 10 11 12 13

Annetta Sherman
Signature
ANNETTA SHERMAN
Print Name

Age(s) of Children (check all boxes that apply, or NA) NA
4 5 6 7 8 9 10 11 12 13

[Signature]
Signature
[Signature] (Jones)
Print Name

Age(s) of Children (check all boxes that apply, or NA) NA
4 5 6 7 8 9 10 11 12 13+

REDACTED

LINDA SIMON

Albany Community Charter School

4/11/05 LINDA SIMON

REDACTED

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Keith L.C. Marcini
Signature
Keith L.C. Marcini
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

2 Lisa Robinson
Signature
Lisa Robinson
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

3 Jesse Parsons
Signature
Jesse Parsons
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

4 Dwight Harrell
Signature
Dwight Harrell
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

5 Alvin Miller
Signature
Alvin Miller
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

REDACTED

REDACTED Albany Community Charter School

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 William Harris
Signature
William Harris
Print Name

Age(s) of Children (check all boxes that apply, or na)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

2 Errol McNeil
Signature
Errol McNeil
Print Name

Age(s) of Children (check all boxes that apply, or na)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

3 Claudette Williams
Signature
Claudette Williams
Print Name

Age(s) of Children (check all boxes that apply, or na)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

4 _____
Signature

Print Name

Age(s) of Children (check all boxes that apply, or na)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

5 _____
Signature

Print Name

Age(s) of Children (check all boxes that apply, or na)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

REDACTED

Mark Murphy

Albany Community Charter School

REDACTED

9/12

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 [Signature] Jalon R Adams [Print Name]

Age(s) of Children (check all boxes that apply, or N/A) 3 4 5 6 7 8 9 10 11 12 13+

2 [Signature] Howard Posticus [Print Name]

Age(s) of Children (check all boxes that apply, or N/A) 3 4 5 6 7 8 9 10 11 12 13+

3 [Signature] Gloria [Print Name]

Age(s) of Children (check all boxes that apply, or N/A) 3 4 5 6 7 8 9 10 11 12 13

4 [Signature] Viola Wilson [Print Name]

Age(s) of Children (check all boxes that apply, or N/A) 3 4 5 6 7 8 9 10 11 12 13

5 [Signature] Jannetta Faison [Print Name]

Age(s) of Children (check all boxes that apply, or N/A) 3 4 5 6 7 8 9 10 11 12 13+

LINDA *Stow*

REDACTED

Albany Community Charter School

4/8/05

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 *M Frost*
Signature
Margaret Frost
Print Name

nt Age(s) of Children (check all boxes that apply, or NA)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					

2 *Mary McMichael*
Signature
MARY McMichael
Print Name

nt Age(s) of Children (check all boxes that apply, or NA)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

3 *Elen Parabe*
Signature
Elen Parabe
Print Name

nt Age(s) of Children (check all boxes that apply, or NA)

3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>							

4 *Gerald Ford*
Signature
Gerald Ford
Print Name

nt Age(s) of Children (check all boxes that apply, or NA)

3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>										

5 *Bryant Williams*
Signature
Bryant Williams
Print Name

nt Age(s) of Children (check all boxes that apply, or NA)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>								

Mark Murphy

Albany Community Charter School

REDACTED 4/12

907

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 Charles Scott
Signature

Print Name

rent Age(s) of Children (check all boxes that apply, or type) 3 4 5 6 7 8 9 10 11 12 13+

2 Sandra Shillian
Signature

Sonia Williams
Print Name

rent Age(s) of Children (check all boxes that apply, or type) 3 4 5 6 7 8 9 10 11 12 13+

3 Danielle Sinkevich
Signature

Danielle Sinkevich
Print Name

rent Age(s) of Children (check all boxes that apply, or type) 3 4 5 6 7 8 9 10 11 12 13

4 Nick Sinkevich
Signature

Nick Sinkevich
Print Name

rent Age(s) of Children (check all boxes that apply, or type) 3 4 5 6 7 8 9 10 11 12 13

5 Eileen Kirker
Signature

Eileen Kirker
Print Name

rent Age(s) of Children (check all boxes that apply, or type) 3 4 5 6 7 8 9 10 11 12 13+

REDACTED

REDACTED

Albany Community Charter School

A. L. 8
910-13

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Ruben Pugh
Signature
Ruben Pugh
Print Name

