

**Full Application submitted in response to the 2011  
New York State Education Department Request for  
Proposals to Establish Charter Schools Authorized by the  
Board of Regents for Lamad Academy Charter School**

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CSD 17**

**Grades 5-8 When School is fully developed  
Maximun enrollment by the end of year 5 is 400**

**March 31, 2011**

**Submitted to:**

**NYSED Office of Innovative School Models  
89 Washington Avenue  
Room 475 EBA  
Albany, New York 12234**

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□ We intend to apply for a Charter School Planning and Implementation Grant (CSP). We understand that if Lamad Academy Charter School application is approved by the NYS Board of Regents and issued a charter, the school is qualified to receive a federal CSP grant, pending available funding and final approval of budget materials by the NYSED Charter School Office and the New York State Comptroller. We agree to complete all required budget information and assurances (Exhibit A) according to forthcoming instructions and a revised timeframe to be issued by NYSED.

## I. EDUCATION PLAN

Lamad Academy Charter School, a proposed middle school serving grades 5<sup>th</sup>-8<sup>th</sup>, will be located in CSD 17, a community that is in dire need of more high performing middle schools. By offering a program that is centered on math and science, subjects that American students are lagging behind on in comparison to other nations, Lamad students will receive a standards-based, research-proven, curriculum focusing on core subjects that will create a strong foundation for life-long learning and ensure high levels of student learning and achievement. Lamad students will not only have a firm understanding of all core subjects, they will have learned the discipline and positive attitude needed to succeed in high school and college.

Lamad will stress the importance of math and science by providing more time for both subjects every day, much more than given in regular public schools. At each grade level, classroom teachers will work in conjunction with specialized Math and Science teachers to create a common language of Math and Science across all subjects.

In order for students to achieve, Lamad will give them the opportunity to have more time. We will have a longer school day (7:30 – 4:30), a longer school year (190 days) and longer daily periods, 90 minutes each, of ELA, Math and Science. We will have an outreach program to promote an appreciation for science and mathematics education and to raise an awareness of our student and parent bodies of the various career opportunities in the field of science, and mathematics, for our entering students. Lamad will have four (4) Student Outreach Programs:

- The **“Introduction to the World of Science and Mathematics” lecture and hands-on exercise** designed to teach new students about our world and the major influences the fields of science and mathematics play in our society. This session will last 120-minutes long and will be led by the Lamad Academy’s Teachers and Principal.



**A day-long program for new students (in the middle of August) and their parents.**

Students who are eager to investigate seriously the daily flow of middle school life will benefit greatly from this program. All entering 5th graders will be encouraged to participate in this enrichment opportunity. Some of the activities included in this day-long session may include: Lamad’s Flow of the Day, Time Management Skills, and Student Orientation Sessions to the Lamad Building and Learning Community.

- **Summer New Student Program** will: expose new students to Lamad’s school environment and to Lamad’s innovative teaching techniques and procedures; provide a smooth transition for new students to Lamad’s learning community and its overall student expectations; and create ties and linkages to school personnel who can assist and support student’s achievement and overall continued success at the Lamad.
- **Saturday Middle School College Preparatory Workshops for Grade 6 students.** Sixth graders will be able to participate in a series of workshops created to help students and parents of Lamad’s school community get an early start in preparing for college. Recommendations will be provided that will assist both parents and students in making informed decisions about enrolling in and performing well in college preparatory classes. For example, in our 6<sup>th</sup> Grade Workshop, students and parents will be encouraged to: (1) Attend college information days at the Lamad to find out more information about various college and university requirements; (2) Attend field trips to colleges; (3) Strive to maintain “A” and “B” grades in all classes; and (4) READ, READ, READ to build vocabulary, comprehension, and English grammar.

In addition to the Summer New Student Program, there will be a Summer Bridge for students. The Summer Bridge will focus on Biology, Mathematics, English Language Arts and Physical Education. The focus will be on building basic skills and continual assessment to answer the fundamental question, “Is this student prepared for the rigor and challenges of the 5<sup>th</sup> grade?” The science curriculum will provide students with a hands-on approach to science

inquiry. Instruction will include experiments that replicate the process used by scientists to investigate, and conduct viable and meaningful scientific research.

Based on the success of the Bedford Academy High School (one of the highest performing public high schools in New York City), Summer Bridge will be used to learn about the children as students, especially their habits, character and skill set. Students will be tested on day one and the data will be used to set up student grouping, scheduling, curriculum modification during the year, as well as, staff evaluation and matching. During this Program, the administration and staff will conduct informal one-on-one interviews with each participating student to further cultivate them to the culture of the school.

Lamad will also have an afterschool program and Saturday Academy. It will be expected that all students, students regardless of their competency or level of academic achievement will attend the Saturday Academy. Students that are behind will receive remediation while students that are on level will be advanced. Students will be placed in small groups with ratios of 1:1, 3:1, 5:1 and 10:1 while utilizing peer tutors, college students and teachers to deliver instruction.

We are also very aware that supports beyond academic interventions will be necessary to help our students succeed. All students will be assigned a mentor/primary person who will support their continued growth in social and academic matters. There will be an extensive mentoring program for all students throughout their time in Lamad, from entrance to graduation. Each mentor will be assigned a small group of students in order to address the following needs: social issues, academic concerns, behavior, emotional development, school culture building, self-esteem, etiquette and other issues related to this population of students. Mentors will meet with their mentees regularly during school hours. Mentors will meet with their students during any of the listed times: homeroom, breakfast club, summer school and the bridge program. The option to meet with students will be based on student schedules. The goal is to provide a consistent meeting time that students can relate their problems both academically and socially.

In order to further address the needs of all students enrolled at Lamad, the school will establish its own Student Support Team and Academic Support Team. The teams will consist of mental health professionals, i.e. social worker, guidance counselor, Director of Curriculum (DC), teachers and parents. The teams will meet bi-monthly.

**Student Support Team:** The role of the SST will be to address the needs of general education, special education and ELL students who are having behavioral issues. The team will complete a case study, listing the behavioral problems, and then develop a plan for implementation in the class. The plan will be shared with teachers and parents. Parents will also be provided with strategies to use at home to support the interventions. Questions asked by the team will include: What are the behaviors of the student that impede his/her success in school?, What mental health services or agencies are currently providing services?, Has the student been held over, are they over-age?

**Academic Support Team:** The role of AST will address the needs of students who are failing to meet academic standards. The AST will consist of general education and special education teachers. It will also consist of the DC, and other instructional specialists. The team will develop a student intervention plan to target each student's strength and areas of weakness. The plan will be shared with parents (where appropriate parents will be encouraged to make recommendations to support their child's academic growth and progress).

