



Charter Schools Institute
State University of New York

COMMUNITY PARTNERSHIP CHARTER SCHOOL

FINAL CHARTERED AGREEMENT

Sec. 2852(5) Submission to the Board of Regents

VOLUME 3 OF 5

REDACTED COPY

IX. Non-English Modern Language Standards⁴

The study of a second language affords students many unique opportunities. In addition to learning to communicate with others in a previously unfamiliar language, students broaden their horizons through the study of foreign cultures and customs. Likewise, such a curriculum not only provides students opportunities to study another language and culture, but it assists them considerably in learning about their native language and culture. These valuable skills are important for the student on both the personal and professional levels and include, more specifically:

- the ability to communicate well for varied purposes. In other languages, as well as in English, effective communication requires an understanding of both the language and culture being studied as well as one's own. Such communication implies the ability to interact confidently within many arenas, including the workplace and communities where the language is spoken.
- a solid foundation in basic subject matter and skills, including the development of verbal, reasoning, and listening skills, as well as broad-based knowledge of the artistic, literary, political and scientific achievements of human cultures. The study of a second language has been shown to enhance student performance in other academic fields. Likewise, learning from other fields can also be reinforced in the foreign language classroom.
- an understanding and appreciation of the diversity of languages and cultures, including one's own. These tools aid students to function as responsible and informed citizens and enhance their personal development.

Introduction to the Foreign Language Standards

The foreign language standards state what students need to know about languages and cultures, including their own; what they need to be able to do; and how this knowledge and these abilities relate to the subject matter of other core areas. They state clearly and in measurable terms:

⁴ These standards are an integration of the Arizona State Standards with the New York State Standards. The philosophical background was developed by the state of Arizona.

- what students need to know in order to function successfully in their society and in relationship to other languages and cultures;
- what students need to be able to do. Knowing about a language and its culture(s), while essential, is not sufficient; students will develop skills for functioning effectively in varied contexts; and
- the integration of foreign languages into the rest of the curriculum so that the connections are clear and so that learning in all areas is facilitated, including the development of a deeper understanding of one's own language and culture. The five strands under which the standards are organized—Communication, Culture, Connections, Comparisons and Communities—are meant to be interwoven among themselves as well, rather than taught as separate entities. Meeting the standards for each one will contribute to reaching the standards of the others.

These standards for foreign language study are challenging for all students. They assume an extended sequence of learning throughout the students' school career. Meeting these standards will require the study of grammar—the forms and structures of the language—as well as effective learning strategies. Students will also need to use technologies that will bring the language and the culture to them in new ways and enhance their opportunities to learn.

Because this curriculum begins at the 3rd grade and runs only through the 8th grade, foreign language proficiency is not expected for most students. Rather, it is expected that a student who completes this curriculum will have an in-depth knowledge of the language and culture studied and will be able to communicate on a basic but effective level with native speakers of the language studied.

Descriptions of Language Abilities for Each Level

READINESS

Students use basic vocabulary related to people, places, things and actions close to their own lives. They express themselves in phrases, short sentences and memorized material. Their language is characterized by an emerging control of the most common basic grammatical forms and structures. Because comprehension of oral and written language normally exceeds production, students are able to comprehend simple descriptions, narratives, and authentic materials such as advertisements, on topics studied in class. Pronunciation and fluency are such that students often might not be understood by native speakers. They are able to write accurately what they can say.

FOUNDATIONS

Students speak and write extemporaneously using short sentences and sentence strings in present tense on topics within their experience with the language. They can describe, ask and answer questions; engage in simple conversations; and carry out simple realistic functions such as ordering a meal, buying something, or introducing themselves or others to a group. Since their knowledge of the forms and structures of the language has grown rapidly but their practice has been limited, their speech is likely to contain numerous linguistic errors. Students are comprehensible to sympathetic listeners who have experience with non-native speakers of their language. Their written language still mirrors their oral language, although they may be able to express more ideas more accurately in writing, given time to reflect, review and revise.

ESSENTIALS

Students speak with somewhat longer utterances and begin to display an ability to connect phrases and sentences to show relations between ideas expressed. Although patterns of errors are still common, students now speak and write extemporaneously in past, present and future time, using vocabulary related to their own lives and interests. Accent and intonation are generally accurate, although pauses and false starts may be common, as students give simple instructions and directions, make comparisons, solve problems together, and engage in conversations on a range of topics including leisure activities, professions and current events. In written work, students' spelling and punctuation are mostly accurate; and they organize their ideas well.

I. Communication (Understanding)

Students understand and interpret written and spoken communication on a variety of topics in the target language.

II. Communication (Interactions)

Students engage in oral and written exchanges which include providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions in the target language.

III. Communication (Presentations)

Students present information and ideas in the target language on a variety of topics to listeners and readers.

IV. Culture

Students know "what to do when" and "what to say while doing it" in the culture and use this knowledge to interact appropriately. They also understand the relationships between cultural perspectives, products and practices within cultures.

V. Connections

Students use the target language and authentic sources to reinforce and/or learn other content from the other subject areas.

VI. Comparisons

Students develop insights into their own language and their own culture through the study of the target language.

VII. Communities

- Students use the target language within and beyond the school setting.

Grades Three and Four: READINESS

I. Communication (Understanding)

- Respond to simple commands
- Read and understand simple words and expressions
- Comprehend short conversations/stories on familiar topics
- Identify people and objects based on oral and written descriptions
- Interpret gestures, intonation and other visual or auditory cues
- Comprehend the main ideas and identify the principal characters of short stories or children's literature

II. Communication (Interactions)

- Greet people, make small talk and close conversation
- Give and follow simple instructions and ask and answer questions
- Express likes and dislikes
- Describe people, places and things in their daily lives
- Identify occupations in the target language

III. Communication (Presentations)

- Recite short and simple materials (i.e., stories, songs, poems, advertisements and popular sayings) with appropriate expression
- Write or orally present short messages
- Present descriptions of familiar people, places and things to a group

- Read and recite short poems or stories with appropriate expression

IV. Culture

- Use appropriate gestures and oral expressions for greetings, leave-takings and courtesy phrases
- Participate in age-appropriate cultural activities such as games, songs, celebrations and short dialogues
- Identify and describe a variety of objects from the cultures, e.g., toys, dress, buildings, foods
- Identifying parts of the world where the target language is spoken

V. Connections

- Explore topics related to other school subjects in the target language including weather terms, math facts, measurements, animals or geographical concepts
- Read or listen to and talk about age-appropriate folk tales, short stories, poems and songs that are written for native speakers

VI. Comparisons

- Recognize that words are borrowed from one language by another
- Make basic comparisons between the celebrations of the target culture and their own culture (e.g., Halloween and Dia de los Muertos; Bastille Day and Independence Day)
- Recognize that cultures have artifacts, such as symbols, advertisements and songs, that serve similar purposes

VII. Communities

- Participate in a school or community celebration
- Perform a song or skit in the target language for an audience
- Understand and listen to presentations about occupations and careers

Grades Five and Six: FOUNDATIONS

I. Communication (Understanding)

- Comprehend and interpret a brief narrative or poem
- Comprehend brief written messages and short personal notes
- Comprehend simple recorded material
- Follow simple written instructions

- Identify parts of a short story, e.g., climax, main idea, conflict
- Comprehend the main ideas or themes and identify and describe the main characters in selected literary texts
- Call upon repetition, rephrasing, and nonverbal cues to derive or convey meaning from a language other than English

II. Communication (Interactions)

- Express feelings
- Give and follow directions to carry out a specific task and ask questions for clarification
- Exchange information about personal events and memorable experiences
- State opinions about objects, people and events present in their everyday lives
- Acquire goods or information through interaction
- 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

III. Communication (Presentations)

- Perform short plays, poems and songs
- Write or orally present brief messages which provide information
- Present basic (biographical) information about self or others in front of a group
- Read and recite short poems with appropriate expression and rhythm
- Share their interpretations, reactions and feelings about a piece of literature
- Use repetition and circumlocution as well as gestures and nonverbal cues to sustain conversation

IV. Culture

- Identify and discuss (in English, if necessary) typical behaviors from the target culture in a variety of specific settings
- Identify on a map the countries where the target language is spoken and the major cities and geographical features
- Use culturally appropriate language and behaviors in basic school and social situations
- Interpret cultural messages expressed in signs, symbols, advertisements, etc., in the target language

V. Connections

- Discuss topics in other school subjects in the target language including geographical terms, historical facts, mathematical terms and problems, and scientific information
- Comprehend articles or short videos in the target language on topics being studied in other classes

VI. Comparisons

- Identify and compare (in English, if necessary) cultural perspectives of people in both their own culture and the culture being studied relating to family, school, work and play
- Recognize (in English, if necessary) the process of word/idea borrowing from one language by another
- Distinguish between the sound system and the writing system of the target language and the same elements in their own language
- Compare appropriate gestures in the target language and culture studied to their own

VII. Communities

- Use the library to select books, magazines, CDs, etc., in the target language; share their content with others
- Identify people in the community who use the target language in their work; invite them to share information with the class and ask them questions
- Create original materials (e.g., short stories, poems, crafts) to exchange with classes in other communities or countries
- Present information to others (in English, if necessary) about the target language and culture
- Use some key cultural traits of the societies in which the target language is spoken

Grades Seven and Eight: ESSENTIALS

I. Communication (Understanding)

- Comprehend the main idea in authentic oral and written materials on a familiar topic
- Comprehend well-developed paragraphs containing complex sentences and idiomatic expressions
- Comprehend, interpret and analyze the style of a short piece of fiction or essay on familiar topics

- Identify characteristics of a variety of literary genres, e.g., short stories, plays, essays
- Identify emotions and feelings from selected reading material
- Read a poem and analyze its components

II. Communication (Interactions)

- Express and react to a variety of feelings
- Develop and propose solutions to issues and problems cooperatively with other students
- Support opinions with factual information
- Use idiomatic expressions in oral and written communication

III. Communication (Presentations)

- Present understandable written reports and summaries
- Perform short, student-created skits and scenes
- Present a brief speech (monologue)
- Prepare tape- (audio) or video-recorded materials
- Retell a story
- Understand the main idea and some details of simple informative materials written informative speakers
- Compose short, informal notes and messages to exchange information with members of the target culture
- Understand the main idea and some discrete information in television, radio or live presentations
- Use cognates and contextual visual cues to derive meaning from texts that contain unfamiliar words, expressions, and structures

IV. Culture

- Investigate and participate in age-appropriate cultural practices related to business, sports and entertainment
- Use and respond appropriately to idiomatic verbal and nonverbal expressions
- Identify, experience or produce expressive products of the culture, e.g., advertisements, stories, poems
- Recognize simple themes, ideas or perspectives of the culture and the relationships to socially acceptable behavior
- Identify the areas in the U.S. where the target language is most commonly spoken, noting the impacts

- Recognize how the target language and its culture add to the richness of our own cultural diversity
- Recognize when to switch between formal and informal language
- Model how spoken language, body language, and social interaction influence communication
- Exhibit spontaneity in their interactions, particularly when the topic is familiar, but often rely on familiar utterances

V. Connections

- Present reports in the target language orally and/or in writing on topics being studied in other classes
- Generate reports for other content areas using information acquired through sources in the target language
- Write multiparagraphed essays, journals, personal and business letters, and creative texts in which their thoughts are unified and presented in an organized fashion: errors may occur, particularly when students are writing about complex themes or issues requiring the expression of opinions, or when the topic is outside their realm of experience.

VI. Comparisons

- Understand how idiomatic expressions impact communication and reflect culture
- Demonstrate an awareness that there is more than one way to express ideas across languages
- Recognize that there are linguistic and cultural concepts that exist in one language and not in another
- Compare and contrast a variety of art forms (e.g., music, dance, visual arts, drama) with their own culture through oral and/or written descriptions and/or performance

VII. Communities

- Research and present a topic related to the target language or culture, using resources available outside the classroom
- Write letters or electronic messages to native speakers
- Interview community members who speak the target language on topics of personal or professional interest; report the results orally or in writing

- Write letters to U.S. communities and other countries where the target language is used to request information on topics of interest; report orally or in writing about the information received
- Identify and select written or oral materials of individual interest; report on them to others
- Understand how words, body language, rituals and social interactions influence communication.
- Use appropriate registers
- Write in the target language in a manner that articulates similarities and differences in cultural behaviors

Interdisciplinary Links

Math and Music: Students will study codification and symbolism through interdisciplinary comparisons.

Art and Dance: Students will participate in songs and dance that are indigenous to the cultures that speak their language being studied.

Language Arts and Theater: Students will attend theater works in the language that they are studying. They will write letters, poetry and reports in the foreign language.

Physical Education: Students will learn games that are specific to the target language's cultures.

Social Sciences, Health and Technology: Students will study the cultures that speak the language that they are studying including their history, economics, geography, governments and ways of life. They will use the Internet, CD ROM and other technological reference sources. Students will have e-mail buddies in other countries.

Community Partnership Links

The study of non-English foreign languages will utilize many of the same organizations as the Arts curriculum. Students will attend museums that showcase the heritage and history of countries that speak their languages.

X. Career Development and Occupational Studies Standards⁵

The following is a list of cross-content workplace readiness standards, with cumulative progress indicators of student skills in each area. Unlike the progress indicators for the other specific content areas, these indicators are not broken down into grade level clusters, because, in addition to crossing all content areas, they also cross all grade levels. Teachers should integrate these concepts into all programs in content-specific and grade-appropriate ways.

While the indicators are not broken out by grade level, the school should begin building these concepts into their programs at the K-4 level in age appropriate activities, e.g. focusing on positive work habits. Other of the concepts are more appropriate for the higher grade levels, e.g. preparing a resume and completing job applications.

- I. *All students will develop career planning and workplace readiness skill.*
- II. *All students will use technology, information, and other tools.*
- III. *All students will use critical thinking, decision-making, and problem-solving skills.*
- IV. *All the students will demonstrate self-management skills.*
- V. *All students will apply safety principles.*

I. All students will develop career planning and workplace readiness skills: Students will be expected to develop the skills to seek, obtain, maintain and change jobs. These skills are critical to each student's future ability to navigate in the complex world of work. Prior to leaving school, each student should possess the skills needed to sustain him/herself as an adult in the labor force.

These skills will be most effectively learned through a semester long career skills class that will be mandatory in 8th grade and each year there will be a Career Day.

⁵ These are the NJ Cross Content Workplace Readiness Standards w/ SCANS fulfill both CPCS goals and New York State Standards.

Similar concepts have also been identified by members of the business and industry communities as vital. In a 1992 national report, the Secretary's Commission on Achieving Necessary Skills (SCANS) identified several of these concepts as necessary for success in the world of work.

- Demonstrate employability skills and work habits, such as work ethic, dependability, promptness, and getting along with others, needed to get and keep a job.
- Describe the importance of personal skills and attitudes to job success.
- Identify career interests, abilities and skills.
- Develop an individual career plan.
- Identify skills that are transferable from one occupation to another.
- Select a career major and appropriate accompanying courses.
- Describe the importance of academic and occupational skills to achievement in the work world.
- Demonstrate occupational skills developed through structured learning experiences, such as volunteer, community service.
- Identify job openings.
- Prepare a resume and complete job applications.
- Demonstrate skills and attitudes necessary for a successful job interview.
- Demonstrate consumer and other financial skills.

II. All Students Will Use Information, Technology, And Other Tools.

These skills will be most effectively learned by working on the classroom computer.

- Understand how technological systems function.
- Select appropriate tools and technology for specific activities.
- Demonstrate skills needed to effectively access and use technology-based materials through keyboarding, troubleshooting, and retrieving and managing information.
- Develop, search, and manipulate databases.
- Access technology-based communication and information systems.
- Access and assess information on specific topics using both technological (e.g., computer, telephone, satellite) and print resources available in libraries or media centers.
- Use technology and other tools to solve problems, collect data, and make decisions.
- Use technology and other tools, including word-processing, spreadsheet and presentation programs, and print or graphics utilities, to produce products.
- Use technology to present designs and results of investigations.
- Discuss problems related to the increasing use of technologies.

III. All Students will use Critical Thinking, Decision Making and Problem-Solving Skills

These skills will be most effectively learned in math and science classes, doing research for a paper or an experiment, and visiting the library.

- Recognize and define a problem, or clarify decisions to be made.
- Use models, relationships, and observations to clarify problems and potential solutions.
- Formulate questions and hypotheses.
- Identify and access resources, sources of information, and services in the school and the community.
- Use the library media center as a critical resource for inquiry and assessment of print and nonprint materials.
- Plan experiments.
- Conduct systematic observations.
- Organize, synthesize, and evaluate information for appropriateness and completeness.
- Identify patterns and investigate relationships.
- Monitor and validate their own thinking.
- Identify and evaluate the validity of alternative solutions.
- Interpret and analyze data to draw conclusions.
- Select and apply appropriate solutions to problem-solving and decision-making situations.
- Evaluate the effectiveness of various solutions.
- Apply problem-solving skills to original and creative/design projects.

IV. All Students Will Demonstrate Self-Management Skills.

These skills will be learned most effectively through homework assignments, working in groups, peer editing, and social interaction.

All students will be able to:

- Set short and long term goals.
- Work cooperatively with others to accomplish a task.
- Evaluate their own actions and accomplishments.
- Describe constructive responses to criticism.
- Provide constructive criticism to others.
- Describe actions which demonstrate respect for people of different races, ages, religions, ethnicity and gender.
- Describe the roles people play in groups.
- Demonstrate refusal skills.
- Use time efficiently and effectively.

- Apply study skills to expand their own knowledge and skills.
- Describe how ability, effort, and the achievement are interrelated.

V. All Students Will Apply Safety Principles.

These skills will be learned most effectively in physical education, science and health classes.

- Explain how common injuries can be prevented.
- Develop and evaluate an injury prevention program.
- Demonstrate principles of safe physical movement.
- Demonstrate safe use of tools and equipment.
- Identify and demonstrate the use of recommended safety and protective devices.
- Identify common hazards and describe methods to correct them.
- Identify and follow safety procedures for laboratory and other hands-on experiences.
- Discuss rules and laws designed to promote safety and health, and their rationale.
- Describe and demonstrate procedures for basic first aid and safety precautions.

required to test student performance at least at the level required of public schools by the state Board of Regents.

- 30 Many traditional public schools, private schools, and charter schools supplement state student testing requirements with other standardized performance testing. List which, if any, supplemental student assessments will be required ("Attachment V-30").
- 31 List any other assessment tools that will be used by the charter school to measure either attainment of these standards or student performance ("Attachment V-31").

VI. Parental And Community Involvement

- 32 Describe the process the school will follow to promote parental and staff involvement in the governance and administration of the charter school ("Attachment VI-32").
- 33 Offer evidence of community support for the proposed charter school, including documentation of sufficient interest by parents and students to meet the school's enrollment targets. Include any methods or strategies to be used to gauge community support of the charter school ("Attachment VI-33").

The Charter Schools Institute and the Board of Regents are required by law to provide "at each significant stage" of the chartering process "appropriate notification" to the school district in which the charter is proposed to be located and to public and nonpublic schools in the same geographic area.

- 34 Attach a description of the programmatic and fiscal impact of the establishment of this charter school on existing public and non-public schools in the community ("Attachment VI-34").

VII. School Governance

- 35 List the proposed Board of Trustees for the school:

- a. Carol F. Reich
- b. Joseph H. Reich
- c. Laura C. Bell
- d. Judith Aley
- e. Laura Taylor Swain
- f. Additional positions are to be designated
- g. _____

Attach extra sheets as necessary (labeled "Attachment VII-35").

For each Trustee, attach statements of identification and background.

- 36 Describe the school's policy of qualifications for Trustees ("Attachment VII-36").
- 37 State the terms established for each Trustee ("Attachment VII-37").
- 38 Describe the school's method for appointment/election as a Trustee ("Attachment VII-38").
- 39 Describe the responsibilities and obligations of the school's Board of Trustees ("Attachment VII-39").
- 40 Outline the reporting structure of school officials to the Board of Trustees ("Attachment VII-40").
- 41 Attach policies and procedures governing access to school records and provision of public documents, in compliance with the Freedom of Information Law [Article 6, Public Officers Law] ("Attachment VII-41").
- 42 Attach proposed policies and procedures for public meetings and executive session of the Board of Trustees and of the school administration, in compliance with the Open Meetings Law [Article 7, Public Officers Law] ("Attachment VII-42").

Attachments V-29 & 30

29. & 30. Implementation of State-Required & Other Standardized Tests

(See also #11. Mission Statement: Assessment, Curriculum Development, and Staff Development)

Accurate assessment of students enables teachers to (a) identify individual student abilities, strengths and weaknesses; (b) follow children's progress; (c) revise their curricula in response to assessment data; and (d) receive the training they need to support children's learning in the classroom. A defining feature of the *Beginning with Children* educational model is its emphasis on the tripartite process of assessment, staff development, and curriculum development. This approach underpins the success of the *Beginning with Children* model, which serves as a basis for CPCS. While CPCS will administer the required state tests, it will augment these tests with both the tests required of NYC public schools, as well as additional formal and informal assessment tools which currently are critical to the success of the *BwC* educational model. The standardized tests listed below represent the core of *BwC's* assessment program and will be employed at CPCS.