Int: Age(s) of Children (check all boxes that apply, or N/A)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>										

2 Cornelius Brown
Signature
Cornelius Brown
Print Name

Int: Age(s) of Children (check all boxes that apply, or N/A)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>							

3 Tabatha Foy
Signature
Tabatha Foy
Print Name

Int: Age(s) of Children (check all boxes that apply, or N/A)

3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 Ned Curtis
Signature
Ned Curtis
Print Name

REDACTED

Int: Age(s) of Children (check all boxes that apply, or N/A)

3	4	5	6	7	8	9	10	11	12	13
<input checked="" type="checkbox"/>	<input type="checkbox"/>									

5 B. Melton
Signature
B. MELTON
Print Name

Int: Age(s) of Children (check all boxes that apply, or N/A)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>									

Mark Murphy

Albany Community Charter School

4/13
REDACTED

912

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

[Signature]
Signature

1 *[Signature]*
Print Name

Amanda Brown

Age(s) of Children (check all boxes that apply, or N/A)

<input type="checkbox"/>												
4	5	6	7	8	9	10	11	12	13+			

2 *[Signature]*
Signature

[Signature]
Print Name

Terasha Jenkins

Age(s) of Children (check all boxes that apply, or N/A)

<input type="checkbox"/>												
4	5	6	7	8	9	10	11	12	13+			

3 *[Signature]*
Signature

[Signature]
Print Name

Iee Guana Artis

Age(s) of Children (check all boxes that apply, or N/A)

<input type="checkbox"/>												
4	5	6	7	8	9	10	11	12	13			

4 *[Signature]*
Signature

[Signature]
Print Name

Demetric Jenkins

REDACTED

Age(s) of Children (check all boxes that apply, or N/A)

<input type="checkbox"/>												
4	5	6	7	8	9	10	11	12	13			

5 *[Signature]*
Signature

[Signature]
Print Name

Lakay Shelby

Age(s) of Children (check all boxes that apply, or N/A)

<input type="checkbox"/>												
4	5	6	7	8	9	10	11	12	13+			

Mark Murphy

Albany Community Charter School

REDACTED

4/13

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 [Signature] [Print Name]

Age(s) of Children (check all boxes that apply, or N/A) 3 4 5 6 7 8 9 10 11 12 13+

2 [Signature] Patrick Boylhart [Print Name]

Age(s) of Children (check all boxes that apply, or N/A) 3 4 5 6 7 8 9 10 11 12 13+

3 [Signature] [Print Name]

Age(s) of Children (check all boxes that apply, or N/A) 3 4 5 6 7 8 9 10 11 12 13

4 [Signature] MARY RODRIGUE [Print Name]

REDACTED

Age(s) of Children (check all boxes that apply, or N/A) 3 4 5 6 7 8 9 10 11 12 13

5 [Signature] DORIS XHOURY [Print Name]

Age(s) of Children (check all boxes that apply, or N/A) 3 4 5 6 7 8 9 10 11 12 13+

1/13/05
REDACTED

Albany Community Charter School

4/13/05-917

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1
Nathaniel Smith Jr
Signature
Nathaniel Smith Jr
Print Name

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

2
Avasel Caldwell
Signature
Avasel Caldwell
Print Name

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

3
Donald Caldwell
Signature
Donald Caldwell
Print Name

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

4
Kevin Coll
Signature
KEVIN COLL
Print Name

REDACTED

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

5
Suzanne York
Signature
Suzanne York
Print Name

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>								

Linda Sloan

REDACTED

Albany Community Charter School

4/13/05 921

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Jason Gailliard
Signature
JASON Gailliard
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

2 Tyshon Harris
Signature
Tyshon Harris
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

3 Keno Harris
Signature
Keno Harris
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

4 Scottie Billos
Signature
Scottie Billos
Print Name

REDACTED

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

5 Sayra Johnson
Signature
SAYRA Johnson

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

LINDA SLOAN

REDACTED

Albany Community Charter School

4/13/05 923

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Louise Loren
Signature
Louise Loren
Print Name

Parent Age(s) of Children (check all boxes that apply, or NA)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					

2 J. Concepcion
Signature
Jhanna Concepcion
Print Name

Parent Age(s) of Children (check all boxes that apply, or NA)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					