**Instructional Decision Making:** The Principal, Directors, grade level and science and math teachers, and members of the SAT and AST will be involved in the instructional decision-making process. Teachers will administer classroom assessment. The data from assessments will be "crunched" and a data meeting will be held with the teacher, Science/Math teacher and DC. During the meeting, the results will be analyzed and discussed to determine which academic standards need to be re-taught at the individual level, the small-group level, or the whole class level. Data from the assessments will be shared with the classroom teacher, and parents. The teacher and DC will discuss the implications for instruction and make a re-teaching plan. This may include piloting new materials, or re-allocating the amount of time spent teaching a specific

standard, or reviewing difficult concepts. Students who repeatedly struggle with concepts, as measured by the assessments, will be provided with additional services through the Director of Support. S/he – in conjunction with DC, Science/Math teacher and grade level teacher – will determine the types of remedial support best suited to the students’ needs. Achievement data of the students receiving additional support will be closely monitored to determine the extent to which they will require additional time with supportive services.

Community Outreach to Low Performing Schools in the District. Lamad will partner with low performing schools in order to provide continuity of instruction, and curriculum implementation. The goal will be to collaborate with schools in order to keep them informed of the Lamad curriculum and to share them with effective strategies for their students. A close partnership with district schools will support the entire academic environment in which District 17 children and families reside. Quarterly meetings with the Superintendent, and building administrators will be held. Lamad will also be an active member of the CEC (Community Education Council). The CEC is the organization that fosters relationships between schools and school districts.

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**A. Curriculum and Instruction**

Through highly motivated and accomplished teachers, our students will receive a standards-based, research-proven, curriculum focusing on core subjects that will create a strong foundation for life-long learning and ensure high levels of student learning and achievement. The curriculum will focus on core content with additional time and attention spent on math and science.

Each of the basic educational programs for reading, writing, math, social studies, and science has been extensively researched and field-tested, resulting in multiple revisions and improvements. The school’s educational programs are fully aligned with the New York State’s 28 learning standards to ensure that students acquire the required knowledge and skills at the end of each grade level. The content of the curriculum will mainly consist of an array of Pearson’s educational products in each subject area such as Scott Foresman in ELA and Science, EnVision Math, and the Prentice Hall Series. On the following pages are sample exit standards (Grade 6 ELA and Grade 8 Math).

**Sample Exit Standards: 6<sup>th</sup> Grade ELA**

**SE = Student Edition - TE = Teacher Edition**

The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. These standards assume that literacy growth begins before children enter school as they experience and experiment with literacy activities—reading and writing, and associating spoken words with their graphic representations. Recognizing this fact, these standards encourage the development of curriculum and instruction that make productive use of the emerging literacy abilities that children bring to school. Furthermore, the standards provide ample room for the innovation and creativity essential to teaching and learning. They are not prescriptions for particular curriculum or instruction. Although we present these standards as a list, we want to emphasize that they are not distinct and separable; they are, in fact, interrelated and should be considered as a whole.

<b>STANDARDS FOR THE ENGLISH LANGUAGE ARTS</b>	<b>STANDARDS FOR THE ENGLISH LANGUAGE PAGE(S) WHERE TAUGHT</b>
<p>1. Students read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the</p>	<p>The Prentice Hall Literature program exposes students to a wide range of literature, both fiction and nonfiction. Selections are organized in a variety of ways throughout the program to emphasize genre, literary elements, theme, culture, or their place in the development of literary history. Genre study frames the units as seen in the following examples: <b><i>Genre Introductions and Literary Skills:</i></b></p>

<p>needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.</p>	<p>Elements of Fiction, 6; Literary Analysis: Narrator and Point of View, 43; Author’s perspective (point of view), 93; What is a short story?, 178–179; Elements of short stories, 180–181; Literary Analysis: Point of View, 43; What is poetry (tone, rhyme, free verse, meter), 550–551; Poetry, elements, 552–553; Literary Analysis: Rhythm and Rhyme, 561; Literary Analysis: Figurative Language, 585; Comparing Imagery, 608; Forms of Poetry, 621; Literary Analysis: Sound Devices, 637; What is Drama, 692–693; Elements of drama, 694–695; Dialogue in Drama, 705; Stage Directions, 745; what is the oral tradition?, 824–825; Characteristics of Folk literature, 826–827; Literary analysis: fables, 839; Comparing elements of fantasy, 884; Literary Analysis: Personification, 913; Comparing Foreshadowing and Flashback, 962  <b>Comparing Literary Works:</b> Symbolism, 140; Characters’ Motives, 250; Setting and Time, 342; Imagery, 608; Sensory Language, 660, 667; Elements of Fantasy, 884, 905; Foreshadowing and Flashback, 962, 987 Each unit is also framed thematically through the introduction of a <b>Big Question</b> such as this one: “<b>How much do our communities shape us?</b>” on pages 822 and 998?” that is then explored through the literature selections themselves.  The last unit fuses the study of theme, culture, and genre with a focus on Folk literature beginning on pages 824–825 with the question “What is the oral tradition?, 824–825” and introductory material on the Characteristics of Folk literature, 826–827. In addition, Communication and Informational Text workshops provide students with opportunities to work with non-print texts in real-world contexts.  <b>Communication Workshop:</b> 166, 366, 435, 509, 779, 812, 931; <b>Informational Texts:</b> 66–70, 134–138, 244–248, 334–348, 438–442, 512–514, 602–606, 656–658, 782–786, 878–882, 958–960</p>
<p><b>2.</b> Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. The selections in Prentice Hall Literature represent the widest possible range of cultures, literary approaches, genres, and time periods in order to reflect the complexity of human experience. Some of the authors in the grade 6 text include:</p>	<p><b>Authors:</b>  Alegría, Ricardo E., 935, 936; Achebe, Chinua, 915, 916; Brooks, Gwendolyn, 647, 650; Dickinson, Emily, 587, 590; Filipović, Zlata, 378, 379, 382, 383, 529  Frost, Robert, 609, 612; Giovanni, Nikki, 593, 595; George, Jean Craighead, 178, 179, 182, 183, 357; Kipling, Rudyard, 885, 886; <i>Jackie Robinson: Justice at Last</i>, 422; Jiménez, Francisco, 273, 275; Singer, Isaac Bashevis, 221, 222; Standing Bear, Chief Luther, 233, 234; Tran, My-Van, 847, 850; Uchida, Yoshiko, 517, 518  The <b>Literature in Context</b> feature provides background and information about the historical, cultural, and geographic context of literature selections as well as connections to a variety of disciplines such as geography, social studies and science. Examples include:  <b>Biography Connection:</b> The Man Langston Terrace Honors, 481; <b>Cultural Connection:</b> Athena, 863; <b>Geography Connection:</b> Agricultural Seasons, 278; <b>History Connection:</b> Cossacks, 323; <b>Literature Connection:</b> Traditional Dragon</p>