CPCS Standardized Assessments

	NYS Required	NYC Additional	BwC Additional
Pre-K			
Kinder garden			<ul style="list-style-type: none"> • Rhode Island test of language structure (on entering) • AGS Early Screening Profile • Peabody Individual Achievement Test – (PIAT) Revised (entering and end of year)
1 st			<ul style="list-style-type: none"> • (PIAT) Revised
2 nd			<ul style="list-style-type: none"> • (PIAT) Revised
3 rd		<ul style="list-style-type: none"> • CTB Reading • CTB Math 	<ul style="list-style-type: none"> • (PIAT) Revised
4 th	<ul style="list-style-type: none"> • NYS English & L. Arts • NYS Math • NYS Science 		<ul style="list-style-type: none"> • (PIAT) Revised
5 th		<ul style="list-style-type: none"> • CTB Reading • CTB Math 	<ul style="list-style-type: none"> • (PIAT) Revised
6 th		<ul style="list-style-type: none"> • CTB Reading • CTB Math 	<ul style="list-style-type: none"> • (PIAT) Revised
7 th		<ul style="list-style-type: none"> • CTB Reading • CTB Math 	<ul style="list-style-type: none"> • (PIAT) Revised
8 th	<ul style="list-style-type: none"> • NYS English & L. Arts • NYS Math • NYS Science 		<ul style="list-style-type: none"> • (PIAT) Revised

Attachment V-31

31. CPCS Supplemental Student Assessments

Based on the *BwC* model, supplemental assessment tools, both formal and informal, will be employed at CPCS to provide a comprehensive picture of each child's educational progress. CPCS teachers and instructional staff will adapt and create tools such as writing rubrics and reading inventories to monitor the progress of CPCS students. Attention will focus on incorporating classroom-based assessments that gauge student progress across a variety of dimensions of academic performance into the regular school day. CPCS teachers and instructional staff will have discretion to develop assessment tools consistent with the needs of their students, their own teaching styles and classroom culture.

Attachment VI-32

32. Parental and Staff involvement in the Governance and Administration of CPCS

As noted above, we have used the term "parent" throughout this application to denote guardians and other responsible caregivers as well as parents.

Parents will be integral members of the Board of Trustees from the inception of the school. Founding parents will designate three of the nine members of the initial board, and parents will designate three additional board members jointly with the *Beginning with Children Foundation*. After the first three years, the Board will be classified to provide for rolling three-year terms. The Parents' Association will designate nominees for one-third of the positions on the Board. A detailed description of the governance structure appears *infra* in response to questions 37 and 39.

Additional Provisions for Staff and Parental Involvement in CPCS Governance:

- The CPCS Director(s) will hold periodic open meetings that can be attended by parents, teachers, school staff, board members and community members to report on progress and issues involving the school. Meetings will include opportunities for questions, feedback and, where appropriate, solicitation of non-binding recommendations on issues being considered by Director and/or Board.
- The CPCS Director(s) will hold staff and faculty meetings on a regular basis, and meet with *BWCF* on regular basis.
- The Parents Association will meet on a regular basis and parents will be invited to be in open communication with Director(s), Board, and *BWCF*, directly and through Board members.

Additional Provisions for Parental Involvement in School Life

Based on the existing *Beginning with Children* model, CPCS will employ a range of programs designed to promote parental involvement in the education of their children. Such programs include, but are not limited to (a) parent teacher nights; (b) evening workshops focused on supporting children's academic progress and healthy social and emotional growth; (c) in-classroom volunteering; and (d) tutoring and mentoring opportunities. Additionally, parents will be encouraged to sign a Parental Partnership Agreement with CPCS, which explicitly outlines their minimum commitment to supporting their children's educational progress at CPCS. Signing of the Partnership Agreement is not, however, a condition for admission.

CPCS Parental Partnership Agreement:

I, _____, the parent or legal guardian of

_____, who attends the **Community Partnership Charter**

School, agree to support my child's learning experience by:

- Reading a book with my child every day;
- Ensuring that my child spends the time necessary to complete assigned homework;
- Establishing time to review homework with my child every day;
- Visiting the school at least twice per year for teacher/parent conferences regarding my child's progress;
- Supporting my child's participation in extracurricular activities;
- Taking responsibility for my child's academic success and sense of self- respect;
- Volunteering in the classroom, contributing to or creating materials and programs for the school, working on school committees, attending school meetings and school activities, or chaperoning class trips;
- Checking my child's book bags for correspondence from school each day;
- Responding in a timely fashion to school correspondence;
- Exposing my child to positive role models;
- Partnering with the school's teachers and administrators to ensure that my child's education has a strong, consistent foundation.

Date: _____

Signature: _____

Attachment VI-33

33. Evidence of Community Support for CPCS

Perhaps the strongest evidence of community support for CPCS is the fact that it is the vision of a group of local parents seeking an alternative to their local public schools. Appendix C to this section, a packet of information the founding parent group composed for distribution to other interested parents in connection with a series of public meetings held in 1997-98, demonstrates the depth of research and concern for the community that went into the initial conceptualization of CPCS. The additional Appendices provided for this section include items which are indicative of the broad community support the CPCS initiative has attracted:

Outreach Packet (Appendix C)

The **Community Partnership Charter School** began its life as the vision of a group of parents from Prospect Heights in Brooklyn. Prospect Heights is a small but extremely diverse neighborhood bounded by Park Slope, Crown Heights, Clinton Hill and Fort Greene. For many years, neighbors of many ethnic backgrounds and economic levels have lived together harmoniously here, working together through strong block associations, the local Police Precinct Council and other community organizations.

The founding parent group came together in January of 1997 to investigate public school options available to our children, first in District 13 and then throughout Brooklyn. The parents discovered that the local schools reflected neither the diversity nor the strong sense of broad community that characterize Prospect Heights. They resolved to work together to create a school that would meet the needs of the full range of neighborhood children and draw on the rich variety of public, cultural and business institutions that are so deeply woven into the life of this part of Brooklyn.

Since the group first began working, its membership has expanded to include many families from Clinton Hill and Fort Greene. The mailing list of concerned parents who have attended ongoing outreach meetings now includes approximately 182 families comprised of 263 individuals.

Community Needs Survey (Appendix D)

To gauge and confirm community support for the vision for CPCS, which was developed after much consultation among interested parents, community members and educators, the founding

parent group conducted a Community Needs Survey. Copies of all the survey responses received to date, reflecting the views of a broad range of community members, are attached as Appendix D. They confirm broad consensus as to the need for a school such as CPCS.

Partnership and Other Support Letters (Appendix E)

Attached as Appendix E are copies of letters from community-based institutions and businesses that have to date committed to working in partnership with **CPCS** to achieve its vision, as well as letters of support from community leaders and institutions, as follows:

- Brooklyn Academy of Music
- Brooklyn Children's Museum
- Brooklyn Museum of Art
- Brooklyn Public Library
- Community NetWorks Inc.
- Many Hands Studio
- Monte Allen's Seido Karate
- Music Together of Park Slope
- Prospect Heights Association
- Prospect Park Alliance

Additional Evidence of Support

An additional indicator of support for the **CPCS** initiative is the fact that the existing *Beginning with Children School* has been identified by the New York City Board of Education as a demonstration model school. This demonstrates the value of the *Beginning with Children School* and educational model to the Brooklyn community. **CPCS** is based on this model and seeks to expand its availability to more of Brooklyn's children and families. See Appendix F for a copy of the NYC Board of Education Resolution dated July 29, 1994.

A related and additional indicator of the need for **CPCS** is the considerable waiting list for *Beginning with Children School*, which grows each year. In recent years, that school's ratio of applicants to available spaces has been as high as 10 to 1.

Attachment VI- 34

34. Impact on Existing Public and Non-Public Schools in the Community

Recent articles in the New York City press have chronicled the serious challenges faced by New York City's Board of Education. Chancellor Crew announced on June 22 and 24, 1999, the closing of 13 schools and the takeover by his office of an additional 43 schools, including 2 in District 13, due to poor performance. In May and June of 1999, articles in the NY Times chronicled the poor performance of New York City children on many assessments of student achievement. (See Appendix F.) These recent events suggest that the Board of Education would benefit from greater support from our communities as it works to respond effectively to the educational needs of New York City's children. The **Community Partnership Charter School** exemplifies such support.

The *Beginning with Children School*, which serves as the model for **CPCS**, has been successful in the critical areas of student achievement, financial integrity, and partnership with the Board of Education. For this reason, the existing *Beginning with Children School* has been identified by the Board of Education as a fast track school for conversion to charter status. The basis for identification of *BwCS* as a fast track school is its high quality across relevant measures of school success including student achievement.

Consistent with our perspective that the purpose of our school is to support the Board of Education in its efforts to effectively educate New York City's children, we intend to work in partnership with the Board of Education to develop and share community and educational resources and best practices.

Analysis of school and residential demographics for the Prospects Heights neighborhood, where a majority of **CPCS** founding parents live, suggests that many affluent families are choosing not to send their children to their local public school. **CPCS** seeks to reverse this trend by creating a public charter school that will attract local families across the socioeconomic spectrum to public schools. We intend that **CPCS** will serve not only as an excellent educational option for community residents, but as a source of community strength through greater interaction, common interest and common experience.

To the extent that **CPCS** attracts families who formerly opted out of their local public school, it is intended to draw families back into public education. To the extent that students who would otherwise have attended existing public schools are attracted, the overall number leaving the traditional public school system for **CPCS** will be small relative to the number of available spaces in public schools administered by the Board of Education. (As noted above, **CPCS** will

Attachment VII-35

35. List of Proposed Board of Trustees

As explained in response to items 37 and 38 below, the Board of Trustees will include up to nine members. Five members of the initial Board have been designated to date, representing a range of talents and resources. Each of these individuals has been involved in the CPCS initiative for more than two years. Board members for the remaining openings will be designated after a charter has been granted. They will be selected carefully, consistent with the criteria set forth in response to Item 36, in order to create a Board that will bring a broad range of necessary skills and useful resources to the school. We have refrained from committing all of the Board seats before a charter is granted because we anticipate that certain talented individuals will be more willing to commit to Board service once a charter has been granted and because we wish to ensure that the Board will include at least one parent whose child has been offered a place in the school.

Voting:**BWCF designated (3):**

- Carol F. Reich, Founder, *Beginning with Children Foundation, Inc.*
- Joseph H. Reich, Founder, *Beginning with Children Foundation, Inc.*
- Laura C. Bell, Executive Director, *Beginning with Children Foundation, Inc.*

Parent designated (3):

- Judith Aley
- Laura Taylor Swain
- To be chosen by founding parents from the school community after the initial school application and admissions lottery processes have been completed

Joint designated (3):

- To be chosen by above 6 members

Additional Non-Voting Members:

- CPCS Director(s)

Additional information about these individuals is to be found in Attachment I-2.

Attachment VII-36

36. Policy of Qualifications for Trustees

The CPCS board will always include parents of current and/or former students; persons active in the cultural, social and/or business life of the community; persons otherwise committed to furthering the CPCS mission; and persons with professional and/or other skills which will enable the Board to further the mission of the school.

Board members should have a demonstrated interest in education and/or community life, and be supportive of public education, diversity and equal opportunity.

In order to maximize the resources available to realize the CPCS mission, every attempt will be made to promote a Board that represents a diversity of skills and resources. Therefore we will attempt to include individuals who are leaders or have expertise in the following areas:

- Education
- Architecture/Space Planning and Utilization
- Community Institutions and Issues
- The Arts and Sciences
- Healthcare
- Law
- Politics
- Business
- Fundraising
- Management
- Evaluation
- Public Relations
- Social Work

Attachments VII-37 & 38

37. &38. Appointments and Terms of Trustees

CPCS will be governed by a Board of 9 voting members, with the initial board members serving a two-year term. After two years, members will draw straws for 1, 2 and 3 year terms.

Thereafter 1/3 of Board members' positions expire each year. Initial Board members are designated as follows:

- 3 by founding parent group (PG)
- 3 by *Beginning with Children Foundation (BWCF)*
- 3 jointly by parents and *BWCF* (community members) (*Note that these "community" members need not be drawn from the immediate neighborhood of the school. Rather, the positions are intended to enable to school to draw on the resources offered by talented individuals from throughout the metropolitan area.*)
- The Director(s) of CPCS will attend all board meetings (ex-officio status).

The CPCS board is self-perpetuating in that new/replacement board members are elected by majority vote of the board members then in office. Board members are eligible for election to three successive 3-year terms and then must step down for at least 1 year before they become eligible for re-election.

After the initial Board has served for two years, candidates will be designated for open board positions as follows:

- Parents Association may designate one candidate for each open "PG" position.
- *BWCF* may designate one candidate for each open "*BWCF*" position.
- A Nominating Committee, composed of two PG members, two *BWCF* and one community member, designates candidates for open "community member" positions and can also designate alternate candidates, if so requested by a majority of the Board, for other open positions.

BWCF retains the right to designate certain Board members so long as *BWCF* plays a significant role in educational policy, development and life of the school. Either *BWCF* or the Board can terminate the relationship by 75% vote on one year's notice after expiration of the first 5-year charter term.

Attachment VII-39

39. Responsibilities and Obligations of CPCS Board of Trustees**CPCS Board is responsible for:**

- Setting overall institutional and educational policy, including approval of broad outlines for curriculum and school performance standards, testing and personnel policies, major physical plant issues, overseeing audits, and annual budget.
- Hiring School Director and Co-Director; Director(s) will report to Board and can be terminated by the Board subject to the provisions of the applicable employment contract.
- Termination of teachers and other staff by 75% vote (subject to union contract, if applicable)
- Definition and management of relationship with *BWCF*
- Management of relationship with Chartering authority
- Ultimate fiscal responsibility for school and its assets

Unless otherwise specified or required by applicable law, all Board actions may be taken by majority vote of a quorum of Board members.

Board Officers and Projected Committee Structure

Officers and committees (below) will be elected or established and disbanded as necessary by majority vote of a quorum of the Board members then in office:

- Chair
- Vice Chair
- Secretary
- Treasurer
- Executive Committee (Chair, Vice Chair and one other member, in general, one *BwCF*-designated member, one PG-designated member and one community member)
- Nominating Committee
- Personnel Committee (works with Director on hiring, compensation and benefits, personnel policy issues)
- Development Committee (fund raising)
- Audit Committee
- Community Relations Committee
- Grievance Committee

Partners' Council

The Board of Trustees will have the authority to appoint a Partners' Council of up to 15 members as the Board deems necessary or appropriate. Partners' Council members will be chosen on the basis of their willingness and ability to offer relevant expertise and/or support to school (e.g., education professionals, persons with development expertise, legal and/ or other professional advisors, politicians, community leaders, representatives of cultural institutions). Among other things, Partners' Council members may work with Board committees to develop and strengthen community-curricular programs, assist in fundraising, and provide professional expertise.

Attachment VII-40

40. Reporting Structure of School Officials to Board of Trustees

All school employees will report to the Director of the School who will in turn report to the CPCS Board of Trustees. Staff performing functions for which the Co-Director is responsible will report to the Co-Director. Separation and definition of the functions and responsibilities of the Director and any Co-Director will be established by the Board.

Attachment VII-41

41. Policies and Procedures Governing Access to School Records and Provision of Public Documents

CPCS will comply with the provisions of the Freedom of Information Law, an overview of which is provided below, in providing access to school records and public documents.

Freedom of Information Law

The New York Charter Schools Act requires that charter schools comply with the "Freedom of Information Law" (FOIL). When a charter school receives a request for information under the Freedom of Information Law, it must be responded to in the following manner:

- Within five business days of receipt of a written request, the charter school must either make information available 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 on which the request will be granted or denied.
- If an individual is denied access to a record, he or she may, within 30 days, appeal such denial to the Director(s) of the charter school or their designee.
- Upon timely receipt of such an appeal, the school must, within 10 business days of the receipt of the appeal, fully explain the reasons for further denial or provide access to the record sought. The charter school also must forward a copy of the appeal, as well as its ultimate determination, to the Committee on Open Government.

A charter school may deny access to a requested record for a variety of reasons, including that:

- such access would constitute an unwarranted invasion of personal privacy;
- such records are compiled for law enforcement purposes only; and,
- 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.

It also is important to note that, except for records specified in Public Officers Law §87(3), FOIL does not require a charter school to prepare any record that it does not maintain or have in its possession.

Attachment VII-42

42. Policies and Procedures for public meetings and executive sessions of the Board and of the CPCS Administration

CPCS will comply with the provisions of the Open Meetings Law, an overview of which is provided below, with respect to policies and procedures for public meetings and executive sessions of its Board of Trustees.

Open Meetings Law

The New York Charter Schools Act requires that charter schools be subject to the Open Meetings Law. Under New York's Open Meetings Law (Public Officers Law §100 et seq.), every meeting of a public body – which includes a charter school's Board of Trustees – must be open to the general public. Only in limited instances may a charter school's business be transacted in "executive sessions" (see below), where closed-door discussions can occur. The following should serve as a roadmap toward compliance with the state's Open Meetings law.

I. Covered Bodies

Generally, a charter school's Board of Trustees as well as its committees and subcommittees are within the scope of the Open Meetings Law.

II. Covered Meetings

Any time a quorum of Board of Trustees or one of its committees or subcommittees officially gathers for the purpose of discussing public business, the meeting must be open to the public, *whether or not there is an intent to take action, and regardless of the manner in which the gathering may be characterized.* If there is:

- a quorum;
- an "official" meeting, meaning the meeting is not by chance or a casual encounter such as may happen at a social gathering; and
- the meeting is held to discuss public business;

then the meeting must be open to the public.

III. Notice Requirements

- **If a meeting is scheduled at least one week in advance**, notice of its time and place must be given directly to parents (preferably by notice sent home with students) and to the news media. Such notice must be posted conspicuously in one or more designated public locations at least 72 hours before the meeting.
- **For meetings scheduled less than one week in advance**, notice of the time and place of the meeting must be given to the news media, to the extent practicable, and must be posted conspicuously in one or more designated public locations at a reasonable time before the meeting.
- Notice of an impending meeting will be provided as soon as possible after the decision to hold that meeting has been made.
- Business to be transacted may or may not be included in meeting notice
- Notice to the news media may be provided orally or in writing. If oral notice is provided, proper records of that fact will be kept.
- Notice must be posted prominently in the school in areas that parents visit on a regular basis. Other high-traffic sites include the local clerk's office, local branches of the post office, a community hall, etc. In all instances, the goal will be to provide reasonable access of the notice to as many affected and interested people as possible.

IV. Minutes of Meetings

- Minutes must be taken at all open meetings. The minutes must consist of a record or summary of all motions, proposals, resolutions, and any other matter formally voted upon as well as the vote thereon.
- Minutes must be taken at executive sessions of any action that is taken by formal vote which must consist of a record or summary of the final determination of such action, the date, and the vote thereon.

- The minutes of an open meeting must be available to the public with two weeks from the date of the meeting. Minutes of executive session must be available within one week from the date of the executive session.
- In accordance with the Freedom of Information law (Public Officers Law §84 et seq.), minutes taken of open meetings or executive sessions need not contain any matter that is not required to be public.

V. Executive Sessions

- Executive sessions must be conducted *as part of* an open meeting and may not be considered a separate meeting.

Steps to Enter into an Executive Session

- A motion for an executive session must be made during an open meeting.
- The motion must specifically identify the general area or areas of the subject or subjects to be considered. And,
- The motion to conduct an executive session must be carried by a majority vote of the body's total membership.

Permissible Subjects for an Executive Session

Executive sessions may be conducted for the following purposes only:

- Matters which will imperil the public safety, if disclosed.
- Any matter which may disclose the identity of a law enforcement agent or informer.
- Information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed.
- Discussions regarding proposed, pending, or current litigation.
- The medical, financial, credit, or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation.
- The preparation, grading, or administration of examinations. And
- The proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value thereof.

NOTE #1: A public body is prohibited from voting to appropriate public monies during an executive session.

NOTE #2: Under the Open Meetings Law, collective negotiations pursuant to Article 14 of the Civil Service Law are permissible topics for discussion in executive session. However, the Charter Schools Act exempts charter school employees from provisions of the Civil Service Law, and therefore any collective negotiations regarding charter school employees may not be discussed in executive session.

Attendance

Any member of the public body and any other persons authorized by the public body may attend an executive session.

VI. Exemptions from the Law

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).
- Deliberations of political committees, conferences and caucuses. And,
- Any matter made confidential by State or federal law (for example, discussions regarding a particular student's records or children with handicapping conditions as required by the federal Family Educational Rights and Privacy Act).