3 Julio Sanchez
Signature
Julio Sanchez
Print Name

Parent Age(s) of Children (check all boxes that apply, or NA)

3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						

REDACTED

4 Angela Concepcion
Signature
Angela Concepcion
Print Name

Parent Age(s) of Children (check all boxes that apply, or NA)

3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>									

5 Angela Concepcion
Signature
Angela Concepcion
Print Name

Parent Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>								

Mark Murphy

Albany Community Charter School

4/13
REDACTED

925

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1
Cynthia Rasul
Signature
Cynthia Rasul
Print Name

Parent Age(s) of Children (check all boxes that apply, or N/A)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					

2
Adam Suther
Signature
Adam Suther
Print Name

Parent Age(s) of Children (check all boxes that apply, or N/A)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					

3
Harold Harrison
Signature
Harold Harrison
Print Name

Parent Age(s) of Children (check all boxes that apply, or N/A)

3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>									

4
Winston Wolfe
Signature
Winston Wolfe
Print Name

REDACTED

Parent Age(s) of Children (check all boxes that apply, or N/A)

3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>									

5
Diana Tetko
Signature
Diana Tetko
Print Name

Parent Age(s) of Children (check all boxes that apply, or N/A)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>									

REDACTED

Albany Community Charter School

A - 6/15/05 4-13
930

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 *Shkila Gilmore*
Signature
Shkila Gilmore
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>					

2 *Ricardo Hamlett*
Signature
Ricardo Hamlett
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>										

3 *Becky Johnson*
Signature
Becky Johnson
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>										

4 *Stephaney [redacted]*
Signature
Stephaney [redacted]
Print Name

REDACTED

Age(s) of Children (check all boxes that apply, or N/A)

3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

5 *Dianne Pereira*
Signature
Dianne Pereira
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					

REDACTED Albany Community Charter School

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
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YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Jesus Ruiz
Signature
Jesus Ruiz
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						

2 Maggie Doherty
Signature
Maggie Doherty
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>							

3 James F. Lundberg
Signature
James Lundberg
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>										

4 Francis Boyzel
Signature
Francis Boyzel
Print Name

REDACTED

Age(s) of Children (check all boxes that apply, or N/A)

3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>										

5 [Signature]
Signature
[Print Name]
Print Name

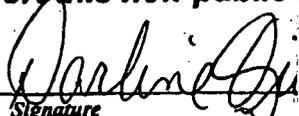
Age(s) of Children (check all boxes that apply, or N/A)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

REDACTED Albany Community Charter School

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

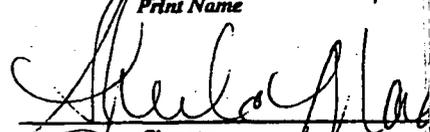
YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 
Signature

Darline Qui
Print Name

rent Age(s) of Children (check all boxes that apply, or None)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				

2 
Signature

Sheila Madd
Print Name

rent Age(s) of Children (check all boxes that apply, or None)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>										

3 
Signature

Cassandra Sperry
Print Name

rent Age(s) of Children (check all boxes that apply, or None)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>						

4 
Signature

Tammy Leigh
Print Name

REDACTED

rent Age(s) of Children (check all boxes that apply, or None)

3	4	5	6	7	8	9	10	11	12	13
<input checked="" type="checkbox"/>	<input type="checkbox"/>									

5 
Signature

Schmelle Murray
Print Name

rent Age(s) of Children (check all boxes that apply, or None)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>									

Mark Murphy

Albany Community Charter School

4/12
REDACTED

933

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school option! **YES! I am interested in this new public elementary school for my child!**

1 Dionne Harvey
Signature
Dionne Harvey
Print Name

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13+

2 Richard Moran
Signature
RICHARD MORAN
Print Name

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13+

3 Shadina Currie
Signature
Shadina Currie
Print Name

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13

4 Lori Baldwin
Signature
LORI BALDWIN
Print Name

REDACTED

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13

5 Lynne Cowan
Signature
Lynne Cowan
Print Name

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13+

Mark Murphy

Albany Community Charter School

4/12 REDACTED

934

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or YES! I am interested in this new public elementary school for my child!