	<p>Stories, 213; <b>Music Connection:</b> What Is the Delta Blues? 980; <b>Science Connection:</b> Leaving the Nest, 474 The last unit fuses the study of theme, culture, and genre with a focus on Folk literature beginning on pages 824-825 with the question “What is the oral tradition?, 824–825” &amp; introductory material on the Characteristics of Folk literature, 826–827.</p>
<p><b>3.</b> Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., soundletter correspondence, sentence structure, context, graphics).</p>	<p>Reading and vocabulary strategy instruction introduces and follows every selection, both fiction and nonfiction. For examples of key reading strategies see the following:  <b>Reading Skill:</b> Inferences, making, 189, 193, 195, 197, 199, 200, 207, 209, 210, 211, 228, 231, 235, 238, 239;          Conclusions, drawing, 271, 277, 280, 281, 287, 288, 290, 293, 295, 296, 306, 308, 311, 312, 313, 314, 315, 320, 329, 322, 327; Main idea, identifying, 473, 475, 477, 482, 485, 493, 495, 499, 500, 502, 503, 506, 507; Details, important/unimportant, identifying, 489, 495, 499, 500, 502, 506, 507; Paraphrasing, 627, 633, 637, 641, 643, 645, 648, 649, 651          The <b>Informational Text Workshops</b> also introduce reading strategies and emphasize the features and structures of informational materials. For examples, please see:          Informational Texts: Analyze Structural Features, 66–70; Use text aids and features, 244–248; Multiple–Step Instructions, 602–606. Vocabulary Development and Word Study teach a variety of language development skills including using context clues, word parts, and word origins. Examples can be found on the following pages:  <b>Vocabulary Development:</b> 22, 29, 30, 39, 44, 51, 52, 61, 94, 101, 102, 107, 112, 121, 122, 129, 190, 203, 204, 215, 220, 231, 232, 239, 272, 283, 284, 297, 302, 315, 316, 329, 396, 403, 404, 415, 420, 425, 426, 433, 470, 477, 478, 485, 490, 495, 496, 507, 562, 569, 570, 581, 585, 591, 592, 597, 622, 627, 628, 633, 638, 645, 646, 651, 706, 733, 746, 777, 840, 845, 846, 853, 856, 865, 866, 873, 914, 921, 922, 929, 934, 939, 940, 953  <b>Word Study,</b> 29, 51, 61, 121, 215, 231, 239, 283, 297, 315, 329, 403, 415, 425, 477, 485, 495, 507, 569, 581, 591, 597, 633, 651, 777, 845, 865, 921, 953</p>
<p><b>4.</b> Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.</p>	<p>Students learn to develop and adjust spoken, written, and visual presentation skills through workshops &amp; assignments. Through the <b>Writing Workshops</b>, students learn the process of revision as can be seen on the following pages: <b>Revising:</b> 158, 266, 358, 359, 530, 616, 672, 80  <b>Communication Workshops</b> provide structured opportunities for students to develop and evaluate spoken and visual presentations such as these: Communications Workshop: Following oral directions, 166, Evaluating a persuasive message, 366, Problem-solution proposal, 538, Delivering a persuasive speech, 680, Identifying tone, mood and emotion, 812, Oral response to literature, 1002. In addition, a variety of writing, research, and listening and speaking assignments after paired selections, allow students to extend their study of literature and make connections to other real world issues.</p>

	<p>See the following examples:  <b>Writing:</b> Dramatic scene, 109, Anecdote, personal, 131, Description of a character, 299, Essay comparing imagery, 613  <b>Listening and Speaking:</b> Interview role-play, 299, Instructional presentation, 435, Discussion, informal, 509, Panel discussion, 998  <b>Research &amp; Technology:</b> Multimedia presentation, 187, 735; Research project, 417; Annotated bibliography entries, 875</p>
<p>5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</p>	<p><b>Writing Workshops</b> provide structure assignments that support students through each stage of the writing process including prewriting, drafting, editing and proofreading and publishing. Workshops include the following: Autobiographical Narrative, 154–161; Response to Literature: Review, 264–269; Short Story, 354–361; How-to Essay, 462–467; Persuasive Essay, 526–533; Problem-and-Solution Essay, 614–619; Comparison-and-Contrast Essay, 668–675; Letter, 738–743; Cause-and-Effect Essay, 800–807; Multimedia Report, 906–911; Research Report, 988–997. In addition, students practice the writing process after paired literary selections with additional process-oriented assignments such as those found on the following pages:  <b>Writing:</b> Dramatic scene, 109, Anecdote, personal, 131, Description of a character, 299, Essay comparing imagery, 613</p>
<p>6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</p>	<p>Students use spoken, written, and visual presentation skills through a number of workshops and assignments.  <b>Communication Workshops</b> provide structured opportunities for students to develop and evaluate spoken, visual, and media presentations such as these: Following oral directions, 166, Evaluating a persuasive message, 366, Problem-solution proposal, 538, Delivering a persuasive speech, 680, Identifying tone, mood and emotion, 812, Oral response to literature, 1002  Writing assignments in the <b>Writing Workshops</b> offer students the opportunity to practice using expressive literary techniques such as figurative language and to practice working within a range of genres and structures: Autobiographical Narrative, 154–161; Response to Literature: Review, 264–269; Short Story, 354–361; How-to Essay, 462–467; Persuasive Essay, 526–533; Problem-and-Solution Essay, 614–619; Comparison-and-Contrast Essay, 668–675; Letter, 738–743; Cause-and-Effect Essay, 800–807; Multimedia Report, 906–911; Research Report, 988–997</p>
<p>7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose</p>	<p>Research opportunities are provided throughout the program. Writing and communication workshops offer in-depth, step-by-step research opportunities:  <b>Writing Workshop:</b> Multimedia Report, 906–911; Research Report, 988–997  <b>Communication Workshop:</b> Multimedia Presentation of a Research Report, 101 Following Oral Directions, 166; Evaluating a Persuasive Message 366; Identifying Tone, Mood, &amp; Emotion, 812; Listening &amp; Speaking: Instructional Presentation, 435; Informal Discussion, 509; Debate, 779;</p>