VII. Enforcement

Any aggrieved person has standing to enforce the provisions of the Open Meetings Law by commencing what is known as an "Article 78 Proceeding" or an action for declaratory or injunctive relief. In any such action or proceeding, the court is authorized, in its discretion and upon a showing of good cause, to declare any action taken in violation of the Open Meetings Law void in whole or in part. Unintentional failures to fully comply with the notice provisions are not alone grounds for invalidating any action taken at a meeting.

43. Attach a description of the process by which individuals may bring complaints to the charter school's Board of Trustees ("Attachment VII-43"). Any individual or group may bring a complaint to the Board of Trustees of a charter school for alleged violations of the law or the charter regarding the management and operation of the charter school.
44. Attach the code of ethics applicable to the trustees, officers and employees of the charter school ("Attachment VII-44").
45. Outline the organizational reporting structure and managerial control established within the charter school ("Attachment VII-45").

VIII. Personnel

46. Attach a description of the charter school's personnel policies. Include in this description: (a) hiring and dismissal policies; (b) qualifications for hiring teachers, school administrators, and other employees; and (c) a description of staff responsibilities ("Attachment VIII-46").
47. State the planned number of classroom instructors at the charter school, offering detail on the number of such instructors for each classroom, each grade, and total number in the school ("Attachment VIII-47").
48. Of the total number of instructional staff, describe the number, if any, of teachers expected to be hired without New York State certification, or alternative certification by the Commissioner, and include a description of the credentials for each of such instructional staff ("Attachment VIII-48"). Charter schools may allow up to 30 percent of the instructional staff or up to 5 teachers, whichever is less, to teach without having required New York State certification or alternative certification by the Commissioner of Education.
49. Attach proposed policies and procedures for any collective bargaining between the management and staff of the charter school. Include whether (a) the staff is expected to be represented by any organization engaged in collective bargaining, and (b) whether staff will be subject to any existing collective bargaining agreements between the school district and its employees ("Attachment VIII-49"). Include in such policies and procedures any guidelines for "reasonable access" to school personnel by employee organizations.

For charter schools with more than 250 students at any point during its first year of operation, instructional employees eligible for representation are deemed to be represented in a separate negotiating unit of the collective bargaining organization representing instructional employees in the local school district. Charter schools with no more than 250 students at any point during its first year of operation are not required to enlist its employees as members of the existing local school district's collective bargaining unit and may be established free of any collective bargaining agreement.

50. The SUNY Board of Trustees can, by law, exempt up to 10 charter schools from the requirement that instructional employees in schools with more than 250 students at any time during their first year of operation are deemed represented in a separate negotiating unit of the collective bargaining organization of the school district. Do you request an exemption from the instructional employee representation requirement?

Yes

No

If "yes," provide a statement explaining the rationale for this request ("Attachment VIII-50").

51. Describe whether any employees of the charter school are expected to be members of a public employee retirement system ("Attachment VIII-51").

IX. Finances And Accountability

52. Detail a start-up budget for the charter school ("Attachment IX-52").
53. Document the availability of start-up capital, and the proposed use for such funds ("Attachment IX-53").
54. Detail the charter school's proposed annual budget ("Attachment IX-54").

Attachment VII-43

43. CPCS Complaint Procedures**Grievance Policy & Committee**

The Director(s) will seek to resolve any individual's complaint to that person's satisfaction promptly, courteously, and without the need for Board intervention. However, any individual may submit a written complaint in person, by fax, or by mail to the office of the Director(s) and the Director(s) will promptly forward that complaint to the Grievance Committee of the Board.

Complaints alleging a violation of the provisions of the New York charter law as well as those areas that are a direct province of the Board of Trustees (see "Board of Trustees Responsibilities") may be brought to the Director(s) who will submit them to the Grievance Committee for consideration. The committee will then make non-binding recommendations to the Board concerning the disposition of a complaint. The Board will consider the committee's recommendation and render a decision.

Grievance Procedure:

To file and process a grievance, the following procedure must be followed:

- 1.) A written complaint is submitted to the Director(s), who then forward the complaint to the grievance committee.
- 2.) The grievance committee meets within seven business days after receiving the written complaint (a conference call may serve as a meeting, if a traditional meeting is not possible). During or within five business days after this meeting, all parties affected must have the opportunity to be heard by the committee.
- 3.) The grievance committee writes up a recommendation and forwards it to the Board of Trustees at large.
- 4.) At the next full meeting, the Board votes on the issue if necessary.

Attachment VII-44

44. CPCS Code of Ethics

All Board members and employees of the CPCS are expected to behave at the highest level of professional standards and ethics.

CPCS Board of Trustees

A Board member may not participate in the Board deliberations regarding matters in which he or she has a financial interest. Participation is defined to include the discussion or review of a proposed contract or project. A Board member is considered to have a financial interest if the Board member or any member of his or her family is an employee, owner, partner, stockholder, director, or trustee of any company with business before the Board. CPCS Board members will make appropriate financial disclosures if a grievance alleging a conflict of interest is lodged.

The Board member may not use his or her position to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person. Board members should avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, the Board member must write a letter disclosing all known facts prior to participating in a Board discussion of these matters. The Board member's interest in the matter will be reflected in the School's Board minutes.

CPCS Board members may not disclose confidential CPCS information they acquire during their tenure on the Board or use such information to further their own personal interests.

Any Trustee who knowingly and intentionally violates any of the provisions of this code may be suspended or removed from office.

CPCS Board of Trustees, Officers and Employees

Except where approved by a majority of the board of Trustees of the School:

- CPCS trustees, officers, and employees may not accept a gift from anyone doing business with CPCS, unless that gift is for the use of the school.
- CPCS trustees, officers, and employees may not use confidential CPCS information for a non-School purpose or disclose it to a private person or firm for a non-school purpose.

- **CPCS trustees, officers, and employees may not accept anything from anyone other than the school for doing their school job.**
- **CPCS trustees, officers, and employees may work on political campaigns on non-school time. They may not ask a subordinate or school parent to work on a political campaign or to give a political contribution.**
- **CPCS trustees, officers, and employees may not act in connection with any lawsuit or administrative hearing as a lawyer or an expert for a private interest if the school's interests are involved.**

Attachment VII-45

45. Organizational Reporting Structure and managerial control within CPCS

The Director(s) will be responsible for the oversight and direction of all areas of school life, including:

Academic Integrity of the School**Student Well Being**

- Academic Achievement and Assessment
- Physical Health
- Emotional Health
- Safety
- Attendance
- Discipline
- Special Needs/Education

Instructional Leadership

- Curriculum Development (initial and ongoing)
- Staff Development
- Program Design
- Assessment
- Technology

Staff Hiring, Management and Development (initial and ongoing)

- Entire school staff including teachers, family outreach, social services etc.

Parent Involvement and Outreach**Community Involvement (institutional and private citizens)**

- Curricular (e.g. museums, arts, libraries, businesses, hospitals)
- Financial – fundraising
- Student Support (e.g. medical, outdoor play/activities, tutoring, mentoring, intern/externships)

Budget and Administration**Fundraising**

Compliance and Reporting (e.g. Human Resources, Safety, Special Education)

Facilities, Food & Transportation

The Board of Trustees reserves the right to divide the foregoing responsibilities among two of more school leaders who would together function as Director. The Director(s) of CPCS report to the Board.

Attachment VIII-46

46. CPCS Personnel Policies**A. Hiring and dismissal policies:**Hiring

CPCS will (a) create positions and provide each with a job description and title, (b) specify the number of persons within each job category, and (c) set the salary and benefits for the position(s). Positions will be created and/or eliminated as determined by the Director(s) and the Board based on the needs of the school.

Dismissal

Teaching and non-teaching staff may be dismissed as determined by CPCS at any time. All compensation and benefits end on the last working day except as otherwise provided by law.

*I. General Terms and Conditions of Employment*Regular Full-time and Temporary Employment

All employees will be subject to a background check and will be required to have their fingerprints taken to verify their criminal history.

Employees may be hired as regular full-time or part-time employees, and as such will be placed on the organization's payroll and will be eligible for employee benefits to the extent provided for under CPCS plans and policies in effect from time to time.

Part-time staff are those who are employed for less than 35 hours per week.

Personnel File

Each employee of the CPCS will have a personnel file containing a copy of the employee contract, performance reviews, and other pertinent employment-related documents. Upon request, employees have access to their own file although it remains the confidential, legal property of CPCS.

Performance Evaluations

To fulfill the educational goals of the CPCS, our teaching staff will be evaluated as an integral part of the assessment strategy of the school. Based on the *BwC* model, student performance is

linked to teacher evaluation. Staff development is, therefore, a critical link in teacher evaluation. Teachers will be evaluated on a schedule to be determined by the CPCS Director in conjunction with the CPCS Board. Feedback will be given in writing and orally. Necessary training will be provided to address teachers' needs, and when provided, will be mandatory. Salary increases and promotion will be based on performance evaluation.

Professional Growth

Professional growth and personal development are of the utmost importance at CPCS. Staff development is one of the most innovative features that we have as an organization and it is the key to our service to the students, parents and community.

CPCS encourages all teaching staff members to pursue a program of continuing professional growth by course work or matriculation in institutions of higher learning, participation in workshops and conferences, membership in professional organizations, and independent scholarship.

CPCS will consider offering additional compensation in recognition of the completion of graduate courses of study, which benefit the educational needs of the school.

CPCS will also provide staff development and training in response to student assessment and teacher evaluations (see above).

Responsibility of Staff for Student Welfare

Staff members are frequently confronted with situations which, if handled incorrectly, could result in danger to school community members, liability to the school and personal liability to the staff member. This policy provides guidelines designed to minimize that possibility and maximize the health and safety of our students. We will maintain the following standards:

- Each teacher must maintain a standard of care for supervision, control and protection of students commensurate with assigned duties and responsibilities.
- A teacher must provide safety instructions as warranted by the prescribed curriculum.
- Each teacher must immediately report to the Director(s) any accident or safety hazard.
- A teacher must not send students on any personal errands.
- A teacher must not transport a student in a personal vehicle without the approval of the Director.

- A pupil shall not be required to perform work or services that may be detrimental to his or her health.
- Pursuant to the laws of the state, each teacher must report to the Director, immediately, any sign of suspected child abuse or drug abuse.

Job Related Expenses

CPCS will reimburse actual and necessary expenses that have been pre-approved by the Director (s) when such costs benefit the operation of the school or the performance of the employee's duties.

The use of an employee's personal vehicle will be considered a legitimate job expense, if approved by the CPCS Director(s), or the use of the employee's vehicle for special or emergency purposes is a recognized part of the employee's job responsibilities. It is reimbursable at the standard IRS- approved rate.

II. Employment Policies

Equal Opportunity Employer

It is the policy of this organization to seek and employ the best-qualified personnel without regard to race, creed, national origin, citizenship, age, sex, marital status, or disability. It is further the CPCS' policy to ensure equal opportunity for the advancement of staff members and equal treatment in the areas of upgrading, training, promotion, transfer, layoff, and termination.

Sexual Harassment

It the policy of the CPCS to prohibit sexual harassment from occurring in the workplace or at any other place where an organization-sponsored events takes place. The sexual harassment of an employee is strictly forbidden.

Sexual harassment includes:

- All unwelcome sexual advances, requests for sexual favors, and verbal remarks or physical contacts of a sexual nature whenever submission to such contact is made, either explicitly or implicitly, a term or condition of employment or the basis for an employment decision affecting the individual subjected to such conduct, and
- Any such conduct which has the purpose or effect of unreasonably interfering with work performance or creating an intimidating, hostile or offensive working environment.

If an employee believes that he or she has experienced sexual harassment, or believes that he or she has witnessed sexual harassment, that employee should immediately notify the Personnel Officer, his or her designee, or any other supervisor with whom the employee feels comfortable.

All reports of sexual harassment will be promptly investigated by the Personnel Officer, or his or her designee who is not involved in the alleged harassment, and will be kept confidential to the fullest extent possible.

If an investigation confirms that harassment has occurred, the Personnel Officer, as directed by the President, include, but not limited to, an official memorandum in an employee's personnel file, salary adjustment, or the termination of the offending employee.

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

Affirmative Action

It is the policy of the CPCS to provide all qualified persons equal access to all categories of employment in this district without regard to the candidate's race, color, creed, age, religion, handicap, gender, ancestry, or national origin or social or economic status.

The CPCS shall appoint an Affirmative Action Officer who shall coordinate all activities designed to implement this policy. It will be the responsibility of the Affirmative Action Officer to study job descriptions, job qualifications, and salary guides for discriminatory practices; develop methods of recruitment to search out sources of candidates for employment; recommend methods of recruitment that will encourage applications that will encourage applications from minorities, females, and other protected groups; review recruiting advertisements and application forms; compare data on the promotion and discharge of employees; and recommend programs that will encourage greater job opportunities for women, and members of minority and other protected groups.

The Affirmative Action Officer shall report to the Board of Directors annually in June the number of complaints received under this policy and the disposition of those complaints. This annual review does not replace serious infractions, which should be reported immediately to the Board for consideration.

The CPCS Director shall establish and maintain appropriate administrative procedures that align with this policy under the mission of the CPCS. All copies of the procedure should be readily available for distribution.

III. Benefits (Subject to full Board Approval)

Vacation Leave

Vacation is earned for regular full-time teaching employees after six full calendar months of employment. Each employee is granted 10 days of paid leave accruing one day at the end of each

calendar month January through October. Unused vacation time may be rolled over from year to year with a maximum of 160 hours (20 days).

Vacation use requests must be made to the Director and approved by the Director, in general it may not be taken while school is in session.

Each employee has 3 personal days upon hire which may be used for illness, bereavement or other personal necessity.

Medical Insurance

The CPCS will select a medical insurance plan, which may include more than one option of provider or provider network, that the organization will provide to each full-time regular employee.

Employee co-payment for health care coverage will be required, and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc). Employee contributions for health care coverage will be automatically withheld from employee paychecks, in an amount in accordance with a schedule maintained by the CPCS.

Dental Insurance

The CPCS will select a dental insurance plan that the organization will provide to each employee. CPCS will fully cover the costs of an individual or family plan.

Life Insurance

The CPCS will provide life insurance policies to its employees in an amount and type in accordance with applicable law.

Worker's Compensation

Injury resulting from accidents that occur while performing official duties on behalf of this school are covered by workers' compensation insurance. Any employee who suffers an injury as a result of such an accident must file a report with the school as soon as possible. Such employee is responsible for any other necessary government policies and procedures.

Disability Insurance

CPCS carries short-term disability insurance in accordance with New York State law. Such insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace. It covers pregnancy as well. Any employee wishing to claim disability must file appropriate reports with CPCS and be responsible for following all necessary government policies and procedures.

Unemployment Compensation

CPCS contributes to the Unemployment Compensation Plan administered by the State of New York.

Administrators' Benefits

Administrators' benefits and coverage package may differ than the above but will be consistent with all applicable laws.

Reservation of Rights

CPCS reserves the right to alter the benefits package made available to employees at any time, consistent with all applicable laws. Each employee will be notified of any change.

B. Qualifications for hiring teachers, school administrators, and other employees:

CPCS' Board will select the Director(s) of the School who will then hire the teaching and non-teaching staff. In each case, positions will be advertised and strategies will be implemented to ensure the consideration of a diverse range of qualified candidates. Personal characteristics, professional experience, and a common vision will be important factors in the hiring process to comprise the best possible team. The Director(s) will develop vehicles for soliciting participation and input from members of the school community (e.g., parents, Board members) in the hiring process.

CPCS will ordinarily seek the following qualities in hiring for the following positions:

The Director(s) will have:

- Educational experience and knowledge
- Relevant administrative experience
- Business acumen
- Leadership skills
- Excellent communication skills, particularly with respect to parents, teachers and other school community members
- Capacity for creating change and structures/processes to support change
- Love of children
- Experience in team-building and developing accountability
- A passion for helping people
- An appreciation for and ability to build community partnerships

The CPCS will hire teachers who have:

- The ability to teach well and inspire children to attain high standards
- Genuine concern for the children in their care
- A sense of creativity and excitement
- Recognition of the importance of literacy and its role in creating success for children
- Excellent social skills inside and outside of the classroom
- Varied educational interests
- Facility in teaching all levels of their chosen area of expertise
- Belief in the ability of all children to succeed

CPCS non-teaching staff will share in common:

- Interest and love of children
- Skills that benefit the learning environment

C. Description of staff responsibilities:

Director(s) of School will attend to or share the following responsibilities, as assigned by the Board:

Leadership of students, parents, and staff in ensuring the academic integrity of the school

Student Well Being

- Academic Achievement and Assessment
- Physical Health
- Emotional Health
- Safety
- Attendance
- Discipline
- Special Needs/Education

Instructional Leadership

- Curriculum Development
- Staff Development
- Program Design
- Assessment
- Technology

Staff Hiring, Management and Development

Parent Involvement and Outreach

Community Involvement (institutional and private citizens)

- Curricular (e.g. museums, arts, libraries, businesses, hospitals)
- Financial
- Student Support (e.g. medical, outdoor play/activities, tutoring, mentoring, intern/externships)

Budget and Administration

Fundraising

Compliance and Reporting (e.g. Human Resources, Safety, Special Education)

Facilities, Food & Transportation

Teaching staff responsibilities:

- Facilitate the best learning experiences possible for students
- Uphold the school's mission
- Hold the children and school to high standards
- Individualize instruction in response to students' individual needs
- Seek out staff training and development
- Volunteer within the school and community environment
- Instill in students a sense of self-confidence and a desire to learn
- Be a positive academic and professional role model
- Communicate effectively with parents about students' progress and needs

CPCS non-teaching staff responsibilities:

- Support students, teachers and the Director(s)
- Perform his/her function to the best of his/her ability
- Seek to grow professionally
- Uphold the CPCS mission
- Add value to the school and the community

Attachment VIII-47

47. Expected Number of Classroom Instructors

The following outlines the number of lead classroom teachers for each year. For grades K through Eight this will yield a student/teacher ratio of 25 to 1. For Pre-K the ratio will be 20 to 1 for the first and second years of CPCS's preschool operation and 17 to 1 thereafter. Additionally, each classroom in all grades will be supported by a full-time teaching paraprofessional.

	Pre-K	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	Total
Year:											
2000		2	2								4
2001	1	2	2	2							7
2002	2	2	2	2	2						10
2003	3	2	2	2	2	2					13
2004	3	2	2	2	2	2	2				15
2005	3	2	2	2	2	2	2	2			17
2006	3	2	2	2	2	2	2	2	2		19
2007	3	2	2	2	2	2	2	2	2	2	21
2008	3	2	2	2	2	2	2	2	2	2	21
2009	3	2	2	2	2	2	2	2	2	2	21

Attachment VIII-48

48. Non-certified Teaching Staff

It is expected that all teachers hired at **CPCS** will be NYS certified or will have comparable certification. In exceptional cases however, teachers may be hired who do not have such certification. In these cases, the individuals hired must be qualified by other means including but not limited to the following:

- artistic, professional, educational, business experience
- significant, successful teaching experience
- expertise in a subject area coupled with a desire to teach children.

In compliance with the New York State Charter Schools Act, at no time will the number of uncertified teachers at **CPCS** be greater than five, nor will they comprise more than 30% of **CPCS**'s teaching staff.

Attachment VIII-49

**49. Proposed Policies and Procedures for Collective Bargaining between
CPCS management and staff**

Because CPCS intends to enroll less than 250 children in its first year, it will be exempt from collective bargaining agreements per the New York State Charter Schools Act.

Attachment VIII-51

51. Public Employee Retirement System

CPCS intends to offer employees attractive and competitive retirement program options. As necessary to attract the most qualified employees, these options may include the Teachers' Retirement System, a 403b or other retirement plan.