1 PAMELA TR... Signature Print Name

ent Age(s) of Children (check all boxes that apply, or NA) 3 4 5 6 7 8 9 10 11 12 13+

2 Ron O'Connell Signature Print Name

ent Age(s) of Children (check all boxes that apply, or NA) 3 4 5 6 7 8 9 10 11 12 13+

3 Stoney Rich... Signature Print Name

ent Age(s) of Children (check all boxes that apply, or NA) 3 4 5 6 7 8 9 10 11 12 13

4 Latoya W... Signature Print Name

REDACTED

ent Age(s) of Children (check all boxes that apply, or NA) 3 4 5 6 7 8 9 10 11 12 13

5 JANE T... Signature Print Name

ent Age(s) of Children (check all boxes that apply, or NA) 3 4 5 6 7 8 9 10 11 12 13+

LINDA Sloan

Albany Community Charter School

4/12/05 935

REDACTED

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Peynado
Signature
Samuel Peynado
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

2 W. Van Kamp
Signature
Bill Van Kamp
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>								

3 Mario Garzia
Signature
Mario Garzia
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

4 Dave Whitford
Signature
Dave Whitford
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

5 Rev. Anne
Signature
Rev. Anne
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

REDACTED

REDACTED Albany Community Charter School

A. Lewis 4-12
939

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1	<p>Signature: <i>St. Bouyea</i></p> <p>Print Name: St. Bouyea</p>	<p>Parent Age(s) of Children (check all boxes that apply, or <input checked="" type="checkbox"/> NA)</p> <table border="1"> <tr> <td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13+</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table>	3	4	5	6	7	8	9	10	11	12	13+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	4	5	6	7	8	9	10	11	12	13+														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>														
2	<p>Signature: <i>E. L. Chw...</i></p> <p>Print Name: E. L. Chw...</p>	<p>Parent Age(s) of Children (check all boxes that apply, or <input checked="" type="checkbox"/> NA)</p> <table border="1"> <tr> <td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13+</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table>	3	4	5	6	7	8	9	10	11	12	13+	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	4	5	6	7	8	9	10	11	12	13+														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>														
3	<p>Signature: <i>...</i></p> <p>Print Name: ...</p>	<p>Parent Age(s) of Children (check all boxes that apply, or <input checked="" type="checkbox"/> NA)</p> <table border="1"> <tr> <td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table>	3	4	5	6	7	8	9	10	11	12	13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	4	5	6	7	8	9	10	11	12	13														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>														
4	<p>Signature: <i>John W...</i></p> <p>Print Name: John W...</p>	<p>Parent Age(s) of Children (check all boxes that apply, or <input checked="" type="checkbox"/> NA)</p> <table border="1"> <tr> <td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table>	3	4	5	6	7	8	9	10	11	12	13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	4	5	6	7	8	9	10	11	12	13														
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>														
5	<p>Signature: <i>Robin Stokes</i></p> <p>Print Name: Robin Stokes</p>	<p>Parent Age(s) of Children (check all boxes that apply, or <input checked="" type="checkbox"/> NA)</p> <table border="1"> <tr> <td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13+</td> </tr> <tr> <td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input checked="" type="checkbox"/></td><td><input type="checkbox"/></td> </tr> </table>	3	4	5	6	7	8	9	10	11	12	13+	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					
3	4	5	6	7	8	9	10	11	12	13+														
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>														

REDACTED

4/12/05

REDACTED

Albany Community Charter School

SLOAN, INEZ 942

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 *John Van Hoosen*
Signature
John Van Hoosen
Print Name

nt Age(s) of Children (check all boxes that apply, or NA)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>										

2 *Benjamin Johnson*
Signature
BENJAMIN JOHNSON
Print Name

nt Age(s) of Children (check all boxes that apply, or NA)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>										

3 *Jodi Thornton*
Signature
Jodi Thornton
Print Name

nt Age(s) of Children (check all boxes that apply, or NA)

3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4 *Rahshida Vandenberg*
Signature
Rahshida Vandenberg
Print Name

nt Age(s) of Children (check all boxes that apply, or NA)

3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>										

REDACTED

5 *Phillip Allen*
Signature

nt Age(s) of Children (check all boxes that apply, or NA)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>										

(Phillip - Allen)

4/12/05

REDACTED

Albany Community Charter School

1/10/05
94374

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year.
Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