<p>and audience.</p>	<p>Dramatic Reading, 931 In addition, the <b>Research and Technology</b> that follow paired reading selections offer additional research opportunities. For examples please see: Biographical sketch, 393; Research project, 417; Informative poster, 487; Written and visual report, 955</p>
<p><b>8.</b> Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.</p>	<p>Students learn about and use a wide variety of information sources. For examples, see the following: Informational Text: Online Sources, 66–68; Research and Technology: Brochure, 41; Online Databases, 241; Resources at Library or Internet, 331; Research Project, 417; Informative Presentation, 487; Illustrated Booklet, 583; Annotated Bibliography, 875; Written and Visual Report, 955; Research the Author: Multimedia Presentation, 187; Writing Workshop: Multimedia Report, 906–911; Research Report, 988–997</p>
<p><b>9.</b> Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.</p>	<p>Please see the following references: Dialect, 826, 827; Dialogue, 692, 694, 702, 703, 705, 711, 712, 714, 716, 720, 722, 723, 724, 727, 728, 730, 731, 733 In addition, the <b>Literature in Context</b> feature provides background and information that helps students understand the social and culture context of the language and issues represented in literature selections. For examples, see: <b>Literature Connection:</b> Twain Makes His Mark, 99 <b>Cultural Connection:</b> Journalism, 412 <b>Language Connection:</b> Allusions, 843 The last unit fuses the study of theme, culture, and genre with a focus on language and traditions of Folk literature beginning on pages 824–825 with the question “What is the oral tradition?, 824–825” and introductory material on the Characteristics of Folk literature, 826–827.</p>
<p><b>10.</b> Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.</p>	<p>Prentice Hall Literature provides teachers of English Language Learners a range of notes and assignments in the Teacher’s Edition and Teaching Resources to support language development. <b>Vocabulary and Reading Warm-ups</b> (which are Resources referenced in the TE) provide extra support. “A” Warm-ups are for students reading two grades below grade level. “B” Warm-ups are for students reading one grade below grade level. In addition, the following supporting assignments and notes can be found throughout the program along the bottom of the Teacher’s Edition: • <b>Fluency (TE lesson text)</b> • <b>Support for English Language Learners (TE lesson text)</b> • <b>Reader’s Notebook English Learner’s Version (TE referenced resource)</b></p>
<p><b>11.</b> Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</p>	<p><b>Communication Workshops</b> give students opportunities to develop and practice speaking skills, as well chances to discuss presentations made by their peers. Workshops include the following: Following oral directions, 166, Evaluating a persuasive message, 366, Problem-solution proposal, 538, Delivering a persuasive speech, 680,</p>

	<p>Identifying tone, mood and emotion, 812, Oral response to literature, 1002  <b>Listening and Speaking</b> assignments after paired literary selections provide additional opportunities for discussion and use of listening skills as can be seen from the following assignments:                      Interview role-play, 299; Group discussion, 363; Discussion, informal, 509; Debate, 535, 779; Panel discussion, 998                      Further opportunities for group work exist in the Writing Workshops in which students develop <b>Peer Review</b> skills:                      Peer review, use, 158, 530, 672, 804; Peer review, use/consider, 855</p>
<p><b>12.</b> Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information). Students use spoken, written, and visual presentation skills through a number of workshops and assignments.</p>	<p><b>Communication Workshops</b> provide structured opportunities for students to develop and evaluate spoken and visual presentations such as these: Following oral directions, 166, Evaluating a persuasive message, 366, Problem solution proposal, 538, Delivering a persuasive speech, 680, Identifying tone, mood and emotion, 812, Oral response to literature, 1002. In addition, a variety of writing, research, and listening and speaking assignments after paired selections, allow students to extend their study of literature and make connections to other real world issues. Please see the following examples:  <b>Writing:</b> Dramatic scene, 109, Anecdote, personal, 131, Description of a character, 299, Essay comparing imagery, 613  <b>Listening and Speaking:</b> Interview role-play, 299, Instructional presentation, 435, Discussion, informal, 509, Panel discussion, 998  <b>Research &amp; Technology:</b> Multimedia presentation, 187, 735; Research project, 417; Annotated bibliography entries, 875</p>

**Sample Exit Standards: 8<sup>th</sup> Grade Math**

**SE = Student Edition - TE = Teacher Edition**

NEW YORK MATH CORE CURRICULUM	PAGE(S) WHERE TAUGHT	
	<p>Mathematics, Course 3, New York Edition © 2008</p>	<p>Connected Mathematics 2, 8th Grade Units © 2006</p>
<p><b>Problem Solving Strand</b>  <b>Students will build new mathematical knowledge through problem solving.</b></p>		
<p><b>8.PS.1 Use a variety of strategies to understand new mathematical content and to develop more efficient methods</b></p>	<p><b>SE/TE: xxxiv-xLi, 424-426, 491-494, 571-573, 581-585</b></p>	<p>Each Connected Mathematics 2 unit is divided into Investigations that present related problems for students to solve. The entire curriculum is based on contextual problem situations requiring students to identify relevant information, generate and compare representations, develop strategies, and justify solutions. The Investigations guide and support students as they build new mathematical knowledge through the evolution of problem situations and development of strategies, as described below:</p>
<p><b>8.PS.2 Construct appropriate extensions to problem situations</b></p>	<p><b>SE/TE: 33-35, 38-41, 128</b></p>	

		<p><b>Thinking with Mathematical Models</b> Students develop strategies for collecting, recording, representing, and describing data and relations. SE: 5-11, 24-32, 47-52 TG: 15-30, 37-54, 61-74</p> <p><b>Looking for Pythagoras</b> Students develop strategies for representing and applying rational and irrational numbers and slope. SE: 5-11, 19-22, 31-37, 46-52 TG: 16-30, 34-46, 51-68, 73-90</p> <p><b>Growing, Growing, Growing</b> Students develop strategies for recognizing, describing, and applying exponential relationships. SE: 5-10, 20-23, 33-37, 48-52, 59-62 TG: 19-38, 44-56, 61-74, 80-92, 98-112</p>
<p><b>8.PS.3 Understand and demonstrate how written symbols represent mathematical ideas</b></p>	<p><b>SE/TE: 92-96, 277 Ex 2, 279, 492, 497, 544</b></p>	<p><b>Frogs, Fleas, and Painted Cubes</b> Students develop strategies for recognizing, describing, and applying quadratic relationships. SE: 5-10, 19-29, 40-43, 55-63 TG: 19-38, 46-48, 88-106, 115-144</p> <p><b>Kaleidoscopes, Hubcaps, and Mirrors</b> Students develop strategies for applying symmetries and transformations to motions, patterns, and designs. SE: 5-14, 27-35, 48-55, 65-69, 78-87 TG: 18-34, 44-66, 74-92, 97-108, 112-130</p> <p><b>Say It with Symbols</b> Students develop strategies for using order and properties of operations with algebraic expressions and equations. SE: 5-11, 23-27, 37-44, 56-59, 72-75 TG: 19-36, 44-56, 64-84, 93-106, 115-126</p> <p><b>The Shapes of Algebra</b> Students develop strategies combining geometric and algebraic thinking in the solutions and applications of systems and inequalities. SE: 5-11, 24-29, 37-41, 52-58, 69-77 TG: 17-30, 37-50, 55-68, 75-94, 100-116</p> <p><b>Samples and Populations</b> Students develop strategies for statistics investigations, data analysis, sampling, and probability. SE: 5-16, 26-35, 47-53, 62-68 TG: 19-46, 52-70, 76-90, 95-106</p>
<p><b>8.PS.4 Observe patterns and formulate generalizations</b></p>	<p><b>SE/TE: 130, 445-446, 512-516</b></p>	<p><b>Students will solve problems that arise in mathematics and in other contexts.</b> Throughout each unit's Investigations, students use available materials and manipulative to act out transactions and model relations and</p>
<p><b>8.PS.5 Make</b></p>	<p><b>SE/TE: 15 #2, 302,</b></p>	