52.Start Up Budget - CPCS

			Key Assumptions		Start Up	% of Budget
					Pre Sept 2000	
Students & Staff						
Students K+1	100					
	# FTE	# Mos work prior to openi	Annual Salary			
School Director	1	1	\$ 68,000	\$	5,667	
Co-leader	1	1	\$ 68,000	\$	5,667	
Teachers	4	2	\$ 44,000	\$	29,333	
Paraprofessionals	4	0	\$ 23,500	\$	-	
Special Needs Coordinator	0	0	\$ 55,000	\$	-	
Reading specialists	0	0	\$ 45,000	\$	-	
Admin. Asst.	1	2	\$ 26,000	\$	4,333	
Total Salary Expense				\$	45,000	24.8%
Employee Benefits						
		% of Base Salary				
Health Benefits		19%		\$	8,550	
Retirement - 401K		4%		\$	1,800	
FICA and Other EE Costs		8%		\$	3,600	
Total Benefits		31%		\$	13,950	7.7%
Total Compensation Expense				\$	58,950	32.5%
Supplies						
		Cost/student				
Textbooks & Other books		\$ 75		\$	7,500	
Instructional Paper & Supplies		\$ 75		\$	7,500	
Office Supplies				\$	1,000	
Janitorial supplies				\$	1,000	
Outreach	# Items	Cost/item				
Photocopyin	5,000	\$ 0.15		\$	750	
Mailing	1,500	\$ 1.00		\$	1,500	
Postage	2,000	\$ 0.33		\$	660	
Total Supplies				\$	19,910	11.0%
Contractual						
	# Days/hrs	Cost/item				
Professional Development	0	\$	400	\$	-	
Accounting Finance		Consultation Fee		\$	1,000	
Legal		Consultation Fee		\$	5,000	
Install Computer Network	40	\$	15	\$	600	
Total Contractual				\$	6,600	3.6%
Facility/Capital						
	# Items	Cost/item				
Student Computers	4	\$ 1,500		\$	6,000	
Employee Computers	7	\$ 2,000		\$	14,000	
Printers	6	\$ 1,000		\$	6,000	
Classroom Equipment	# Students	Cost/student				
	100	\$ 280		\$	28,000	
	# Teachers	Cost/teacher				
	4	\$ 1,000		\$	4,000	
Office Furn./Equipment	# Non teach	Cost/non teaching staff				
	5	\$ 750		\$	3,750	
Capital Prep & Fix up				\$	20,000	
Playground equipment				\$	-	
Rent deposit	1 month			\$	10,000	
Security System				\$	1,000	
Phone system				\$	2,000	
Utilities				\$	1,000	
Total Facility/Capital				\$	95,750	52.8%
Total Start Up Costs				\$	181,210	100.0%

Attachment IX-53

53. Availability of Start-Up Capital and Proposed Use

The *Beginning with Children Foundation*, has committed to raising the required \$182K in start-up funds for CPCS. These funds will be raised from two primary sources. The first is through foundation, corporate, and individual donations. Potential funders include the Clark Foundation, Tiger Foundation, Robin Hood Foundation and Charles Hayden Foundation. The second potential source is federal and state funding which is being allocated to the start up of charter schools. *The Beginning with Children Foundation* on the behalf of CPCS intends to apply for these funds and, contingent upon successful application, estimates that approximately \$75K may be available through this channel.

55. Provide a five-year financial plan for the charter school ("Attachment IX-55").
56. Offer evidence that the start-up financial plans, the annual budget, and the five-year fiscal plan are sound ("Attachment IX-56").
57. Detail the charter school's requirements for the performance of program audits and independent fiscal audits ("Attachment IX-57"). Audits must, at a minimum, meet the scope of audits required of other public schools, and all audits must be performed annually.
58. Describe the insurance coverage to be carried by the charter school, including amounts of liability, property loss, and student personal injury insurance ("Attachment IX-58").

X. Physical Facilities

59. Where will the charter school be located [city, address (if known), school district]?

Brooklyn, NY (Prospect Heights, Fort Greene, or Clinton Hill)

If facility is not known at the time of application, the applicant must notify the Charter Schools Institute within 10 days of securing facilities.

60. a) If you already have identified the charter school facility, is it:

- In a newly constructed facility?
- In part of an existing public school?
- In part of an existing private school?
- In all or part of an existing public building?
- In all or part of an existing private building?
- Other: _____

Describe the facility ("Attachment X-60-a").

- b) If you have not identified a charter school facility, describe plans for doing so ("Attachment X-60-b").

61. Will the charter school or its applicants or partners own or lease its facility?

- Own Lease

Describe the ownership or lease arrangement of the facility ("Attachment X-61").

62. Describe the layout of the school: number and size of classrooms; common areas; recreational space; use of community facilities; etc. ("Attachment X-62").
63. Describe residential facilities, if any, at the charter school, such as dormitories, faculty housing, etc. ("Attachment X-63").
64. Attach a description of the transportation arrangements made for charter school students. Include a description of how transportation will be handled for students who would not qualify for public school transportation under state law [Education Law §3635] ("Attachment X-64"). Include in such description any proposed contractual arrangements between the charter school and a school district for any supplemental transportation arrangements, which must be provided at cost to the charter school.

School districts must transport resident charter school students in the same manner as resident students attending private school, that is, students living beyond 2 miles (for elementary) or 3 miles (for high school) must be transported to any charter schools for up to a distance of 15 miles. However, school districts may waive this 15-mile limit.

XI. Future Planning

Attachments IX-54 & 55

54 & 55. CPCS Proposed Annual Budget & Five-Year Financial Plan

CPCS First-Year and Five-Year Budgets have been prepared with careful reference to the following sources:

- *Beginning with Children School* budgets for 1997, 1998, and 1999 to date.
- A Guide to Developing a Business Plan for Charter Schools, February 1998, published by the Charter Friends National Network, St. Paul MN
- Several successful applications for New York State Charters made publicly available by the Charter School Institute, Purchase, NY.
- The New York Charter Center Resource Center Guide, April 1999 Revision, published by the New York Charter Resource Center

This approach has been taken to support sound estimates of projected expenses and revenues. Additionally, in general a conservative approach has been taken through estimating growth in expenses at between three and fifteen percent annually, while estimating growth in publicly funded revenues at three percent annually.

Partnership Model

The **Community Partnership Charter School** will be administered through collaboration between the *Beginning with Children Foundation* and the **Community Partnership Charter School** board and staff. As part of the collaboration, several functions at the school will be monitored and supported by the *Beginning with Children Foundation* during the first five years of the charter, while the CPCS program is in development. These are functions that have been critical to the *Beginning with Children* educational model either in terms of enabling the success of the existing *Beginning with Children School* or they are program functions which are still in development at the *BwC School*. These functions include educational leadership, program design, special needs services, and research and evaluation.

It is important to note that support of these positions at the *Foundation* is not meant to be a permanent replacement for these items within the CPCS budget. The *Foundation* views the creation of CPCS as an extension of the model-building process that began with the creation of the *Beginning with Children School*. *BwCF's* refinement of that model at CPCS will start with improved curricula, hiring practices, collaborative leadership and design, and measurement techniques developed over the years at *Beginning with Children School*. The *Foundation* will monitor progress at the CPCS and provide services through the *Foundation* positions listed in the *BwCF Supporting budget*. Programs will be developed to address needs that arise in any of

the monitored functions during the first five years of the CPCS charter. After the first five years, assuming the charter is renewed, any such programs and the *BwCF Supporting Services* personnel will be moved into the CPCS budget. For this reason, the special needs coordinator and reading specialist positions maintain placeholders in the CPCS budget.

CPCS School-based Budgets

CPCS First-Year

Compensation Expenses

The CPCS school-based staff will be responsible for the day to day operation of CPCS. The *BwCF* personnel identified in the *BwCF* Supporting Services budget will support them in order to successfully implement the *BwC* educational model.

It should be noted that salaries and benefits offered by CPCS are competitive with those offered by the NYC Board of Education. It is our intention to attract the best educators and managers possible. This is only possible if our personnel policies, salaries, and benefits are competitive with those of other NYC public schools.

Fixed Expenses

Ten dollars per square foot annual lease cost is assumed based on CPCS's strategy to occupy suitable space as affordably as possibly in the first five years of school operation. CPCS has identified a tentative space with an annual lease cost potentially much lower than ten dollars per square foot. However, the ten dollar per square foot estimate is retained, in the event such expenditures will be necessary.

Insurance costs are conservative and begin at fifteen percent of lease cost in year one and grow at the rate of student body increase. These figures are based on estimates by several different insurance carriers.

Transportation costs are assumed to be zero as CPCS does not intend to provide transportation beyond that provided by the local school district.

All other fixed expense estimates have been made with reference to data provided by the existing *BwC School* and other relevant sources, including vendor estimates and several New York City charter school budgets.

A healthcare overhead of \$10,000 has been included to address any incidental costs tied to the provision of medical services to CPCS students. This amount does not represent costs of the CPCS health care program which is in development and which will be funded by a partnership between the *BwCF*, Columbia University, and other healthcare partners as appropriate.

In some cases, projected expenses have been augmented beyond a level suggested by available data in order to be conservative.

Variable Expenses

Food service expense estimates are based on actual quotes provided by food service vendors. As CPCS intends to apply for federal reimbursements, it is assumed within the budget that these expenses will be balanced by revenues from the Federal Breakfast and Lunch Programs and receipts from students ineligible for financial aid. The cost per child reflects delivery of pre-prepared breakfasts and lunches to CPCS. Therefore, no costs for food preparation staff have been included. A detail of food program expenses and revenues has been provided in Attachment 20 of this application.

The estimated expenditure for textbooks is \$175 per child in year one. \$75 of this expense is included in the CPCS Start Up budget and the remaining \$100 is included in the CPCS 1st Year budget. The same figures have been applied for Instructional Paper and Supplies.

The student testing and development figure of \$235 per student, is based upon actual BwCS expenses. These expenses represent a portion of assessment and curriculum development costs which are identified as directly tied to individual CPCS students.

Family outreach expenses include such items as mailings to communicate open house, workshops, events and volunteer opportunities to families.

Employee development projections are based on historical BwCS expenses. They reflect the significant investment which will be made, once CPCS staff are hired, to ensure they are trained to effectively and continually assess and address the needs of CPCS students to ensure they will achieve academically commensurate with their abilities.

Capital

Expenses for computers, furniture etc. have been set at zero in year one as these costs have been included in the CPCS Start-Up Budget.

The renovation of facilities figure reflects the strategic decision to minimize capital investments in facilities within the first five years of CPCS operation. More specifically, CPCS will only pursue space opportunities that require minimal renovation estimated at ten dollars per square foot based upon various construction and real estate sources. Assuming the CPCS charter is approved, a permanent facility will be selected after the first few years of operation.

Budget Shortfall

The *Beginning with Children Foundation* has committed to raise the funds necessary to cover the \$211K budget shortfall from CPCS operations in year one. Thereafter, fundraising to cover annual shortfalls will be the responsibility of the CPCS board and staff and will be supported by fundraising leadership and expertise provided by *BwCF*. The role of the *BwCF* will be to support the development of the CPCS fundraising strategy and the identification of potential sources of funding, particularly those with which the *BwCF* has a pre-existing relationship. These funders specifically seek to donate to educational initiatives such as the *BwCF* and the CPCS. The CPCS will then successfully raise the needed funds on its own with the technical support of the *BwCF*.

The major cause of our budget shortfall is the facilities funding. The lack of facilities funds is a new issue to come out of the charter school movement and it is one that the Board of Education budget does not have to address. Though our goal is to work within the system's existing parameters, there is simply no precedent for a facilities campaign within the existing New York City public educational system. We hope that legislation will be passed to address this shortfall in charter school budgets. However, until that occurs the CPCS will fundraise to fill this gap.

CPCS Five-Year

First-Year Budget assumptions serve as the basis for Five-Year Budget assumptions.

Additionally:

- Salaries grow at approximately five percent annually based upon the national inflation rate, job performance and general market competition.
- Benefits grow incrementally by three percent annually.
- Fixed expenses generally grow at between five and fifteen percent annually, excluding costs associated with real estate which grow proportionately to the student body plus five percent for inflation annually.
- Some fixed expenses additionally grow in proportion to the number of students, staff or space occupied plus an incremental minimum of five percent for inflation.
- Food expenses and revenues grow at three percent annually.
- All variable costs grow at five percent annually and are based on the number of students.
- Capital and renovation costs grow proportionate to student/staff and additional space requirements respectively and at an incremental five percent annually for inflation.

In addition to committing to raise funds to cover **CPCS** start up costs and the first year shortfall of \$211K, *BwCF* will provide funding in years one through five as outlined in the *BwCF Supporting Services Budgets*.

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Five Year Operating Budget - CPCS School-based budget

Including Start Up Period			Key Assumptions				
	START UP PRE 9/2000		2000	2001	2002	2003	2004
Students and Staff							
Students K-5	100		100	150	200	250	300
School Director			1	1	1	1	1
Co-Director			1	1	1	1	1
Teachers			4	6	8	10	12
Paraprofessionals			4	6	8	10	12
Special Needs Coordinator			0	0	0	0	0
Reading specialists			0	0	0	0	0
Admin. Asst.			1	1	1	1	1
Base Salaries							
	Annual Salary						
School Director	68,000 \$	5,667 \$	68,000 \$	71,400 \$	74,970 \$	78,719 \$	82,654
Co-Director	68,000 \$	5,667 \$	68,000 \$	71,400 \$	74,970 \$	78,719 \$	82,654
Teachers	44,000 \$	29,333 \$	176,000 \$	277,200 \$	388,080 \$	509,355 \$	641,787
Paraprofessionals	23,500 \$	- \$	94,000 \$	148,050 \$	207,270 \$	272,042 \$	342,773
Special Needs Coordinator	55,000 \$	- \$	- \$	- \$	- \$	- \$	-
Reading specialists	45,000 \$	- \$	- \$	- \$	- \$	- \$	-
Admin. Asst.	26,000 \$	4,333 \$	26,000 \$	27,300 \$	28,665 \$	30,098 \$	31,603
Total Salaries	\$	45,000 \$	432,000 \$	595,350 \$	773,955 \$	868,932 \$	1,181,472
Employee Benefits							
	% of Base Salaries						
Health & Other Benefits	19% \$	8,550 \$	82,080 \$	116,510 \$	156,007 \$	201,168 \$	252,654
Retirement - 401K	4% \$	1,800 \$	17,280 \$	24,528 \$	32,844 \$	42,351 \$	53,190
FICA	8% \$	3,600 \$	34,560 \$	49,057 \$	65,687 \$	84,702 \$	106,381
Total Benefits	31% \$	13,950 \$	133,920 \$	190,095 \$	254,538 \$	328,221 \$	412,225
Total Compensation Expense	\$	58,950 \$	565,920 \$	785,445 \$	1,028,493 \$	1,297,154 \$	1,593,697

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Five Year Operating Budget - CPCS School-based budget
Including Start Up Period

Fixed Expenses	START UP PRE 9/2000		Key Assumptions					
			2000	2001	2002	2003	2004	
Property	# Sq. Ft.	Cost/sq. ft. - 3% annual growth						
Building Lease		1 month deposit	10,000	15,000	20,000	25,000	30,000	
		\$	10	10.5	11.0	11.6	12.2	
Insurance - prop, liab. etc		\$ 10,000	100,000 \$	157,500 \$	220,500 \$	289,406 \$	364,652	
		\$	15,000 \$	22,500 \$	30,000 \$	37,500 \$	45,000	
		Cost/mos						
Energy costs (Heat & Electric)	\$ 500	\$	6,000 \$	9,450 \$	12,600 \$	15,750 \$	18,000	
Security alarm	\$ 200	\$	2,400 \$	2,520 \$	2,646 \$	2,778 \$	2,917	
Cleaning		\$	20,000 \$	34,000 \$	48,000 \$	60,000 \$	70,000	
Communications	Cost/mos.							
Local Phone	\$ 250	\$						
Long Distance	\$ 250	\$	3,000 \$	3,450 \$	3,968 \$	4,563 \$	5,247	
Web Access	\$ 200	\$	3,000 \$	3,450 \$	3,968 \$	4,563 \$	5,247	
Copier Lease	\$ 250	\$	2,400 \$	2,640 \$	2,904 \$	3,194 \$	3,674	
		\$	3,000 \$	3,300 \$	3,630 \$	3,993 \$	4,582	
Purchased Professional Services								
Audit		\$	5,000 \$	5,250 \$	5,513 \$	5,788 \$	6,078	
Accounting	\$ 600	\$	6,000 \$	6,300 \$	6,615 \$	6,948 \$	7,293	
Legal		\$	2,000 \$	2,060 \$	2,122 \$	2,185 \$	2,251	
Technology Support & Upgrades		\$	8,100 \$	8,505 \$	8,930 \$	9,377 \$	9,846	
Classrooms		\$ 1,000						
Discretionary book fund =		\$	4	6	8	10	12	
		\$	4,000 \$	6,300 \$	8,820 \$	11,576 \$	14,586	
Healthcare overhead		\$	10,000 \$	10,500	11,025 \$	11,576	12,155	
Total Fixed Expenses		\$	18,600 \$	189,900 \$	277,731 \$	371,248 \$	469,206 \$	571,549

15% of Lease Cost 1st year - growing annually proportionately to growth in student body

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Five Year Operating Budget - CPCS School-based budget
Including Start Up Period

Variable Expenses	START UP PRE 9/2000		Key Assumptions				
			2000	2001	2002	2003	2004
Food Service	Cost/student						
Cafeteria - Breakfast, Lunch	\$ 576						
Classroom Instruction							
Textbooks + other books	\$ 150	\$ 7,500	\$ 57,600	\$ 88,992	\$ 122,218	\$ 157,353	\$ 194,488
Instructional Paper & Supplies		\$ 7,500	\$ 10,000	\$ 22,500	\$ 24,000	\$ 28,125	\$ 33,750
Field Trips/Special Programs			\$ 10,000	\$ 15,750	\$ 21,000	\$ 26,250	\$ 31,500
Extended day			\$ 15,000	\$ 23,625	\$ 31,500	\$ 39,375	\$ 47,250
Special Education Services			\$ -	\$ -	\$ -	\$ -	\$ -
Summer School			\$ -	\$ -	\$ -	\$ -	\$ -
Student Testing and Development			\$ -	\$ -	\$ -	\$ -	\$ -
Family Outreach			\$ 23,500	\$ 37,013	\$ 51,818	\$ 68,010	\$ 85,693
Photocopying	\$	\$ 750	\$ 750	\$ 1,181	\$ 1,654	\$ 2,171	\$ 2,735
Mailing	\$	\$ 1,500	\$ 1,500	\$ 2,383	\$ 3,308	\$ 4,341	\$ 5,470
Postage	\$	\$ 660	\$ 660	\$ 1,040	\$ 1,455	\$ 1,910	\$ 2,407
Employee Development							
Professional Development			\$ 24,000	\$ 12,600	\$ 13,230	\$ 13,892	\$ 14,588
General & Administrative							
Supplies and Materials	\$	\$ 1,000	\$ 3,600	\$ 4,725	\$ 5,788	\$ 6,837	\$ 7,897
Janitorial Supplies	\$	\$ 1,000	\$ 3,000	\$ 3,938	\$ 4,823	\$ 5,698	\$ 6,581
Maintenance & Repairs			\$ 3,600	\$ 4,725	\$ 5,788	\$ 6,837	\$ 7,897
Postage			\$ 3,000	\$ 3,938	\$ 4,823	\$ 5,698	\$ 6,267
Dues Subscriptions			\$ 500	\$ 550	\$ 605	\$ 668	\$ 732
Total Variable Expenses		\$ 18,910	\$ 156,710	\$ 222,938	\$ 292,008	\$ 367,162	\$ 447,253

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Five Year Operating Budget - CPCS School-based budget

Including Start Up Period

Key Assumptions

		START UP PRE 9/2000	2000	2001	2002	2003	2004
Capital Requirements							
Student Computers	\$	6,000 \$	- \$	6,300 \$	8,269 \$	6,946 \$	14,586
Employee Computers	\$	14,000 \$	- \$	6,300 \$	6,615 \$	6,946 \$	7,293
Printers	\$	6,000 \$	- \$	4,200 \$	4,410 \$	4,631 \$	7,293
Classroom Furniture	\$	32,000 \$	- \$	14,700 \$	15,435 \$	16,207 \$	17,017
Office Furniture	\$	3,750 \$	- \$	2,100 \$	2,205 \$	2,316 \$	2,431
Electronics	Cost/item						
TVs, VCRs, Projectors	\$		2,000 \$	1,050 \$	1,103 \$	1,158 \$	1,216
Renovation of Facilities	\$ 10 \$	20,000 \$	100,000 \$	52,500 \$	55,125 \$	57,881 \$	60,775
Other							
Phone System	\$	2,000 \$	- \$	615 \$	471 \$	381 \$	320
Total Capital Expenses	\$	83,750 \$	102,000 \$	88,553 \$	94,459 \$	97,333 \$	111,843

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Five Year Operating Budget - CPCS School-based budget

Including Start Up Period

Key Assumptions

	START UP PRE 9/2000	2000	2001	2002	2003	2004
Expense Summary						
Compensation	\$ 58,950	\$ 565,920	\$ 785,445	\$ 1,028,493	\$ 1,297,154	\$ 1,593,697
Total Fixed Costs	\$ 18,600	\$ 189,900	\$ 277,731	\$ 371,248	\$ 469,208	\$ 571,549
Variable Expenses	\$ 19,910	\$ 156,710	\$ 222,938	\$ 292,008	\$ 367,162	\$ 447,253
Other Capital	\$ 83,750	\$ 102,000	\$ 88,553	\$ 94,459	\$ 97,333	\$ 111,843
Total Expenses	\$ 181,210	\$ 1,014,530	\$ 1,374,668	\$ 1,786,207	\$ 2,230,854	\$ 2,724,342
Expenditure/student	1,812	10,145	9,164	8,931	8,923	9,081
Revenue						
Public Funding	Per Student					
Charter Schools/pupil funding	\$ 6,207	\$ -	\$ 620,700	\$ 977,803	\$ 1,368,644	\$ 1,796,345
Charter School start up grant	\$ -	\$ 75,000				
Federal Charter School Grants	\$ -	\$ 50,000	\$ 50,000	\$ 50,000		
State Charter School Grants						
Title One						
Private Contributions						
BwCF	\$ -	\$ 181,210	\$ 211,230			
Food Programs	\$ 576	\$ -	\$ 57,600	\$ 88,992	\$ 122,216	\$ 157,353
District Textbook Allocation						\$ 194,488
Total Revenues	\$ 181,210	\$ 1,014,530	\$ 1,116,595	\$ 1,540,859	\$ 1,953,697	\$ 2,457,882
Net Operating Surplus (Deficit)	\$ -	\$ -	\$ (258,073)	\$ (245,348)	\$ (277,156)	\$ (266,460)
Real Estate Costs:						
Occupancy - Rent	10,000	100,000	157,500	220,500	289,406	364,652
Occupancy - Renovations	20,000	100,000	52,500	55,125	57,881	60,775
Subtotal Real Estate	30,000	200,000	210,000	275,625	347,288	425,427
Operating Surplus (Deficit), excluding Real Estate	\$ 30,000	\$ 200,000	\$ (48,073)	\$ 30,277	\$ 70,131	\$ 158,987
Expenditure/student, excluding Real Estate	1,512	8,145	9,485	8,780	8,643	8,561

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BWCF Supporting Services Budgets**BWCF Supporting Services First -Year**

Expenses include the professional support necessary to implement the *BwC* model at CPCS, along with the fundraising costs associated with raising funds for this support.