Derrick Brown
Signature
 Derrick Brown
Print Name

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13+

Ali Walton
Signature
 Ali Walton
Print Name

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13+

Freddie L. Rambo
Signature
 FREDDIE L. RAMBO
Print Name

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13

(Shirley)
(Shirley)
Signature
 S. BREWER
Print Name

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13

REDACTED

Nereida Rodriguez
Signature
 Nereida Rodriguez
Print Name

Age(s) of Children (check all boxes that apply, or NA)
4 5 6 7 8 9 10 11 12 13+

4/1/05

REDACTED

Albany Community Charter School

LINDA STARK
04516

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Emm Jackson
Signature
Emm Jackson
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

2 Victorio Reyes
Signature
Victorio Reyes
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

3 Nyree Cooper
Signature
Nyree Cooper
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

4 Camisha Tolbert
Signature
CAMISHA TOLBERT
Print Name

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13

5 Kimberly Cameron
Signature
Kimberly Cameron
Print Name

REDACTED

Age(s) of Children (check all boxes that apply, or N/A)
4 5 6 7 8 9 10 11 12 13+

LINDA LOANE

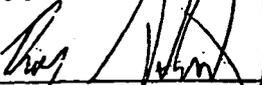
REDACTED

Albany Community Charter School

4/1/05 946

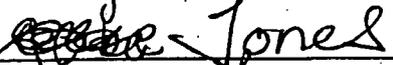
A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**


 Signature
 Roy Aikens
 Print Name

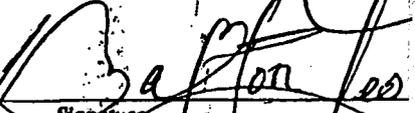
Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									


 Signature
 Annie Jones
 Print Name

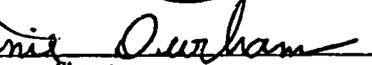
Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									


 Signature
 Dalton Leslie
 Print Name

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>								


 Signature
 Annie Durham
 Print Name

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									


 Signature
 Ron Moore
 Print Name

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

(Ron-Moore)

REDACTED

4/14/05

REDACTED

Albany Community Charter School

Linda Sloan
947

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

1 Jennie Jones
Signature
Jennie Johnson
Print Name

Age(s) of Children: (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

2 Barbara Orfield
Signature
Barbara Orfield
Print Name

Age(s) of Children: (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>									

3 Gwen Owens
Signature
Gwen Owens
Print Name

Age(s) of Children: (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

4 Donnell Walker
Signature
Donnell Walker
Print Name

Age(s) of Children: (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

5 Linda Sloan
Signature
Linda Sloan
Print Name

Age(s) of Children: (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>						

REDACTED

4/12/08

REDACTED

Albany Community Charter School

Linea Stone
948

A new elementary public school has been proposed for Albany. Albany Community Charter School would open fall 2006 and serve Kindergarten and First Grade and would eventually grow to serve grades K-4. Albany Community Charter School will have a learning environment that emphasizes achievement, respect and positive behavior as a means toward achievement. Extra help will be provided to students, including 2 teachers per class, tutoring, and homework assistance. The school will have a longer school day and year. Information is confidential and shall not be made public.

YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

 Charles McCrin
Signature
CHARLES McCRIN
Print Name

Age(s) of Children (check all boxes that apply, or NA)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>										

 Arnold Vargas
Signature
ARNOLD VARGAS
Print Name

Age(s) of Children (check all boxes that apply, or NA)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						

 Perre
Signature
Perre Cuartasse
Print Name

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>							

 Desona Welch
Signature
DESONA WELCH
Print Name

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>									

 Derry L McCray
Signature
Derry L McCray
Print Name

Age(s) of Children (check all boxes that apply, or NA)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>						

4/12/05

REDACTED

Albany Community Charter School

Linda Sloan
949

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YES! I support this new public school option! or **YES! I am interested in this new public elementary school for my child!**

Tasia Davis
Signature
Tasia
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>										

Nicole D. Davis
Signature
Nicole D. DAVIS
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

3	4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>										

Melinda Davis
Signature
Melinda Davis
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

3	4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>										

Charles Warr
Signature
CHARLES WARR
Print Name

REDACTED

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>					

Jivette Hawkins
Signature
Jivette Hawkins
Print Name

Age(s) of Children (check all boxes that apply, or N/A)

4	5	6	7	8	9	10	11	12	13+
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				