<p><b>conjectures from generalizations</b></p>	<p><b>323, 387 #5</b></p>	<p>operations, confirm the equivalence of various representations, generate possible solutions, and justify their conjectures about mathematical and practical situations. See the following selected examples:</p> <p><b>Thinking with Mathematical Models</b> Students use real-life data to generalize patterns about linear and non-linear relationships. SE: 7, 9, 11-22, 33-44, 48, 50-53, 57, 60-61 TG: 16-36, 55-59, 62-80</p> <p><b>Looking for Pythagoras</b> Students use coordinate grids to describe location and distance, to discover the Pythagorean Theorem, to understand irrational numbers. SE: 8-9, 26, 28, 35-36, 47-52, 59-60, 62 TG: 17-22, 48-49, 61-64, 74-90, 94-96</p> <p><b>Growing, Growing, Growing</b> Students use various representations to describe, generalize, and predict exponential patterns of growth and decay. SE: 6-7, 9, 13, 15, 18, 23, 25, 31, 36, 42, 49-52, 55, 58-64, 68-69 TG: 25-34,40-43, 53-60, 67-70,77,81-97, 99-115</p>
<p><b>8.PS.6 Represent problem situations verbally, numerically, algebraically, and graphically</b></p>	<p><b>SE/TE: 192-195, 234-238, 388, 540-543, 550</b></p>	<p><b>Frogs, Fleas, and Painted Cubes</b> Students use various representations to describe, generalize, and predict quadratic patterns of change. SE: 4, 6-8, 13, 16-18, 20, 40-41, 43-44, 47, 49, 51, 53-54, 57-58, 61, 63, 66-69, 71, 76-77, 79 TG: 18, 19-30, 40-45, 48-86, 89-94, 101-114, 121-157</p> <p><b>Kaleidoscopes, Hubcaps, and Mirrors</b> Students use manipulative, drawings, and coordinate plotting to explore and generalize about transformations, symmetry, and congruence. SE: 5, 24, 28, 32, 44, 53-55, 79-84, 91 TG:18-22, 41, 45-52, 59-62, 72, 83-92,113-124,132-133</p> <p><b>Say It with Symbols</b> Students use different ways of reasoning to explore and translate among equivalent expressions and learn new ways to solve equations. SE: 4, 20, 56-58, 61-62, 67, 69, 71-72,75, 77-79 TG: 18, 42, 94-101, 108-114, 116-118, 123-129</p> <p><b>The Shapes of Algebra</b> Students use geometric figures on coordinate grids to generalize about and apply systems of equations and inequalities.</p>

		SE: 4, 9-11, 21, 24, 38, 43, 45, 49-51, 70 TG: 16, 23-30, 35, 37-42, 56-60, 69-74, 101-104 <b>Samples and Populations</b> Students use representative samples of data to analyze, compare, and predict the characteristics of populations. SE: 4, 5-24, 32, 34, 40, 46, 50, 57, 80 TG: 18, 19-51, 63-75, 77-82, 92, 109
<b>Students will apply and adapt a variety of appropriate strategies to solve problems.</b>		
<b>8.PS.7 Understand that there is no one right way to solve mathematical problems but that different methods have advantages and disadvantages</b>	<b>SE/TE: 39, 74, 131-132, 134 #16, 176, 177 #31, 225, 273, 330, 382, 434, 493, 536, 563</b>	Students collaborate throughout to share, critique, refine solutions. In addition to the examples cited immediately above, see the following selected opportunities to adapt problem-solving strategies: <b>Thinking with Mathematical Models</b> SE: 18, 43 TG: 34, 59
<b>8.PS.8 Understand how to break a complex problem into simpler parts or use a similar problem type to solve a problem</b>	<b>SE/TE: xxxix, 360, 383 #16</b>	<b>Looking for Pythagoras</b> SE: 18, 30, 44, 58 TG: 33, 50, 72, 93-94 <b>Growing, Growing, Growing</b> SE: 10, 18, 28, 43, 62, 65, 78 TG: 35-38, 43, 58-59, 77, 105-108, 114, 117-118 <b>Frogs, Fleas, and Painted Cubes</b> SE: 10-11, 13, 22, 26, 30, 33, 35, 48, 53, 64, 66, 81-82 TG: 31-41, 7-62, 69-74, 79-84, 109-113, 145-148, 157-158
<b>8.PS.9 Work backwards from a solution</b>	<b>SE/TE: xL, 589</b>	
<b>8.PS.10 Use proportionality to model problems</b>	<b>SE/TE: 175-178, 181-184, 187-190, 192-195, 197-200</b>	<b>Kaleidoscopes, Hubcaps, and Mirrors</b> SE: 6-7, 14, 51-52, 54-55, 96-100 TG: 19-22, 31-34, 83-92, 136-138 <b>Say It with Symbols</b> SE: 13, 37, 41, 47, 51, 56-57, 66, 83, 88 TG: 37-38, 65-68, 73-82, 86-90, 94-96, 111, 131-132 <b>The Shapes of Algebra</b> SE: 11, 26, 29, 40, 47, 53-58, 68, 75, 78-80 TG: 27-30, 43-50, 61-64, 73, 76-94, 98-99, 109-112, 117-121 <b>Samples and Populations</b> SE: 17, 25, 30-31, 40, 44, 46, 53, 60, 78, 81-82, 84 TG: 47-51, 59-66, 72-75, 83-90, 93, 109-112 In addition to the collaborative approaches to problem solving strategies cited above, see especially “Mathematical Reflections” reviewing each Investigation and “Explain Your Reasoning” reviewing each unit, as cited below: <b>Thinking with Mathematical Models</b> SE: 23, 46, 61, 64 TG: 36, 60, 80-82
<b>Students will monitor and reflect on the process of mathematical problem solving.</b>		
<b>8.PS.14 Determine</b>	<b>SE/TE: xxxii, 178</b>	<b>Looking for Pythagoras</b>