All estimates shown are based upon current *Beginning with Children Foundation and School* data, supplemented by data from other charter school information resources as previously outlined.

BWCF Supporting Services Five -Year

First- Year Budget assumptions serve as the basis for Five- Year Budget assumptions.

Additionally:

- Salaries grow at five percent annually.
- Benefits grow incrementally by three percent annually.
- Developmental/fundraising is estimated at 10% of funds raised based on actual *BwCF* costs.

Five Year Budget - BWCF Supporting Services

	Key Assumptions					
	2000	2001	2002	2003	2004	
Students & Staff						
Students, Pre K-5	100	150	200	250	300	
Special Needs Coordinator	0.2	0.2	0.3	0.4	0.5	
Reading specialists	0.2	0.2	0.3	0.4	0.5	
Base Salaries						
Special Needs Coordinator	\$ 11,000	\$ 11,550	\$ 18,191	\$ 25,468	\$ 33,426	
Reading specialists	\$ 9,000	\$ 9,450	\$ 14,884	\$ 20,837	\$ 27,349	
Total	\$ 20,000	\$ 21,000	\$ 33,075	\$ 46,305	\$ 60,775	
Employee Benefits						
	% of Base Salaries					
Health & Other Benefits	19%	\$ 3,800	\$ 4,190	\$ 6,928	\$ 10,185	\$ 14,036
Retirement - 401K	4%	\$ 800	\$ 882	\$ 1,459	\$ 2,144	\$ 2,955
FICA	8%	\$ 1,600	\$ 1,764	\$ 2,917	\$ 4,288	\$ 5,910
Total Benefits	31%	\$ 6,200	\$ 6,836	\$ 11,304	\$ 16,617	\$ 22,901
Total Compensation Expense	\$ 26,200	\$ 27,836	\$ 44,379	\$ 62,922	\$ 83,676	
Variable Expenses						
Development/Fundraising	10% of funds raised	\$ 2,620	\$ 2,784	\$ 4,438	\$ 6,292	\$ 8,368
Total Variable Expenses		\$ 2,620	\$ 2,784	\$ 4,438	\$ 6,292	\$ 8,368
Expense Summary						
Compensation		\$ 26,200	\$ 27,836	\$ 44,379	\$ 62,922	\$ 83,676
Variable Expenses		\$ 2,620	\$ 2,784	\$ 4,438	\$ 6,292	\$ 8,368
Total BWCF Expenses related to CPCS		\$ 28,820	\$ 30,619	\$ 48,817	\$ 69,215	\$ 92,044
Total Expense/CPCS student		\$ 288	\$ 204	\$ 244	\$ 277	\$ 307

Total Funds Committed to be raised by the Beginning with Children Foundation

The funds committed by the *Beginning with Children Foundation* are as follows:

	Pre-Opening	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Purpose							
Start Up	\$182K						\$182K
Budget Shortfall		\$211K					\$211K
Supporting Services		\$29K	\$31K	\$49K	\$69K	\$92K	\$270K
							\$663K

Residual funds within the CPCS budgets, which will be raised by the CPCS board and staff, are as follows:

	Pre-Opening	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Purpose							
Budget Surplus (Shortfall)	\$0	\$0	(\$258K)	(\$245K)	(\$277K)	(\$266K)	(\$1,046K)
Budget Surplus (Shortfall), excluding real estate	\$30K	\$200K	(\$48K)	\$30K	\$70K	\$159K	\$441K

CPCS board and staff efforts to raise the funds shown will be supported by the fundraising experience of *BwCF*. Additionally, fundraising potential will be a criterion considered when selecting candidates to fill the open CPCS board member positions.

Attachment IX-56

56. Evidence of Soundness: Start Up, Annual Budget, Five Year Budget

As noted above, CPCS start-up, annual, and five-year budgets have been prepared with careful reference to the following sources:

- *Beginning with Children School* budgets for 1997, 1998, 1999 to date.
- *A Guide to Developing a Business Plan for Charter Schools*, February 1998, published by the Charter Friends National Network, St. Paul MN
- Several successful applications for New York State Charters made publicly available by the Charter School Institute, Purchase, NY.
- *The New York Charter Resource Center Guide*, April 1999 Revision, published by the New York Charter Resource Center

Additionally, the following qualified individual and organization has reviewed the CPCS budgets for accuracy and soundness.

- Rothstein & Kass – Professional Accounting Firm, C.P.A for *Beginning with Children Foundation, Inc.*

Attachment IX-57

57. CPCS Audit Requirements

Formal audits will be conducted annually to assess CPCS's performance against academic and non-academic goals. These audits will be conducted at the end of each school year by independent auditor (s) selected by the CPCS Board of Trustees in conjunction with the State Board of Regents.

With respect to academic performance, student results on standardized tests required by New York State and New York City will serve as a primary means to measure CPCS performance with regard to achieving New York State Learning Standards. Additional measures of student performance, as outlined in items 29, 30, and 31 of this application, will be included as part of the annual audit. CPCS student performance on all the above measures will be evaluated against norm and criterion references where possible, in order to determine how CPCS children are performing compared to expectations and compared to children in other public and private schools. As part of the annual audit, each child's cumulative academic progress will be presented, to ensure that students are meeting academic goals and to identify any areas where additional focus is needed.

With respect to fiscal performance, annual audits will be conducted by a certified public accountant in accordance with generally accepted auditing standards. These audits will be designed to: ensure sound financial practices; enable evaluation of operations in order to identify areas for more efficient use of resources; enable development of a replicable financial model for charter school operation; and serve as a guide to fund raising efforts for successive years.

Attachment IX-58

58. CPCS Insurance Coverage

CPCS will carry the following types of insurance through a reputable insurance provider, potentially in a discounted group package with other BwC model schools:

General and Professional Liability: Protects the charter school against claims for bodily injury, property damage, personal injury, and libel & slander. We will be covered at a \$2,000,000 aggregate.

Property Insurance: Covers the loss or damage of property in the custody of the charter school from fire or other casualty. Coverage includes building and business personal property; property of others on the premises; losses from business interruption & "extra expenses"; electronic equipment coverage; valuable papers; and boiler and machinery breakdown. Limit of liability is \$150,00 on contents of a school (books, desks, educational tools) and \$300,000 for business interruption including extra expense in case of a loss requiring continued operations.

Director and Officer: Protects the charter school officers and Board of Trustees from "wrongful acts" claims, such as discrimination, that do not involve bodily injury, including exposure to financial loss from such things as bad professional advice, imprudent actions of others, etc.

Umbrella Liability: Provides excess protection and increased limits for property and professional policies. The coverage is for \$4,000,000.

Workers Compensation: As required by state law. This policy will be provided through New York State's State Insurance Fund (SIF) or through private insurance providers. Coverage amounts are set by law.

To the extent the school owns or operates vehicles, it will also carry **Automobile Liability:** Covers liability for the use of vehicles owned, leased, or operated by the charter school. This policy would include any necessary insurance coverage for school buses. **CPCS** does not expect to engage in the direct ownership or operation of vehicles during the initial charter period.

Attachment X-60-a

60. CPCS Facilities Plan & Description**A. Plan**

The parent group has formed a facilities subcommittee that includes architects, lawyers, parents, and other professionals with relevant experience. This committee has identified and reviewed thoroughly a number of open market rental and purchase/renovation opportunities in the target neighborhoods. Several of these locations are attractive as potential long-term sites for CPCS.

In light of the lack of capital funding available under the Charter Schools Act, and the relatively small initial size of CPCS, our short-term plan is to house the school in a temporary space for the first 1-2 years pending potential acquisition and development of a larger permanent facility. Our efforts are focused on below-market/nonprofit opportunities and we are currently considering space at the Meeting House of the Brooklyn Society of Friends as a start-up site (see Appendix ____). This space is located within a mile of the neighborhoods targeted for outreach, but it is convenient to those neighborhoods and to public transportation. The space is amenable to elementary school conversion and fits well within the constraints of our initial operating budget. Our request for use of the space is under review by the Brooklyn Society of Friends board of directors. Pending word on that facility, work to identify and develop alternative space opportunities continues in consultation with local real-estate brokers, the Non-Profit Facilities Fund, Inc. and other community resources.

Attachment X-60-b

B. Description

The Meeting House of the Brooklyn Society of Friends is located at the intersection of Schermerhorn Street and Boerum Place in downtown Brooklyn. It is currently being used as a meeting house of worship by the Friends' Society on Sundays and some evenings, and is currently occupied during the day by an early education program, which is moving to a larger space a few blocks away this Fall (1999). The overall building dimensions are approximately 50' x 70' with an adjacent playground of approximately 25' x 70'.

The building consists of a basement with clerestory windows for natural light and ventilation, which has two classrooms; corridor with cubbies; stairs to the floors above and to the outdoor play yard; maintenance, mechanical and bath rooms. The space is already finished for early educational use with sinks in the classrooms for "wet" play, a tiled floor in the painting area, etc.

The first floor has a large space suitable for two classrooms; a kitchen and lunchroom area; a library/office; bathrooms; entry foyer and stairs up and down.

The second floor includes one large meeting room, with corridor and stairways. This space would be shared with the Society for their use beyond the hours of CPCS, and can be easily used for music and dance classes without modification.

The third floor consists of two spaces suitable for classrooms or office areas. The building has good light and egress. As it is already outfitted as a school, it is a convenient facility in which to begin our operations. The building could accommodate CPCS for up to two years. There is a further possibility of leasing additional space in the building's annex, part of which is currently leased to the NYC Board of Education for classrooms.

Attachment X-61

61. Own or Lease of CPCS Facility

It is expected that the initial CPCS facility will be leased. Subsequent facilities will be leased or acquired as needed, consistent with programmatic and budgetary requirements and constraints.

Attachment X-62

62. CPCS Facilities Layout

See application item 60b. See Appendix G.

63. Residential Facilities

Not applicable.

Attachment X-64

64. CPCS Transportation

The public school district bears the primary responsibility and costs associated with transporting students to a charter school, including special arrangements made for special needs students. CPCS will work with the New York City Board of Education to provide transportation equally to all children in like circumstances based on the Board of Education's existing services and policies.

Attachment XI-65

65. CPCS Future Expansion

As described in item 16 of this charter, CPCS intends to open in September 2000 with approximately one hundred children and to grow each year by approximately fifty children.

CPCS's facilities and staffing needs will grow with its student body. For example, CPCS will initially utilize approximately ten thousand square feet of program space, based on a targeted one hundred square feet of space per student. Subsequently, CPCS facilities will expand as necessary through subleasing arrangements, renovation or transfer to larger space in order to accommodate more students and staff.

Budgetary impacts of future expansion are shown in the five-year budget provided in item 55 of this application.

Attachment XI-66

66. Transfer of CPCS Student Records/Disposition of School Assets

In the event of dissolution, students and student records will be promptly referred to their home district for transfer recommendations and enrollment in available programs. CPCS would take all measures possible to avoid such dissolution during the school year in order to minimize potential negative effects for students and families. Additionally, any such action would take place as quickly as possible, to minimize potential negative effects.

In such an event, CPCS would dispose of school assets at fair value or donate them to another school in the area. All outstanding debts will be the responsibility of CPCS.

The Board of Trustees will select a school district or charter school to receive any remaining net assets of CPCS and oversee the transfer of those assets to the designated recipient institution.

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- 65 Describe any intention to expand the charter school, including physical expansion, anticipated growth in the school's budget or other financial expansion, expansion in the grade levels served, or expected increases in the student population ("Attachment XI-65").
 - 66 Describe plans for the transfer of students and student records, and for the disposition of school assets, including the satisfaction of any outstanding debts in the event of dissolution of the charter school ("Attachment XI-66"). In the event of dissolution, remaining assets of a charter school are to be transferred to the local school district or another charter school within that school district.

Please complete the Transmittal Form and Cover Sheet to include with your application submittal.

BEGINNING WITH CHILDREN FOUNDATION

July 20, 1999

BRIEF PROGRAM DESCRIPTION

The *Beginning with Children Foundation* provides supplemental funding and educational direction and support to the *Beginning with Children School*, a public elementary school independent of district control, located in the Williamsburg section of Brooklyn. The *BwC School* was designed to reverse the negative performance trend in publicly educated students through a public/private partnership and to serve as a model of elementary school reform in New York City. Based upon the success of the *BwC School*, the school has been invited by the Chancellor to convert to a charter school under the recently passed legislation in New York State. In addition, the *BwC Foundation* is intensifying its efforts toward the replication and dissemination of the *Beginning with Children* model through the New York State charter school movement.

BACKGROUND

The *Beginning with Children Foundation* was conceived in 1989 by Joseph and Carol Reich to create and support a school that would have a significant positive impact on the lives of its students by providing an outstanding education to an under-served population. The *Beginning with Children School* subsequently opened its doors in 1992 in Williamsburg, Brooklyn, with the goal of providing a small, public school that focused directly on the academic, social, and physical needs of its inner-city population while remaining accountable at all levels. In developing the *BwC School*, the Reiches formed a partnership with Pfizer Inc, the Brooklyn Borough President, and the New York City Board of Education. This partnership has created a public elementary and middle school, independent of local district control, which now serves as a model of public school reform in New York City.

In July 1994, the Board of Education designated the *BwC School* as the only model "demonstration" elementary school in the City. In 1997, the *BwC School* was asked to participate as an independent pilot school in the Chancellor's School-Based Budgeting Initiative, which aims to further systemic educational reform in New York City through the development of school-based budget control. We have been working closely with the Deputy Chancellor for Operations on this project and had a version of this budget plan in place for the 1998-1999 school year.

In addition, in June 1997, based on the 1997 annual citywide test results, the *BwC School* received the New York City Literacy Hero Award from the Mayor and Chancellor for being the most improved elementary school in New York City. Our results for 1998 on these tests demonstrated continued success. In 1999, despite the increased difficulty of the citywide tests, 52.6% of our children in grades 3 and 5-7 were at or above grade level in reading compared to 44.6% for children in the same grades citywide; 59.9% of our children in grades 3 and 5-7 were at or above grade level in math compared to 49.3% for children in the same grades citywide.

As of September 1999, the *BwC School* will serve 411 children in Pre-K – 8th grade. The *BwC School* staff will consist of a principal, an assistant principal, 26 teachers, a guidance counselor, teaching para-professionals, administrative staff, student teachers, university interns, and other volunteers. Plans are underway for the construction of the *BwC* upper school and at full capacity the *BwC School* will serve 468 students. The student population of the *BwC School* is drawn from local neighborhoods in Williamsburg and the surrounding area, an industrial, urban environment where the high school dropout rate has been as high as 80%, among the worst in New York City. Last school year, *BwC School* students were approximately 55% Hispanic, 35% African American and 10% other origins, and 80% of *BwC School* children were eligible for free and reduced lunch.

It is in this setting that the *BwC School* operates — and flourishes. The primary focus of the *BwC School*'s curriculum is academic excellence. We are committed to a vision of learning that ensures a solid academic foundation for all areas of learning throughout the elementary and middle school curriculum, including reading, math, science, and social studies. The program has been developed to respond to the particular needs of our student population, and has been augmented to include a computer curriculum, lab science, second language learning and music and arts programs, which are not currently components of the standard public school curriculum.

The *BwC Foundation* is a public §501(c)(3) not-for-profit organization with a full-time staff of seven people, part-time staff of two people, in addition to Joseph and Carol Reich who are involved on a daily basis. The *BwC School* is a public school and receives normal *per capita* funding from the Board of Education. Monies raised by the *BwC Foundation* augment the *BwC School* curriculum and provide school design services, in addition to supporting our broader public education reform efforts.

In December 1998, New York State joined 34 other states in enacting charter school legislation. This new charter law provides the *BwC School* with an opportunity to legally achieve the status it has been working toward for the past seven years. Chancellor Rudy Crew has invited the *BwC School* to officially convert to a charter school under the new law and we are actively exploring this opportunity. The *BwC Foundation* has also formed a partnership with a group of parents to assist them in the formation of a new school with the *BwC* educational, fiscal and governance model as a base. In partnership with this parent group, the *BwC Foundation* is in the process of planning for the creation of a new school and will be applying for charter status for the school in October 1999. In addition, the *BwC Foundation* is working toward the broader dissemination of the *BwC* model, through the creation of other new charter schools as a venue for public education reform in New York City.

GOALS

The *BwC School* was designed to reverse the negative performance trend in publicly educated students through a public/private partnership and to serve as a model for other schools and communities that face the same urban and educational crises. The *BwC School* is dedicated to the intellectual and social growth of the children it serves. Its goal is to provide these children with the knowledge essential to become participating citizens in their community and in society at large, and to provide them with the tools to make choices in life, choices not dictated by lack

of education or knowledge. The *BwC School* hopes to instill in all its children an essential confidence which will permit them to acquire new skills as they move through life.

As a model school, the *BwC School* is committed not only to educational accountability, but to fiscal accountability as well. Our primary emphasis is on teaching the essential basic skills. As we endeavor to create the atmosphere and infrastructure that is required to provide such an education, we are aware that, in the long run, one significant measure of our success will be the degree to which our format permits replication. One important element of replicability is overall cost. If we are to serve as a fiscal model, we must be able to educate our children while maintaining a budget that could be supported, in the long run, through public funding. As a consequence, our philosophy has been and continues to be one of fiscal responsibility.

FUNDED PROGRAMS

This year, the *BwC Foundation* will allocate one third of its funding to support our efforts to replicate and disseminate the *Beginning with Children* model. This allocation will include the estimated costs for the planning and start-up of at least one new charter school for which we anticipate applying for charter status in the fall 1999. The *BwC Foundation* also continues to augment the Board of Education allocation to the *BwC School* to enhance its curriculum and provide school design services. Funds expended by the *BwC Foundation* are dedicated to programs we believe will provide our children with an excellent education. These programs are designed and evaluated by the *BwC Foundation* and have been, or we expect will be, integrated into and run by the *BwC School*, and eventually paid for by the Board of Education. Some of the *BwC Foundation* programs, including the K-8 Science, Extended Day, Extended Year, Library and Family Involvement Programs, have been assimilated into the Board of Education budget through our school-based budgeting work. Below are summaries of the initiatives and programs that we have developed and consider critical to our success.

Budget Control/Conversion to Charter School

The *BwC Foundation* has been working to further systemic educational reform in New York City through the development of a school-based budget. Since 1997, we have been working closely with the Deputy Chancellor for Operations on this project and have together developed a budget that is in place for the 1998-99 school year. Through this collaborative effort with the Board of Education, we have been able to provide a clearer picture of the real cost to educate a child. We have also created a methodology that allows our school and others to design a performance-based budget reflecting the needs of the students and school. We have already begun the process of presenting a proposed budget to the Board of Education and are working together to create a school-based budget for the next school year.

Our ultimate goal, however, has always been to achieve full autonomy in creating our budget, without the constraints of bureaucracy that we still encounter. The recent passing of charter school legislation in New York State allows the *BwC School* to achieve the budget control we have been seeking. We received validation of the *BwC* model, including our school-based budget work, through the Chancellor's invitation to convert the *BwC School* to a charter school. The methodology we have developed to create a school-based budget will be instrumental in

allowing us to quickly produce a budget for a charter school. Such a conversion will enable us to complete our movement from abstract budget numbers, to generating a budget with the Board of Education, to an actual, real budget entirely based on the school's needs. As a charter school, the *BwC School* will also continue to serve as a budgetary model applicable to all public schools in New York City.