information required to solve the problem	#43	SE: 18, 30, 45, 64, 66-67 TG: 33, 50, 72, 96-98
8.PS.15 Choose methods for obtaining required information	SE/TE: 131-132, 326 # 6 and 22, 382	<b>Growing, Growing, Growing</b> SE: 19, 32, 58, 73, 78 TG: 43, 60, 97, 116-118 <b>Frogs, Fleas, and Painted Cubes</b>
8.PS.16 Justify solution methods through logical argument	SE/TE: 39, 74, 121 #20, 122 #8, 131-132, 176, 225, 273, 330, 382, 434, 493, 536, 563	SE: 18, 39, 54, 79, 82 TG: 45, 86-87, 114, 157-158 <b>Kaleidoscopes, Hubcaps, and Mirrors</b> SE: 26, 47, 64, 77, 95, 103 TG: 42-43, 73, 96, 111, 134-135
8.PS.17 Evaluate the efficiency of different representations of a problem	SE/TE: 176, 179, 273, 275 #33, 536	<b>Say It with Symbols</b> SE: 22, 36, 55, 71, 84, 88 TG: 43, 62-63, 92, 114, 131-132 <b>The Shapes of Algebra</b> SE: 23, 36, 51, 68, 82, 85-86 TG: 36, 54, 74, 98-99, 122-126 <b>Samples and Populations</b> SE: 25, 46, 61, 80, 85 TG: 51, 74-75, 94, 109-110

### B. School Calendar and Daily Schedule

Lamad Academy's rigorous extended day program for all students will be from 7:30 AM–4:30 PM with an early dismissal on Friday afternoons. A sample daily schedule is provided in **Attachment 3**. As with the student schedules, the teachers' daily schedules that follow delineate the daily required amount of time Lamad Academy teachers will be in the classroom or involved with other school duties versus when they will be engaged in planning/prep time individually or collectively, both with and without the DC and subject teachers. A sample daily schedule is provided in **Attachment 3**.

Lamad will have an extended year and extended day model to maximize instructional hours. The extended year will provide more time on task to reinforce Lamad's culture of high academic standards. Lamad will have 190 days of school. A Proposed Annual Calendar for the first year of operation is provided in **Attachment 4**.

### C. Target Population

Lamad will open with a 5<sup>th</sup> grade and 125 students. The school will add a grade per year during the first 5-year period until it is a 5<sup>th</sup>-8<sup>th</sup> grade program. It is our intention that the 5<sup>th</sup> grade will be the primary student intake year. In order to maintain the opportunity for students to have access for a great school, students that may be lost through attrition will be replaced. We are assuming an average 8-10% attrition rate from grade 7 onward.

Anticipated Enrollment Table

Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
5 <sup>th</sup> Grade	125	125	125	125	125
6 <sup>th</sup> Grade		125	125	125	125
7 <sup>th</sup> Grade			125	125	125
8 <sup>th</sup> Grade				125	125
<b>Total</b>	125	250	375	500	500

The main objective of the enrollment plan is to provide a viable 5-8 program in CSD 17. Lamad will open with a 5<sup>th</sup> grade to help students bridge the divide of elementary and middle schools. Starting with 125 students will allow us to accommodate as many students as possible while also balancing the need to create a strong culture and environment. Per Lamad’s philosophy; beginning with one grade will allow us to instill in every child the joy of life-long **learning** within a warm, nurturing atmosphere and academically challenging and intellectually rigorous learning environment. Establishing the right tone in the first year will set the stage for each subsequent year, when incoming students will follow the lead of seasoned Lamadsters.

Lamad Academy will be in Community School District 17, which is located in the center of Brooklyn, to the east of Prospect Park and includes Crown Heights, Prospect Lefferts Gardens, and Wingate. During the 2008-9 school year, CSD 17 had a student population of approximately 27,264, of which 7,484 were students in grades 5-8.

We anticipate that most of our students will come from CSD 17, which is an area that is under served by high performing middle schools. There are 21 schools in the district that serve 5<sup>th</sup>–8<sup>th</sup> grades, this includes elementary (K-8) and middle schools (6-8). On the 2007-8 State Assessments, only 7 schools had 65% or more of their students perform at level 3 or higher in Math (averaged of grades tested). In ELA, 10 schools had 71% or more students perform at level 3 or higher (average of grades tested). Of the 16 schools that had assessed 8<sup>th</sup> grade students in Science, only 3 had 69% or more students performing at level 3 or higher. Lamad, as a school that will provide more time on task for math and science, seeks to change the performance landscape in CSD 17 and by doing so, will give children within this community a viable alternative that will open the world to them.

English Language Arts	Percentage of students that scored at or above Level 3			Total tested
	0%	50%	100%	
Grade 3	65%			1950
Grade 4	66%			1951
Grade 5	68%			1933
Grade 6	68%			2030
Grade 7	65%			2091
Grade 8	49%			2214
<b>Mathematics</b>				
Grade 3	87%			1970
Grade 4	82%			1993
Grade 5	80%			1981
Grade 6	69%			2066
Grade 7	75%			2129
Grade 8	60%			2247
<b>Science</b>				
Grade 4	77%			1977
Grade 8	34%			2025

Student performance for 2008-9 has slightly improved but on average, less than 75% of students scored at Levels 3 or 4 on ELA and Math assessments for grades 5-8 (see table, a *Summary of 2008-9 District Performance*, for more details on student performance<sup>1</sup>). However, in Science, only 34% of students tested were performing at Level 3, 5 percentage points lower than the 2007-8 8<sup>th</sup> graders. This trend does not bode well for Brooklyn students and we believe that this is not an acceptable foundation for high school, college, or life.

Based on 2008-9 District Report Card for CSD 17, 88% of students are eligible for free/reduced lunch (FRL) and 9% are limited English proficient. The percentages of both categories have increased over the previous

year's numbers. CSD 17 also includes a significant immigrant population where students are predominantly arriving from the Dominican Republic, Guyana, Jamaica and Bangladesh. The vast majority of students are African-American (86% vs. 11% Latino). A school that we view as more typically reflects Lamad's intended population is Ebbetts Field Middle School (grade 6-8) located at 46 Mckeever Place, Brooklyn. This school had higher than district averages in FRL and ELL populations that have been increasing annually. In 2006-7, the FRL population was 84%, by 2008-9 it had increased to 93%. The Limited English Proficient population went from 13% in 2006-7 to 21% two years later.<sup>2</sup>

<sup>1</sup> The New York State District Report Card, Accountability and Overview Report, 2008–09

<sup>2</sup> Ebbetts Field Middle School NY State School Report Card, Accountability and Overview Report 2008-9

We anticipate serving a student body that reflects this area of Brooklyn; students will be overwhelmingly minority with high rates of poverty with limited English proficiency, coming from struggling public schools. Lamad is prepared to meet the needs of our students through our extended day and year, mentoring, tutoring, and focus on core academic subjects.