Curriculum Development, Staff Development, and Assessment

The *Beginning with Children* educational model derives from a tripartite process of assessment, staff development and curriculum development. It is essential that each child be accurately assessed for teachers to follow the children's progress, that teachers revise their curriculum in response to those assessments, and that teachers receive the training they need to support the children's learning in the classroom. In the development of the *Beginning with Children* model, we discovered that our assessments demonstrated that our children fell within the normal range of language ability when measured in kindergarten. We measure language ability as a baseline for literacy development, as it is the best predictor of later reading performance. Therefore, we are able to show that our children have the ability to be successful learners. This knowledge underpins the success of our model. We also found, however, that when we later tested the children for acquisition of literacy and numeracy skills, our children had low skill levels due to lack of exposure to literacy and math experiences and materials in their homes. The *BwC School* reading and math curricula has been developed to address the cause of that disparity through exposure, instruction, and practice in basic skills in all subject areas, for all grades, throughout the day.

In addition, our teachers are aware and have been trained to understand the disparity we have seen in our assessments of the children. After the initial discovery and understanding of this disparity, we provided our teachers with a heavy infusion of staff development. We had a Staff Developer not only work with teachers to learn effective use of their curricula, but also trained new teachers and re-educated experienced teachers in basic skills instruction. During that time, teachers honed their teaching techniques and refined their teaching strategies. Presently, through our continual assessments of the children, teachers recognize how to develop or change their curricula and where they need training in specific areas. We have also honed our hiring practices and standards, through our UFT School-Based Option Plan, by hiring new teachers for the *BwC School* that match specific skill sets. The *BwC Foundation* continues to sponsor teacher participation in courses, workshops, seminars and conferences, which strengthen teaching skills and broaden teachers' professional horizons.

Special Needs Program

The Special Needs Program is a natural outgrowth of the *BwC School's* focus on the individual needs of its children and the high standards of achievement held for students in the school. Many of our youngest children come to school with psychological, behavioral, and learning problems of sufficient magnitude to interfere with their ability to function in the classroom. These children may be part of a dysfunctional family or dealing with feelings of inadequacy or lack of self-esteem. They may be victims of emotional or physical abuse. They may be angry, violent, withdrawn, or antisocial. They may suffer neurological or brain dysfunction as the result

of *in utero* drug exposure or malnourishment. In short, we deal not just with the child in the school, but with the environment that has produced the child as well.

To assure our children's educational success, the *BwC Foundation* believes that the development of a comprehensive Special Needs Program is essential. This past year, services that have been in place at the *BwC School* include a Special Needs Coordinator, two special-education teachers, two reading teachers, undergraduate and graduate student interns, a Board of Education Guidance Counselor/Social Worker, and a school-based support team (Social Worker, Educational Psychologist, and Evaluator). The program, as developed by the Special Needs design team, has progressed to the point where services can be managed and advanced by the Special Needs Coordinator. The responsibilities of the Coordinator has included overseeing and guiding the individual services for each child with special needs, from the identification of potential problems through the solution and provision of services to the child. The next phase of this program, which the Coordinator is currently developing, is the investigation, development and implementation of preventative solutions. The Columbia University School Psychology Program has become an essential partner in this effort. Our long-term plan is to integrate into the *BwC School* community a broad-based, comprehensive child health and family services program. A full complement of services would include the existing services and the development of a liaison with a hospital and on-site school psychology services.

Technology Program

The early inclusion of computers and appropriate software in the classroom activities of all *BwC School* students is an essential part of the school plan. Through the use of a computer-based literacy curriculum, we have been able to bolster our traditional curriculum by developing literacy skills in our children in an on-screen presentation format. We have used a battery of other computer programs to develop and sharpen our students' general learning skills, as well as specific computer skills, which will enhance their chance of success in future work-based environments. We have installed a computer network in the school and specific classrooms have been equipped with internet access. We have collaborated with the Dalton School and are currently working with a computer consultant to develop and implement staff-development technology programs which will allow all teachers to independently assess and design their own computer curricula in their classrooms. During the 1998-99 school year, three classroom models were developed. We plan to continue with this staff-development work and expand these programs throughout the *BwC School* classrooms.

Library Development

Nothing is more critical to the development of sophisticated literacy skills than the availability of books. Through the auspices of the Robin Hood Foundation, over 100 individuals and corporations have made in-kind donations of goods and services to design and build a library for the *BwC School*. An innovative design team developed the overall plan and construction has been completed. Although the library is presently in use, we are in the process of preparing the library to be fully operational by September 1999. The Robin Hood Foundation has secured over 10,000 new books donated by major publishers for the library and for use in individual classrooms. These volumes have been handpicked by the *BwC Foundation's* library consultant,

one of the country's most respected experts in children's literature, to be both age appropriate and of the highest possible quality. These selections are being supplemented with similar books purchased with Board of Education funds. The *BwC Foundation* has hired a multi-media specialist to manage the shelving and electronic cataloging of the new collection and to run this twenty-first century library. We plan to assimilate the costs for this librarian into our Board of Education allocation to the school for the next school year.

Science Program

The development and testing of the science curriculum for kindergarten through sixth grade was completed at the end of the 1997-1998 school year. Our Science Specialist, an experienced teacher who taught science in a private preparatory school for more than 15 years, developed the curriculum, which is both hands-on and experience-based. Both content and professional development standards are aligned with the *National Science Education Standards* developed by the National Research Council. With the help of our science specialist, we developed the science curriculum for the 7th grade over the last school year and will continue this work into next year to complete the 8th grade science curriculum.

Music Program

An important part of a solid school curriculum, in our view, is the integration of diverse subjects into a seamless unity. The thrust of our music program, therefore, is the integration of music with our reading, math, science, and social studies curricula. The rule-bound structure of music provides a parallel to the rules and structures of language, syntax, and mathematics. Development of a child's understanding of rhythm, accent, and melody serves to strengthen parallel cognitive skills in other learning spheres. Our music curriculum for early education has been fully developed and is serving children in pre-kindergarten through second grade. The program includes singing, movement, the use of instruments, and writing/reading of musical notation. We plan to develop a music curriculum to reflect a learning progression throughout the upper grades, including third through eighth grade. The future direction for the program, especially as the children grow older, will be to develop a performance-based component, eventually including the development of a school chorus and dramatic musical productions.

Arts Program

We believe that the arts can be used as a nexus for interdisciplinary curriculum development. Among other things, the arts can play a central role in developing children's verbal and visual skills. In addition, oral, reading and writing skills help children to prepare for and reflect upon what they see and record in their drawings. The goal of our arts program is to enable children to regard drawing as another language for recording their experiences and generally gain exposure to the arts. We are collaborating with the Art and Design Education Department at Pratt Institute to develop an arts curriculum for the *BwC School* beginning with grades K-1 and 4-5. Through the arts curriculum, children use a variety of materials and means to express various themes through in-depth observations and provide multiple perspectives on an experience. The program also enables Pratt students to gain valuable teacher training, as well as provide staff development in arts instruction to *BwC School* teachers.

Mentoring Program

Teachers at the *BwC School* have recognized the need for our children, especially in the upper grades, for steady, adult role models outside of their families and school. Many of our children are from single parent homes, have behavioral issues, and generally would benefit from additional support during their maturation process. We have developed a mentoring program for the 7th and 8th grades in response to these needs. Our mentoring program is an educational enrichment program and relationship building program. Mentors will meet one-on-one with a child for at least one school year to provide help with homework, school projects and academic areas of difficulty. Mentors will simultaneously work on building a caring relationship with their mentee based on friendship, support and positive role-modeling.

Upper School Development

Parents of the *BwC School* students recognize that their children have experienced a positive environment not typical of public school education and are concerned about the availability of similar positive upper-school environments. The parents are unanimous in their desire to have their children continue to receive the same personal attention and unique educational opportunities through the critical middle years. The *BwC Foundation* and *School*, through a consortium of private and non-profit partners, have developed plans to expand the *BwC School* to include the upper grades (6th, 7th and 8th). This would allow the children to continue to benefit from the educational philosophy and professional dedication currently offered them at the *BwC School*.

In June 1999, the Board of Education passed a resolution to approve the construction of the upper school. Last year, we held 6th and 7th grade classes at the *BwC School*. However, we will need to hold upper school classes next year at *BwC School* temporary facilities until the construction of the upper school building is completed. Our upper school curriculum design team has devoted a substantial amount of time over the last year developing a curriculum for our upper grades, which will continue into next year. We are well into the process of developing an upper school curriculum based on high standards, containing subject-oriented teachers across all disciplines, that works to advance our students successfully from level to level.

Replication/New Charter School

Based on the success of the *BwC School*, a group of parents has requested that the *BwC Foundation* start a new school, in a different area of Brooklyn, with the *Beginning with Children* educational, fiscal and governance model as a base. We have been actively working with this parent group to develop a new school. In light of the charter school law recently passed in New York State, we have been researching the charter application process and are working, in partnership with this parent group, to draft a charter application. We plan to submit a charter application by October 1999 and to open the new school in September 2000. We have already hired two new employees to manage the charter application process and plan the start-up of this new charter school.

Dissemination/Outreach

The *BwC Foundation* has devoted much of its efforts this past year to create an agenda and plan for the dissemination of the *Beginning with Children* model. We have created an in-depth outline for a case study and have developed a process for the compilation of data for this important resource. The case study will include an analysis of the structure and content of the *BwC* model, as well as an overview of pertinent partnerships, collaborations and profiles on the *BwC School*. This documentation will not only contain a historical analysis of how the *BwC School* has achieved its success, but will enable the *BwC Foundation* to generalize principles that can be used in the formation of new schools and as a resource for replication by other public schools.

The *BwC Foundation* is also in the process of developing a plan for the formation of other new charter schools based on the *Beginning with Children* model. We intend to become partners with other groups committed to the development of new charter schools and will assist them in the creation of new charter schools. The *BwC Foundation* will provide its expertise in the development of an educational program, search for real estate, development of accounting and budgeting systems, collaboration with outside partners, preparation of charter applications, organization of parents, and hiring/training of school leaders and teachers. The *BwC Foundation* has already been approached by various parent groups committed to developing new charter schools and has developed close relationships with the charter bill authors, community groups, Charter School Resource Center and chartering agencies.

Evaluation

We continue to emphasize the cyclical relationship of student assessment, staff development, and curriculum development in creating our educational model. Ultimately, the success of each child represents an evaluation of the school, its teachers, and our programs. From the inception of the *BwC School*, all children have been evaluated upon entry into the school by the *BwC Foundation* research team. Each child's skill levels are subsequently assessed each spring. We evaluate student performance in basic-skills learning for K-7th grade using the Peabody Individual Achievement Tests, as well as analyzing the results of the city-administered tests (CTB test for reading (grades 3, 5-7), State English Language Arts test (grade 4), CTB test for mathematics (grades 3, 5-7), and State Mathematics test (grade 4)). On the 1999 citywide tests, 52.6% of our children in grades 3 and 5-7 were at or above grade level in reading compared to 44.6% for children in the same grades citywide, and 59.9% of our children in grades 3 and 5-7 were at or above grade level in math compared to 49.3% for children in the same grades citywide.

Our results on the newly administered language arts test for the 4th grade were disappointing: 27.0% of our children in the 4th grade were at or above grade level in language arts compared to 33.0% for children in the 4th grade citywide. Unlike the prior reading tests administered to 4th grade students which measured basic reading skills in a relatively uniform multiple-choice format, the new language arts test measures higher level literacy and cognitive skills. The skills tested include critical analysis, evaluation, abstract literary response and expression, and inference, in addition to lower-level information processing and comprehension skills. By contrast, our own in-house assessments, which measure basic reading skills, show that 73% of

our children in the 4th grade that have attended *BwC School* since the 1st grade, are reading at or above grade level. In addition, when analyzing our results for other grades, it is clear that our curriculum and staff development efforts have been successfully improving children's learning over the years. For example, our success in teaching reading in the 1st grade has moved from 0% of the children at or above grade level to 49%, in the 2nd grade from 20% to 73%, and so on. Therefore, we have seen higher overall performance for children as they remain in the *BwC School*, and improved teaching in each grade as we develop our curriculum and staff development programs over the years.

Nevertheless, we are still analyzing the results of the new 4th grade language arts test to gain an understanding and determine an approach to resolving the deficiencies we see in our children's test scores. It will be necessary for us to maintain and/or improve the basic skills program in which we have demonstrated success to allow children to perform quickly and automatically at lower levels, so that higher level skills can be encompassed in their literacy repertoire. In addition, it is clear that we need to reassess our curriculum and staff development programs with respect to the teaching of higher level cognitive skills. Through a process of assessing our children, then adjusting our curriculum and staff development in response to the test results, we have achieved great success in the past in improving our children's learning and teaching in the classrooms. We believe that by continuing to follow these methods we will achieve similar success in meeting and exceeding the new higher level standards.

For more information, please contact Laura C. Bell, Executive Director at (212) 750-9320.

BEGINNING WITH CHILDREN SCHOOL**LEARNING PLAN**

Name:	Henry B.	Date of Plan:	9/23/99
Date of Birth:	9/17/93	Age:	6-0
Teacher:	Ms. First	Grade:	First

Presenting concerns (including strengths and needs): Henry has considerable difficulty following teacher directions. He does not complete individual classroom work, wanders away from group activities, appears distracted and responds angrily to redirection. Henry enjoys being given responsibility within the classroom and in reading is a good decoder. Henry's attentional difficulties interfere with accurate assessment of his ability and achievement.

PLAN

<u>Area</u>	<u>Goal/Objective</u>	<u>Method</u>	<u>Reconvene Date</u>
Classwork completion	80% of work completed within class time limits	Classroom behavior management plan.	12/15/99
Attention to group activities	On-task behavior in group activities 80% of time	Collaborative home-school behavior management plan.	12/15/99
Anger management	Appropriate response to adult	Social skills training group and peer interactions 80% of time	12/15/99

The Communit



The

hip School

The Community Partnership School

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We are a group of parents in Prospect Heights with pre-school or early elementary-age children. Since February of 1997, we have been working together and meeting informally to discuss public school options in District 13.

We are interested in either creating an alternative school within the district or finding an existing school that will commit to working with us to develop the kind of learning environment that we want for our children. We intend to accomplish one or the other goal by the beginning of the 1998 - 99 school year.

In order to define what we want for our children and what we can realistically accomplish within our district, we are in the process of visiting and evaluating existing elementary schools throughout the city. We are also interviewing teachers, parents and administrators involved with the creation of alternative schools and programs within the public system to educate ourselves about that process of starting a new school.

In the broadest terms, what we want is an integrated institution that fully reflects the diversity of our community and delivers an excellent elementary school curriculum to our children. The school must also take advantage of the wealth of cultural resources of our neighborhood and Brooklyn at large. We welcome interest and involvement from parents and other committed members of our community as we pursue this admirable goal.

This packet is a work in progress. It is meant to bring people "up to speed" on our group's activities, and it is not a formal proposal. You are welcome to distribute it to families who might be interested in joining us.

It includes...

- a wrap-up of the group's actions and findings and the project status to date
- a preliminary description for a proposed new school in District 13
- 3 maps showing Brooklyn school districts and community boards; District 13 with school locations and catchment zones, and the PS 9 catchment area
- District 13 school contacts
- preliminary notes on the educational philosophy for the proposed new school
- a glossary

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Over the last year, members of the group have visited many schools (public, private and alternative) within Brooklyn and throughout the city and shared impressions of those institutions. We have attended meetings of the District 13 Community School Board and the PTA of PS 9 (our local school). We have interviewed members of our local School Board for their perspective on the present options within our district.

We have picked the brains of parents, teachers and administrators who have been involved in starting new schools, and we have tracked the debate swirling around the issue of alternative schools within the public school system. We have researched the demographics of our neighborhood. We have investigated current trends in educational practice, philosophy and environment and debated what matters to us individually, as a group, for our community and our children.

We have investigated existing facilities within our school district and brainstormed on possible locations for a new school. And we have come up with a list of criteria to satisfy in the creation of a new school.

Finally, we have drafted a preliminary description for a new program we call "The Community Partnership School" and presented it to Carol Reich of the "Beginning With Children Foundation" (BWC) and Peter Rose of Clearpool Inc. Dr. Reich and her husband are the driving force behind a successful new public school in Williamsburgh, the Beginning With Children School. The school is located in a facility donated by Pfizer. It receives ongoing support from Pfizer, Inc. and other private sources, as well as from the Central Board of Education. Clearpool, which also receives support from Pfizer, Inc., is a private organization that operates extended day and schoolyear programs in partnership with schools in Bedford-Stuyvesant in Brooklyn and Mott-Haven in the Bronx. Both organizations are models for combining private and public monies to improve education. Both have expressed interest in helping us to realize our goal of creating or significantly improving a school in our district.

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What We Have To Do Next

We have not yet made any formal proposal or directly presented our group's aims to either Superintendent Young or any member of the Community school board. We must identify a location for a new school and enlist a professional educator in the development of our proposal. We also need to develop a pro-forma budget for the creation and initial operation of a school and solicit broader support within our community.

What have we learned?

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What Have We Learned From Our Efforts?

- 498 • We cannot hope to start a successful new school without assembling the following elements:
- the solid support of the local community, the District 13 Superintendent and School Board and/or the Chancellor and the Central Board
 - a viable facility
 - a realistic budget and timetable
 - a talented and dedicated educator committed to creating and running a new school
 - a building agreement with the teachers union (UFT) giving the school greater autonomy in staffing
 - a compelling articulation of the need for an alternative to the district's existing schools

Notes On District 13:

Despite its undistinguished reputation among the local middle class, last year Mayor Giuliani and the Central Board of Ed honored our district for having the most improved fourth grade reading and math scores in all of New York City. Dr. Lester Young, Jr., the Superintendent of District 13, is regarded as a solid administrator and has been a rising star within the NYC education community over the last several years. He is a firm believe in "Comer" education – community based schools guided by a parent/teacher/ administrator steering committee and has implemented the Comer system of school based management in District 13 schools. He strongly encourages district residents to use their zoned schools. He was not in office in 1990, the last time parents within the district attempted to start a new school. His current priorities are developing a universal Pre-K program, building the technology base within schools and ensuring the equitable distribution of resources throughout the District.

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District 13 Elementary Schools:

PS 9 performs best in early elementary education – in fact its K-2 rooms were probably the nicest we visited in District 13. However, according to the former principal, Dr. Schwartz, many families pull their kids out before 3rd Grade, so PS 9's relatively low test scores do not necessarily reflect the virtues of the early childhood program. The School has a LEAD Program as well as Special Education programs. It is a barrier-free school. PS 9's new principal is Carolyn Phillips, the former assistant principal.

PS 282 has the best scores in the district, but is at capacity, understaffed and, in general, has refused to consider intra-district transfer applicants, especially into its LEAD program.

PS 133 is smaller and less crowded. It has a first-time principal and shows promise but has a long way to go. It has no LEAD program.

PS 8 in Brooklyn Heights is a solid smaller school that has welcomed intra-district transfers from Prospect Heights, Fort Greene and Clinton Hill in the past. It recently received a substantial joint grant with PS3 from the Annenberg Foundation for an arts program. It has no LEAD Program.

To date we have not put the same effort into evaluating District 13 schools in Fort Greene, Clinton Hill and other parts of the district, either because they are full to capacity or too distant.

Previous District 13 Alternative School Initiatives:

In 1990, a similar attempt to start a new school within the District failed. We have talked with one of the leaders of that effort and he generously shared his group's proposal document with us. Although the group had done a tremendous amount of community outreach and developed a mailing list of several hundred families, they had not lined up much political support and their proposal did not include a concrete plan that outlined steps toward the creation of a new school. We understand that their efforts were virtually ignored by the Superintendent and the School Board and died away.

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What we've heard from people who have been through the process of starting new schools has been remarkably consistent – despite broad differences in their approach, their philosophy and the success of their respective endeavors.

- **Start small, start young and grow the school with the kids.** The school board will require a class size of around 25 students. Most successful schools have started with kindergarten and first grade, adding upper grades as the school matures. Younger kids who have not already had negative experiences at other institutions will give teachers and the school a better chance to succeed. Kids who are not doing well in a traditional school will often perform even more poorly in a new environment, however well intentioned.
- **Enlist a talented teacher/administrator to help structure the educational/pedagogical aspect of a formal proposal.** From the top to the bottom, hiring teachers who really want to be part of the culture of a new school and who understand the challenges and opportunities a new school presents is vital to an institution's potential for success.
- **Define a "hook" for the school.** A special focus or core-curriculum that differentiates the new school from existing alternatives can go a long way toward validating it in the eyes of the community.
- **Plan on instituting a system of Early Diagnostic Assessment and Evaluation.** This is not a screening device. Children entering the school will bring with them a wide range of strengths and weaknesses. Early evaluation will help to guide teachers in their approach to individual learning needs.
- **Get parents and the community involved.** Money and supplies may be short in the first several years of a new school's life. Volunteers and donations of time, materials and yes, even money, will always make a difference. Parents must understand that their participation is as crucial to the success of their children and the school as the quality of the teachers. They must also understand the challenges the school will face, and not expect everything to come off like clockwork from the start. (Remember, Bank Street wasn't built in a day...).
- **Tests and scores:** like it or not, public schools rise and fall on the basis of their test scores. Children's scores in 3rd grade turn out to be one of the most reliable statistical indications of academic performance in later life – including college acceptance. Accordingly, while our school should not focus its curriculum on test preparation, it should recognize that students must be prepared to undergo this form of evaluation. In New York, standardized testing is mandated from the 3rd grade forward.