Our educational philosophy is to instill in every child the joy of life-long **learning** within a warm, nurturing atmosphere and academically challenging and intellectually rigorous learning environment. At Lamad, we will emphasize student **effort** rather than **aptitude** as the key to high achievement. We will embrace noted researcher Jeff Howard's mantra that, "Smart isn't something you are, it's something you get" through hard work and intellectually rigorous and challenging curriculum. We will create a school culture where the norm will be **high expectations** for **all** students in academic achievement and student behavior. Positive Behavioral Development will be a focused component of the professional development. The social emotional health of each student will be monitored through the use of assessment tools. I.E. The Connors behavioral chart, and counseling by a qualified school social worker, and partnerships with community based mental health organizations. . Staff will receive instruction in how to address and implement systems of Behavioral Regulation and student self management, Knowledge of social emotional and cognitive development, proactive facilitation of positive learning environments, and ongoing assessment of student progress toward social emotional competencies. In addition, systems of Behavioral and crisis intervention, and engagement of families in the process of supporting their child's mental health maturity will be implemented. Lamad's instructional and social emotional approach will address both the social and academic needs of its students.

Lamad will have focused, high quality instruction in every classroom and throughout the school. Lamad will support and cultivate highly competent teachers by providing on-going professional development and training that focuses on data driven instruction, classroom management, and appropriate implementation of varied teaching styles such as project learning; direct instruction; small group instruction. All teachers and staff will attend a Summer Professional Institute in order to effectively prepare them to implement the curriculum and to build capacity for instruction in a core-standards based curriculum. Pearson, the developers of the curriculum that will be used, will provide intensive professional development on how to fully utilize the curriculum. One of the critical components of the Lamad professional development program will be to create and routinely use a protocol for assessing and enhancing the pedagogical skills of staff. Teacher evaluation will be aligned to their capacity to fully implement the curriculum and to demonstrate mastery of the Pearson School Benchmarks. All instruction will be aligned to the core state standards. Periodic formal and informal assessments will be utilized to monitor student progress. Spiraling the curriculum in order to reinforce learning will be used across the grades. Teachers will receive training in the following curriculum areas: Differentiation, The teaching of reading strategies in the content areas, and the curriculum alignment of mathematics and science & English language arts. Teachers will map the curriculum, and collaborate on joint projects. Mapping the curriculum will ensure that appropriate content is being taught (and repetition of content across the content and grades does not replace complete instruction in each content area. Teacher evaluation will be on-going and provide teachers with constructive criticism in order to ensure professional growth and rigor in their classrooms.

**At Risk Students:** Lamad Academy identifies at-risk students as those that receive Free/Reduced Lunch and who are matriculating from elementary schools with more than half of the students fail to achieve level 3s or 4s on State ELA and Math assessments. With CSD 17's FRL population averaging 88% and trending upwards and with over ten CSD 17 elementary and K-8 schools performing below Level 3s on their 2009-10 ELA and Math assessments for grades

3 and 4, we assume that the vast majority of our student, about 85%, will be at-risk of academic failure<sup>3</sup>. These are the students we seek to serve.

Lamad's approach to meeting the needs of students of our students is a combination of high academic expectations, constant and varied support through the SST and AST, standards-based instruction, extended time to teach math, ELA and Science, ongoing and regular assessments to measure student achievement of the standards, and re-allocating resources based on the data yielded by the assessments. We will begin with the Summer Bridge program for all students during the month of July prior to start of the academic year. In addition, Saturday Academy, after-school tutoring and the use of Mentors will be singularly focused on working and supporting our at-risk students.

The Director of Curriculum will monitor academic progress using a normed-referenced assessment such as the Stanford-10. Students will take the assessment twice a year to measure annual progress. In addition, through frequent unit-based and interim assessments, we will be able to identify students that need extra attention. Students will be assessed at all grade levels through math and ELA interim assessments that are aligned to the New York State standards. The data from all of these assessments will provide teachers and administration with regular ways to identify students who are performing below grade level. Remedial instruction at Lamad will be provided through a range of methods and strategies. Lamad's teachers will work with students in small, flexible groups to provide re-teaching of specific standards, based on the data on the assessments.

**Students with Disabilities:** Lamad will educate students with disabilities in the least restrictive environment, with their non-disabled peers to the extent appropriate and allowed by each student's Individualized Education Plan (IEP) prepared by the Committee on Special Education (CSE) of the students' school district of residence and all applicable federal laws, including the Individuals with Disabilities Education Act (IDEA). Lamad Academy shall not discriminate in admission and enrollment practices on the basis of a student having or being suspected of having a disability. All special education programs and services at Lamad shall be provided in accordance with Education Law § 2853(4)(a) and applicable federal laws and regulations and in accordance with the IEP recommended by the CSE of the students' school district of residence.

We expect that the number of special needs students Lamad serves will be similar to that of CSD 17. According to 2008-09 data available on the NYCDOE website for CSD 17, Lamad is anticipating approximately 10-12% of our students will be special needs. Lamad will make efforts in its student recruitment process to ensure that the School will attract comparable or greater enrollment of students with disabilities as compared to CSD 17. Lamad's recruitment efforts towards this special population of students and their families will include: (1) print advertisements that include specific information about Lamad's Special Education program and that, where appropriate, describe the qualifications of Lamad's Special Education teachers; (2) special open-house information sessions held in the community geared towards parents of students with disabilities; and (3) one-on-one meetings between Lamad's Principal and/or Lamad's Special Education staff with any parents of Special Education students who express interest in learning more about how Lamad can meet the particular needs of their child.

Lamad is committed to educating each student including those students classified as special education, to the maximum extent appropriate, in the classroom s/he would otherwise attend. Thus, the School will maintain a full inclusion model regarding the education of special education students. Full inclusion involves bringing the necessary support services to the student regardless of handicapping condition or severity, (rather than moving the student to the services) and requires only that the student will benefit from being in the class (rather than having to keep up with the other students). According to this model, special education students will be removed from the classroom only when appropriate services cannot be provided in the

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<sup>3</sup> 2010 ELA and Math District and Building Aggregate, NY SED

regular classroom setting. Special Education students will be exposed to use of RTI – Response to Intervention which provides early intervention for students who are at risk for and identifies students with reading disabilities. This would also allow classroom teachers to use data to structure programs for students to build academic achievement. Also, the use of Achieve 3000 will be implemented as a summative assessment tool to differentiate instruction based on student's reading levels. Other programs will be implemented to address the needs of problem solving and conflict resolution, organizational skills, impulse control and coping strategies, and self advocacy.

**English Language Learners:** Lamad shall serve any and all LEP/ELL students by providing supportive instruction so that they achieve proficiency in the English language as quickly as possible. Lamad shall comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the Federal Equal Educational Opportunities Act of 1974. In addition to expecting ELL students that are Spanish speakers, we are also taking into account that CSD 17 has a growing Pan-African and Caribbean population; thus Lamad's ELL population will be speaking multiple languages such as Spanish, Creole; French; and pan-African languages. Given the changing demographics of CSD 17, we anticipate at least 10% of our students will be ELL. Lamad's recruitment efforts towards ELL students and their families will include: (1) print advertisements in several languages that include specific information about Lamad's program; (2) open-house information sessions held in immigrant communities geared towards parents of ELL students; and (3) meetings between Lamad's staff with any parents of ELL students, with translation services as needed, who express interest in learning more about Lamad.