We intend to continue to pursue the creation of a new school within District 13 with the understanding that it may not be available for our own children. With many in our group facing kindergarten this fall, the time has come to get real. Continuing to work for the creation of a new school should not prevent us from pursuing one or more of the following alternative options.

- organize a group of families committed to enrolling in PS 9 and working with that community to improve the performance and the culture of our neighborhood school.
- organize a group of families committed to enrolling in another District 13 school en-masse, get the support of that school before approaching the district for transfer approvals.
- organize a group of families committed to enrolling in a single school outside of District 13, and arrange for transportation. We've been told that it's often easier to transfer to Manhattan than within Brooklyn.

Organization and commitment are the key to achieving any of these goals.

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The Community Partnership School is the vision of a group of families from the Prospect Heights neighborhood of Brooklyn, New York. Our goal is to create a racially, culturally and economically diverse school with a rigorous, academic curriculum supplemented by creative learning opportunities developed and offered in partnership with local institutions and businesses. Such learning opportunities will help students build fundamental academic skills and good work habits, as well as to understand and nourish healthy interpersonal and family relationships. By providing access to role models and opportunities to learn about the work done by public and private institutions, the school will offer each member of its student body the wherewithal to imagine and realize a future as an active and productive member of our community.

Our group committed itself to creating a new school after investigating our local school and exploring alternative school options in other school districts. Our neighborhood primary school, PS 9, serves more than 900 students in classes that average 30 children. It offers a range of special services, including a LEAD program that tracks and isolates better-performing students, and programs for students with physical or learning disabilities. Although Prospect Heights has a long history as a diverse, integrated neighborhood with a strong sense of community the demographics of PS 9 are surprisingly homogeneous: 85.4% of PS 9's students are black, 11.3% are Hispanic, 1.5% are white and 1.8% are "other." These figures are striking in comparison with the most recent available census information. Prospect Heights is 56% black, 15.5% Hispanic, 26% white, and 2.5% other. Almost 96% of the students at PS 9 are eligible for Title I assistance. Active participation in the school PTA is very low. The percentage of students reading at grade level hovered near 35% in 1995 and 1996 before rising nearly 10% to 44.4 in 1997. These demographics reveal that middle-class residents of all races have stopped sending their children to PS 9.

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Although District 13 has improved substantially in the last two years, it offers residents no alternative programs. We envision the Community Partnership School as a school that will bring families of all backgrounds back to the public school system within the neighborhood. As parents, we see a need for a school with a curriculum designed around a hands-on, active approach to learning. This school will offer a supportive learning environment that allows teachers and administrators to assess and address each child's individual needs without isolating children according to performance or ability. The school will provide parents with opportunities to participate in the educational process. It should be a microcosm of our racially and economically diverse neighborhood, creating an educational community for the children and their families. The school will prepare students for productive interpersonal relationships and full participation in the future of our strong and growing city.

Prospect Heights borders downtown Brooklyn. The Community Partnership School will establish working relationships with local businesses and social and political institutions ranging from major banks, hospitals and manufacturing facilities, to courts, social service and law enforcement agencies, and federal, state and local government offices. It will also draw on the resources of important cultural institutions and resources including the Brooklyn Academy of Music, the Brooklyn Museum of Art, Prospect Park, The Wildlife Conservation Center, The Brooklyn Public Library and the Brooklyn Botanic Garden. Site visits, demonstrations, classroom exercises and unique educational programs facilitated by public/private partnerships will offer students and their families exposure to potential career paths and tangible goals. The larger school community of parents and partner institutions will provide mentors and role models for the students.

By nourishing intellectual curiosity at an early age, the Community Partnership School will inspire students to dream, and to reach for their goals. Resources shared with students now are investments in the future of the children and also in the future of the partner institutions. Together we can open doors for confident, productive, independent citizens.

School Contact List

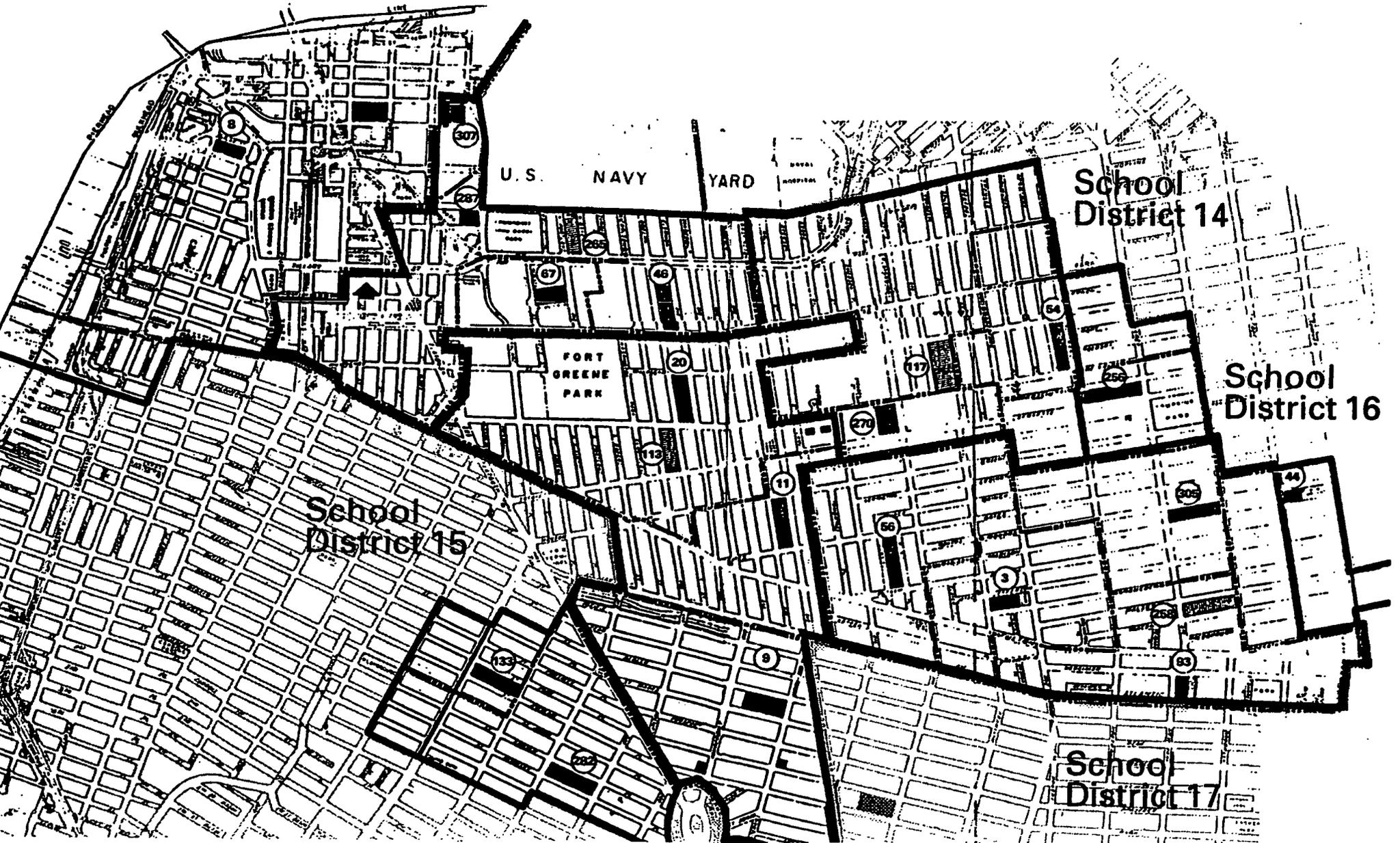
School	Grade	Principal	Address	Telephone	Fax
PS3	K - 6	Yvette Douglass	50 Jefferson Avenue, Brooklyn, NY 11216	622 2960	834 6777
PS8	K - 6	Irene Gluck	37 Hicks Street, Brooklyn, NY 11201	834 6740 • 6741	834 7690
PS9	PK - 6	Carolyn Phillips	80 Underhill Avenue, Brooklyn, NY 11238	834 6950 • 6951	622 2961
PS11	K - 6	Viola Abbott	419 Waverley Avenue, Brooklyn, NY 11205	834 6700 • 4299	622 3028
PS20	K - 6	Joan Brown (IA)	225 Adelphi Street, Brooklyn, NY 11205	624 6313 • 6314	243 0712
PS44	K - 6	Deborah Knight	432 Monroe Street, Brooklyn, NY 11221	834 6939	574 8501
PS46	PK - 6	Carmen Gonzalez	100 Clermont Avenue, Brooklyn, NY 11205	834 7694 • 7695	243 0726
PS54	K - 6	Glyn Oliver	195 Stanford Street, Brooklyn, NY 11205	834 6752	852 8129
PS56	K - 6	Herman Merritt	150 Gates Avenue, Brooklyn, NY 11238	834 6900 • 6901	783 7379
PS67	PK - 6	Evelyn Santiago	51 St. Edwards Street, Brooklyn, NY 11205	834 6756 • 6757	834 6719
PS93	K - 6	Michele Weekes	31 New York Avenue, Brooklyn, NY 11216	834 6943	771 1369
PS133	K - 6	Maria A. Martinez	375 Butler Street, Brooklyn, NY 11217	834 6908	622 3264
PS256	K - 6	Carole Friedman	114 Kosciuska Street, Brooklyn, NY 11216	834 6912 • 6913	783 7384
PS270	PK - 6	Ann Grant-Morrison (IA)	241 Emerson Place, Brooklyn, NY 11205	834 6962 • 6963	622 3370
PS282	K - 6	Doreen Cokley	180 Sixth Avenue, Brooklyn, NY 11217	834 6965 • 6966	622 3471
PS287	PK - 6	John Khani	50 Navy Street, Brooklyn, NY 11201	834 4745 • 4746	834 6766
PS305	PK - 6	Cynthia Ivey	344 Monroe Street, Brooklyn, NY 11216	624 6318 • 6319	622 3474
PS307	K - 6	Carol Griffin	209 York Street, Brooklyn, NY 11201	834 4748 • 4749	855 4148
JHS113	7 - 8	Katherine Corbett	300 Adelphi Street, Brooklyn, NY 11205	834 6734 • 6735	596 2802
JHS117	7 - 8	Frances J. Horne	300 Willoughby Avenue, Brooklyn, NY 11205	834 6798 • 6799	622 3570
JHS258	7 - 8	Noreen Hosier	141 Macon Street, Brooklyn, NY 11216	834 6916 • 6917	789 8500
JHS265	7 - 8	Fred Jackson (IA)	101 Park Avenue, Brooklyn, NY 11205		

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School District 13

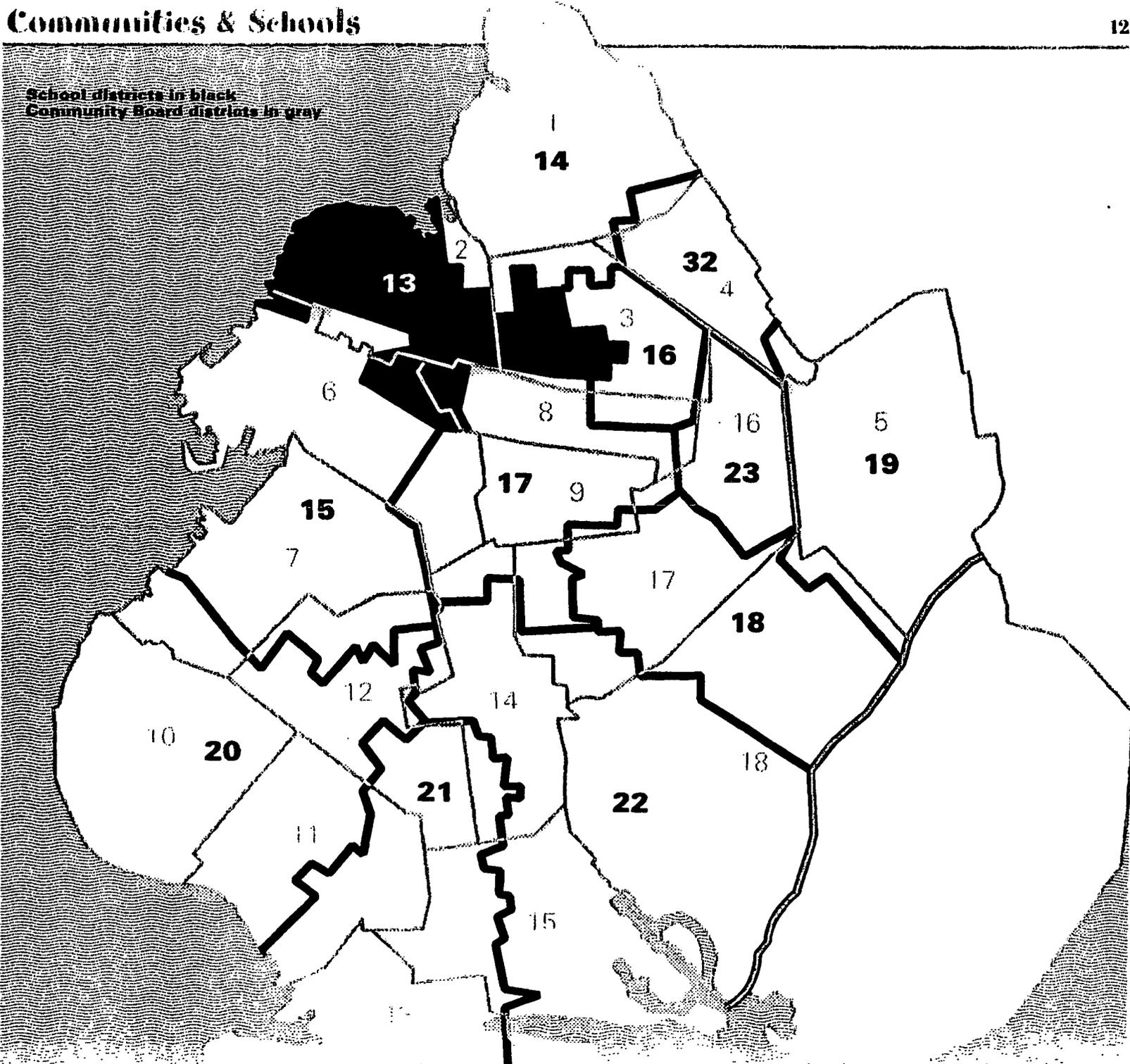
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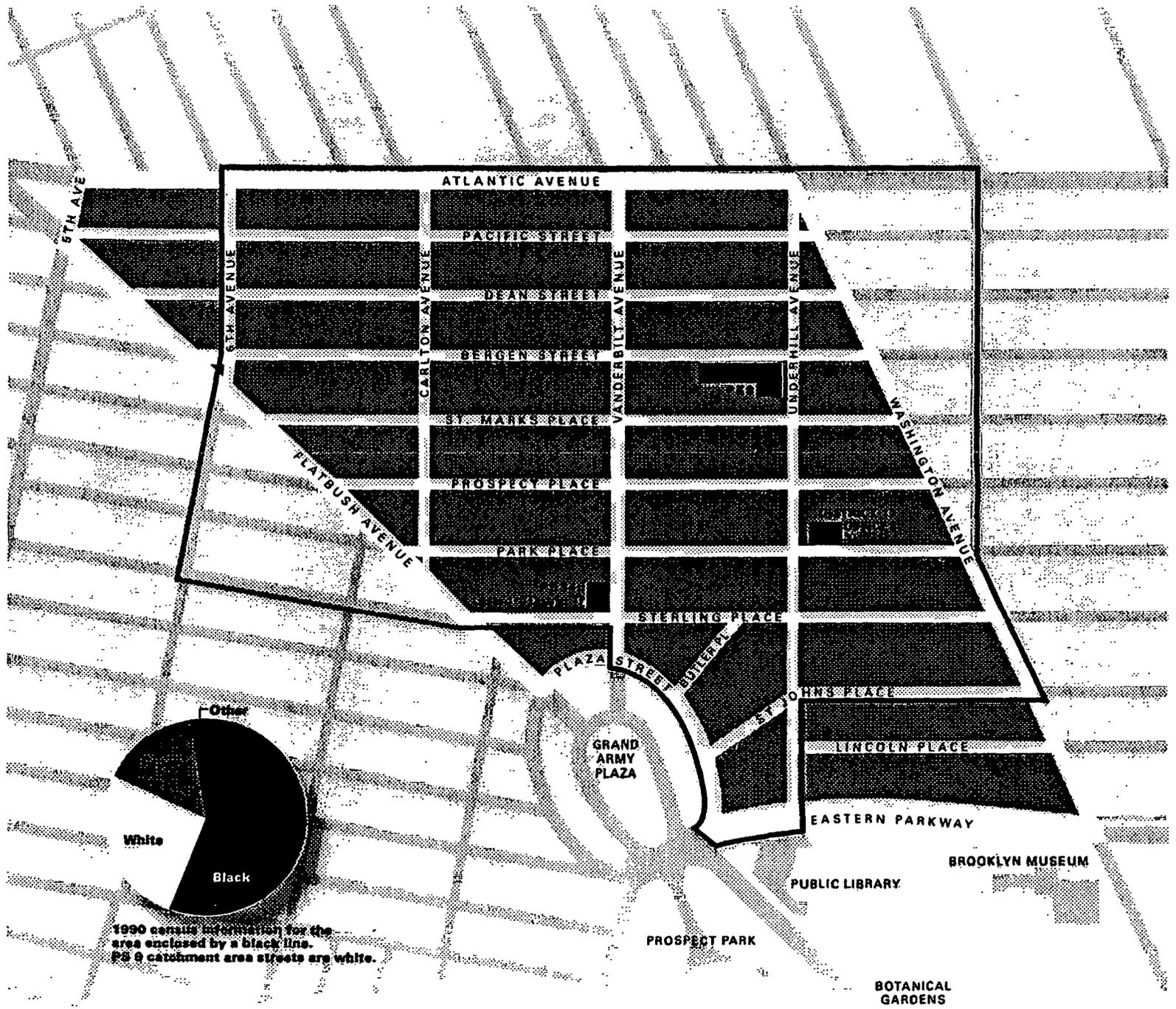
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School districts in black
Community Board districts in gray



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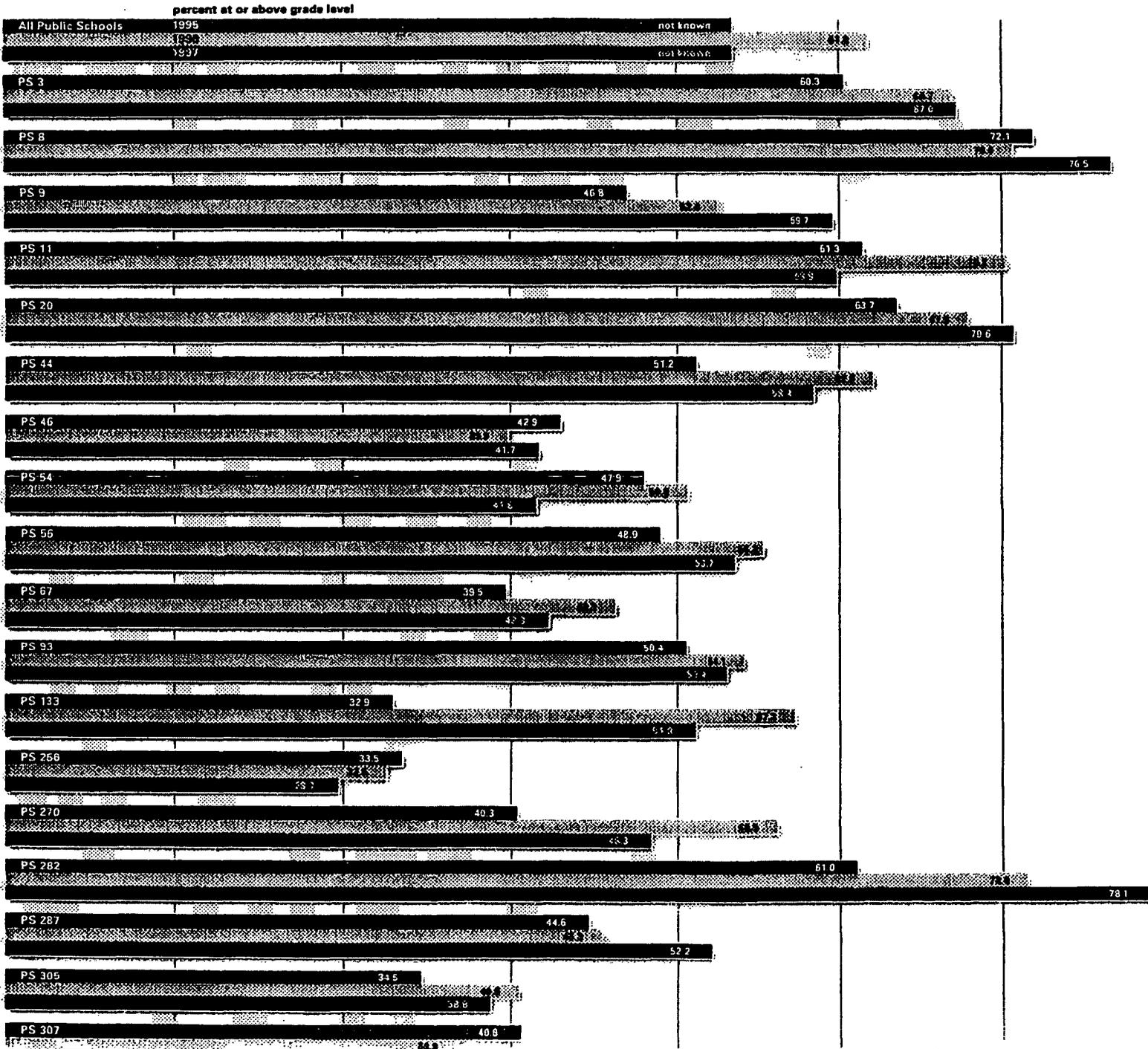
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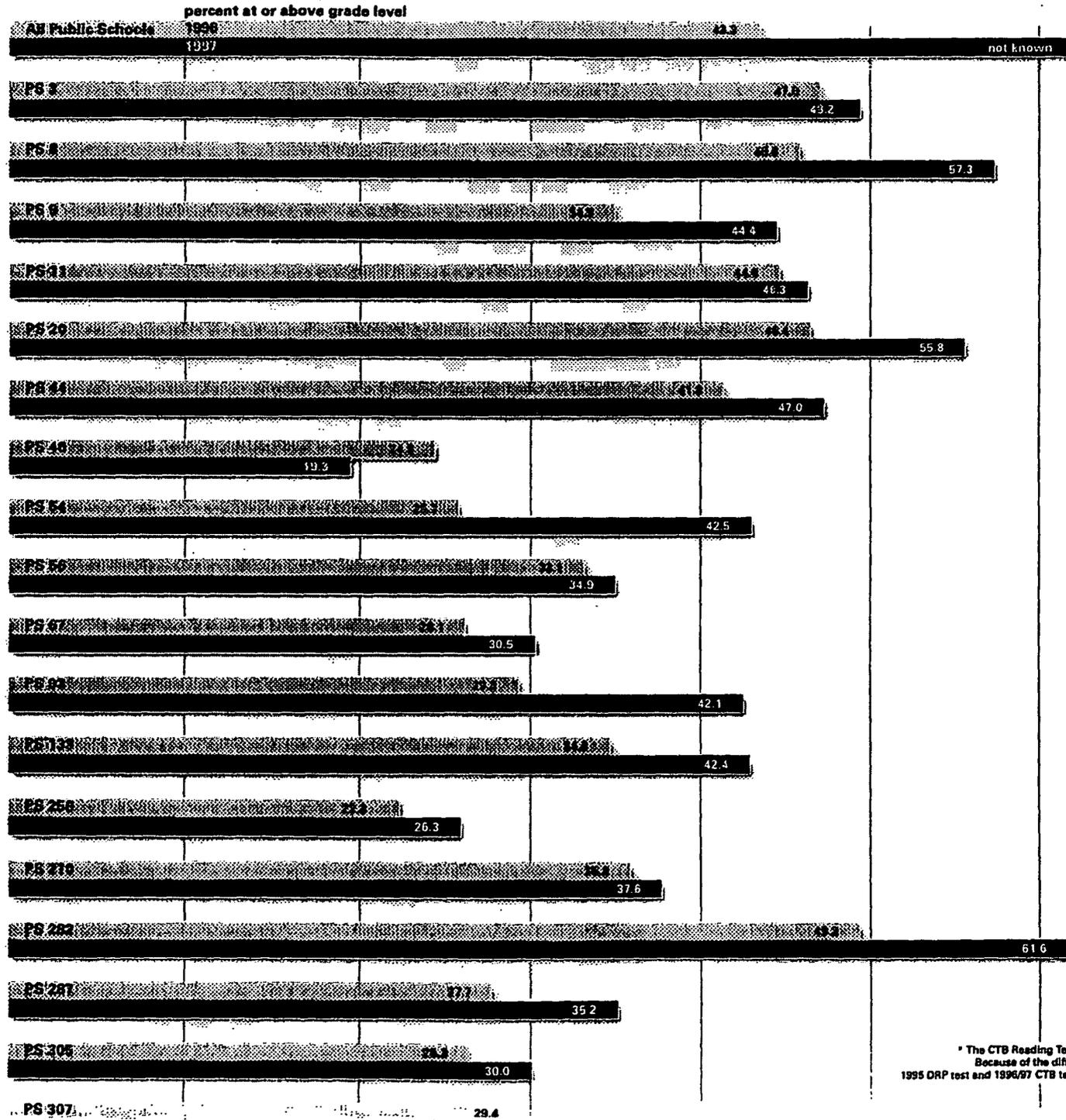
Math Scores 1995/96/97 by School

508



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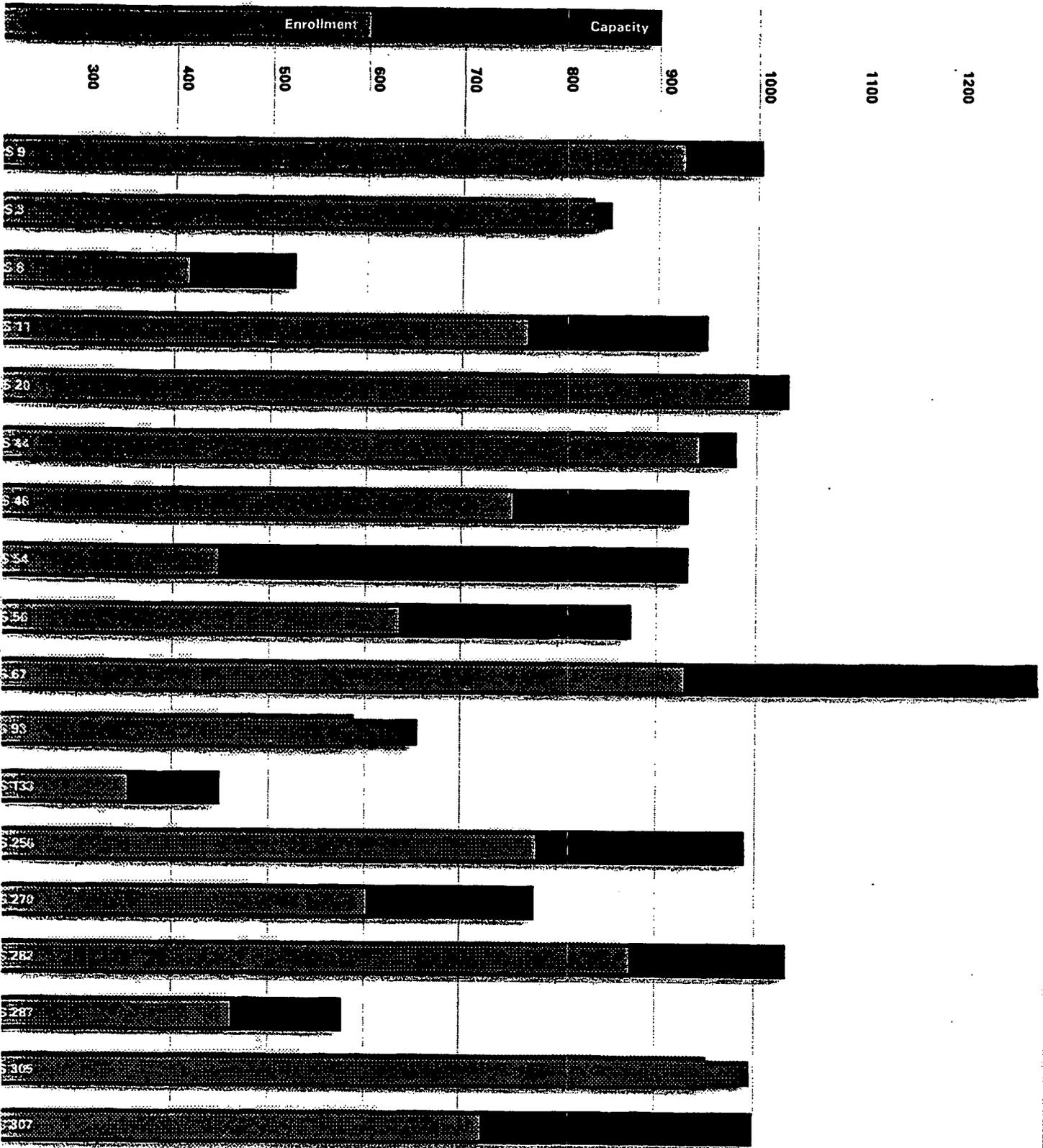
Reading Scores 1996/1997* by School



* The CTB Reading Test was first administered in 1996. Because of the differences in structure between the 1995 DRP test and 1996/97 CTB tests, figures cannot be compared.

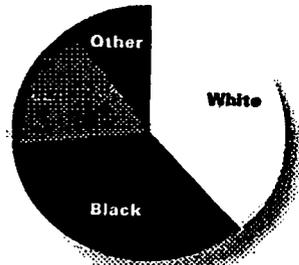
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School Capacity and Enrollment

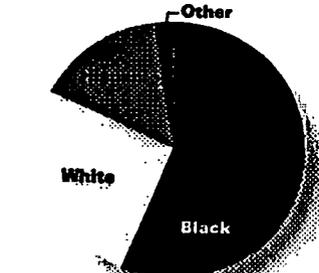


Ethnicity and Economic Background by School

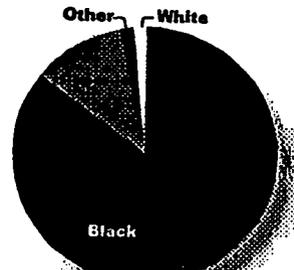
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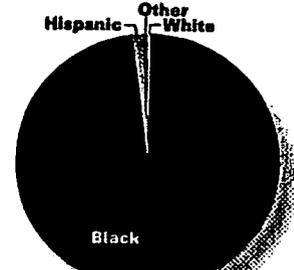
All Public Schools



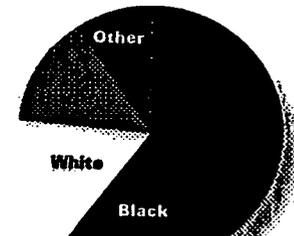
1990 Census PS 9 Catchment Area
19.5*



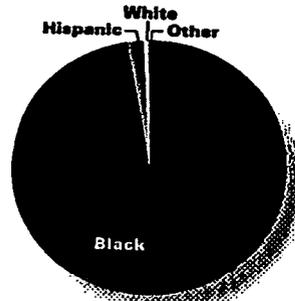
PS 8
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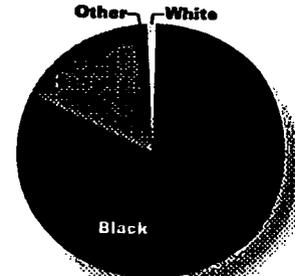
PS 3
88.3



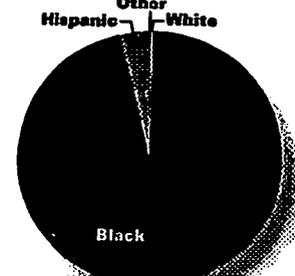
PS 6
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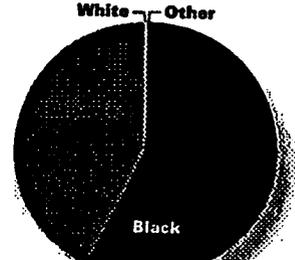
PS 11
69



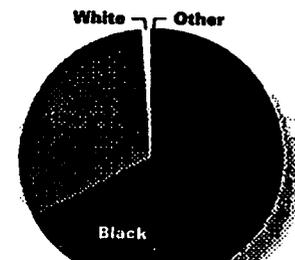
PS 20
84.8



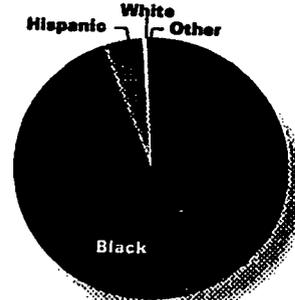
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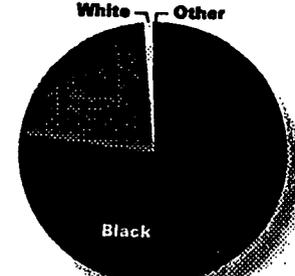
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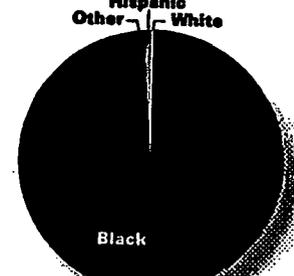
PS 54
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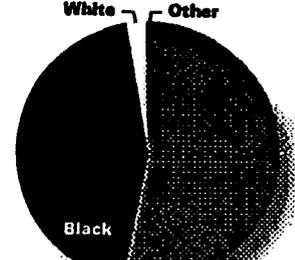
PS 56
85.5



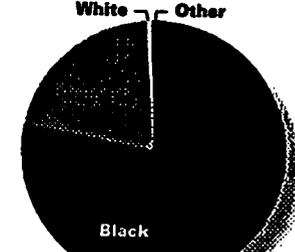
PS 67
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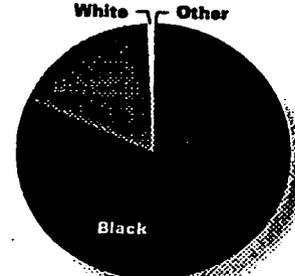
PS 88
88.8



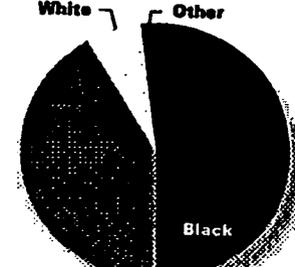
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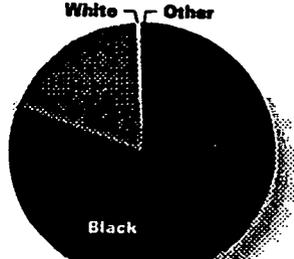
PS 259
91.8



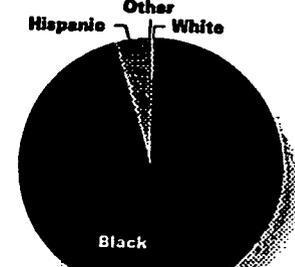
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94.7



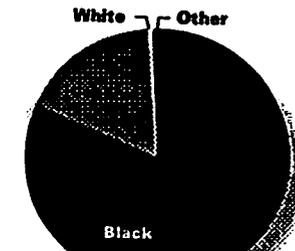
PS 282
76.5



PS 287
98



PS 308
91.4



PS 307
92.1

108

The Community Partnership School

Our school is committed to respecting the worth of each individual. We believe all children have unique talents and strengths that can be developed within a child-centered, activity-based curriculum.

The Community Partnership School will emphasize strong academic skills in reading, writing, math and science, while maintaining a commitment to the development of other lifelong learning skills such as critical thinking, creativity, decision making and technological competence.

We believe in a school that reflects a local community, where children learn to understand and value the differences among cultures and where the community plays a part in bringing up the child. Hence, the school will enrich its curriculum by taking advantage of the variety of public and private institutions in the immediate neighborhood and drawing on the skills of parents and community leaders. In this way, children will be given the opportunity to discover and flourish through their natural talents in areas of academics, music, art and physical activity.

A lot of specific terms dominate the education debate; it's useful for the uninitiated to get a handle on what they mean. Some terms may seem like little more than buzzwords, but they do have concrete meanings and direct impact on what goes on in the classroom. However, it's important to keep in mind that, in the real world, the practice of teaching and the act of learning are more flexible and spontaneous than these terms. Most educators rely on a mixture of techniques and philosophies, and above all, on their own experience and inspiration. What "works" is different for child and each teacher.

Heterogeneous/Homogeneous Classroom

This does not refer to the cultural backgrounds of the children but their aptitudes and academic accomplishments, learning styles and speeds. A heterogeneous classroom will have students at various levels of ability who test at different levels of skill, where a homogeneous classroom will contain children who are more on a par with one another. Public schools, by their nature being based on neighborhood zones, tend to be heterogeneous, while independent schools, which can screen applicants by various criteria, are able to establish more homogeneous classrooms if they so desire. It is a goal with some independent schools to create a heterogeneous environment, just as some public schools have gifted programs, requiring admissions testing, to produce a more homogeneous one.

Whole Language

A developmental approach to learning reading and writing based on a child's natural curiosity. This is experiential learning, where children learn to read using children's literature on subjects of interest to them, learning sound, letter and word recognition in the context of stories, daily schedules and active reading and writing tasks. Children are encouraged to write using inventive (phonetic) spelling systems. They learn correct spelling after they gain competency in reading, so that the two experiences support one another. For young children, whole language can involve dictation by children, exploring books by one author, talking about their own stories as authors, and creating books themselves. Work takes place in combinations of individual and group settings and is geared to each child's ability level while reinforcing each child's skill base.

Basal Readers

Basal readers offer a series of instructional materials that follow a format of classroom activities in readiness for reading. They have simple reading segments that gradually increase to include stories as the readers gain skill. Reading may not become enjoyable for a child until they have good skills developed since the beginning approach requires much time be spent on the preparatory activities and less time actually reading. It is sort of an updated approach to the "See Dick Run" books many of us grew up with.

Writing Process Theory

This is an approach to writing, often linked with a whole language approach to reading, that relies on children's innate sense of themselves as originators, storytellers and writers before they have gained letter and word recognition. Inventive spelling is encouraged, authorship is explored using children's literature and the children's own works. Dictation and bookmaking or publishing are part of this approach. Children often write poetry, stories and books as part of an integrated curriculum of social studies, science and even math work.

Inclusion Classes

This is mostly a public school term to describe classes that include both special education or special needs children and mainstream children.

Cluster Teachers

In public elementary schools these are teachers apart from classroom teachers who teach subjects in lab settings or in groups that may differ from those of the regular classroom. The subjects may include art, music, gym, computer, foreign language, library, etc.

Multi-cultural

This refers to a curriculum that includes traditions and historical insights other than the historically predominant white/European/male perspective. It includes exploration of different points of view on history and current events as well as the study of various role models.

Mixed Age Groups/Interage Classrooms

This is a classroom that includes children of more than a one-year age difference. A school may have classes of mixed age in K/1, 2/3, 4/5 or it may overlap years as in K/1, 1/2, 2/3, 3/4. The Montessori method often includes even more years within a given classroom setting. This gives younger children who are more advanced an opportunity to work with and model older children. Likewise, older children who need more work on given areas have an opportunity to catch up on those while moving ahead with peers in other areas.

Progressive Education

Changes occurred in the field of education in the early 20th century, wherein educators began to redesign their work as new understandings of children's development emerged. The traditional education model had been to have a teacher at the head of a classroom giving lessons by rote –teacher-centered learning. As a few visionary educators began to observe how children behave and learn, a core of progressive philosophy emerged based on self-esteem, self-expression, recognition of individuality in children and an interest in using concrete materials for learning concepts.

Traditional Classroom

This is the style of education most adults in the United States today grew up with. It is teacher-centered with activity and information structured by the teacher and given in a measured way. Children usually work quietly, alone at their desks and movement around the classroom is limited. Work is done in defined curricular areas without overlap of subjects. Tests and grades are given from early on and there is evident competition and measurement of achievement in a hierarchical pattern.

Child-centered

A learning environment that encourages the individual expression of children, is flexible to the interests and progress of the children, and recognizes that not all children will learn at the same pace or in the same ways. Children work in groups, sharing ideas and learning with each other.

Parent Information Form

Parent Name(s): _____
Address: _____

How did you hear of us: _____
Phone(s): _____

Email address: _____
Profession(s): _____

Evening: _____
Fax: _____

Children's Names: _____

Children's Birthdates: _____

What Public School are you zoned for? _____
What is your ethnic background? (optional) _____
What Schools or Preschools have your children attended? _____

School District: _____

Please list the Public Schools you have visited: _____

Please list the Private Schools you have visited: _____

What skills and resources can you contribute? _____

Do you have time to participate actively in research and planning? If so, when are you available? _____

Do you have specific evening conflicts? _____

What are the most important things you are looking for in a school for your children? _____

Please return to: Judy Aley, 326 Park Place, Brooklyn, NY 11238 Tel/Fax: 718-398-8938