ELL Students at the Lamad Academy will be involved in a series of activities to assist them in assimilating to Lamad's school culture. These may include:

- Parent Orientation Series – Focused on academic skills necessary to assist their child(ren) in progressing through the Lamad academic programs.
- Bi-Monthly Meetings – Focused on creating and maintaining a line of communication open with our parents and community at large. These meetings will further assist the Lamad in bridging the home/school partnership.

#### Plan for Educating LEP/ELL Students

All students that are English Language Learners will be expected to become proficient in the English language at a rapid pace. Lamad believes that a structured English immersion program will be most helpful to ELL students in improving their abilities to master the language. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. All instruction will be in English. However, the level of English used for instruction—both oral and written—will be modified appropriately for each ELL student. All teachers will receive professional development on communicating with students designated as ELL and in techniques for detecting whether a student has English language deficiencies. Within the Lamad's extended day schedule, there is ample time that can be used for additional intensive English language instruction.

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#### **D. Assessment**

Lamad will use assessment data often and regularly to assess student progress against the academic goals and to make programmatic adjustments and changes. Each term, teachers will meet with instructional leadership to review the assessment data. The teachers' role in this process is to identify which standards they need to re-teach, and to provide differentiated, individualized instruction for specific students, based on the data. The role of the Director of Curriculum in this process is to: 1) ensure that assessments are given on schedule; 2) expeditiously manage the data-crunching process so that teachers have timely results; 3) facilitate a data meeting with the teachers within a week after the assessment is given and provide guidance as to which standards need to be prioritized; 4) re-allocate resources in the area of money, time and personnel to ensure that students are given proper levels of

instructional support, based on the results of the assessments and 5) monitor lesson plans and lesson execution to ensure that prioritized learning objectives are being effectively re-taught.

The assessment process will be comprehensive and rigorous. Lamad will primarily rely on standardized and diagnostic tests to assess student achievement throughout the life of the charter. Lamad intends to administer three types of assessments: criterion-referenced tests (CRT), norm-referenced tests (NRT), and diagnostic unit and end of year tests. These assessments will provide the school with absolute, value-added, and comparative measures.

*Criterion-Referenced Tests:* Lamad will administer all New York State assessments, which will allow the school to assess how well the students are achieving the State learning standards in absolute terms and in comparison to similar schools in the district. As required, we will administer

- Grades 5-8 New York State English-Language Arts Assessment
- Grades 5-8 New York State Mathematics Assessment
- Grade 8 New York State Science Assessment
- Grade 5 New York State Social Studies Assessment

*Norm-referenced tests:* In addition, Lamad will administer the *Stanford-10* to students in 5<sup>th</sup> through 8<sup>th</sup> grades. This assessment will provide information about how students are progressing over time. It will be administered to all new students in the fall of their enrollment to establish an academic baseline, and then it will be given in the spring of each subsequent year to measure annual achievement gains. It also provides a comparison to a national norm.

*Diagnostic Unit/ and end of year tests:* Lamad will use diagnostic interim assessments and unit tests provided by curriculum publishers to provide intra-year assessments of student performance in reading, math, social studies, and science. The regular feedback provided by these tests will help teachers adjust and personalize student instruction throughout the year as necessary. Data from these exams will not be used to support the school's application for charter renewal. These tests will measure grade level performance (i.e. below, at, or above grade level) in specific skills and content knowledge. Given that each subject is taught using content that is aligned with the State learning standards, the test results will be good predictors of how well students are doing against those standards. Also, these assessments allow instruction for a particular child's needs to be adjusted in real time each year, rather than waiting until end-of-year exams.

**Use of Ongoing Assessments:** Ongoing assessment will be a driving force in the school. Virtually every month there will be some kind of standardized assessment, along with in-school assessments. Constant assessment enables lessons to be tailored to a child's needs. With grade level goals and individual class goals, teachers will be aware of the improvement that each child needs to make. There will be four classes on a grade. Within a grade, teachers collaboratively will create weekly assessments for all subject areas so that the school will be able to assess progress.

Assessment Name	Grades	Description
Unit Assessments	5 to 8	Curricular Unit Assessments, based on the scope and sequence of each Lamad purchased curriculum.
Six Week Assessments	5 to 8	Grade specific assessments based on NYS exit standards for each year. Also serve as predictors for performance on the NYS ELA and Math tests for 5-8, Soc Studies for 5, Sci for 8
NYS ELA, Math Assessments	5 to 8	NYS administered state wide exam. Given one time per year.

NYS Soc Studies Assessments	5, 8	NYS administered state wide exam. Given one time per year.
NYS Sci Assessments	8	NYS administered state wide exam. Given one time per year.
STANDFORD-10	5 to 8	nationally normed exam taken twice a year, fall and spring

**Rationale for Assessments:** Lamad will use all these measures to ensure we are working with each student based on their individual need. By having various measure of comparison we can target our approach. School assessments are valuable but do not serve to measure our students with national norms. Teacher assessments serve to measure the students against the 99 other children in the grade. In the Stanford-10, for example, the child is measured against children across the US. As Lamad's future will be determined by its achievement on state tests, using published assessments that have been proved to help with state test results is important. A school's program needs both types of assessment. We will use one to augment the other.

Specifics of teacher-made assessments include unit tests in each grade. Teachers on the same grade will be teaching the same unit. Therefore, the teachers will develop a test for the grade to assess the effectiveness of their program. The teacher-generated test is to assess the effectiveness of the classroom instruction comparing each child in the class to other children in the class. The teacher can then create a plan to address a particular child's needs.

The use of standardized tests is a critical instrument to assess students' learning and teacher effectiveness. We anticipate using Stanford-10 as our internal assessment measure. It will be used for pre- and post-testing for students to determine individual student's weaknesses and to determine if the individualized program created for him/her has been effective. We can also use it to see if a particular teacher's program has been effective for the entire class.

**Use of Data to Inform Decision-Making Processes :**Lamad will be a data-driven organization. The use of data dashboard by the Board will help improve the quality of their decisions. Our academic program uses frequent assessment data to guide the instructional program and to make any necessary modifications to the program if necessary. At each meeting of the Board of Trustees, the Principal will present a data dashboard that will present a snapshot that defines how Lamad is doing academically and organizationally. The specific data presented will include diagnostic, formative, and summative assessments that teachers had given students in addition to attendance rates, staffing and student vacancies and enrollment numbers. The Operations Director's financial reports will include a balance sheet that compares actuals to projected income and expenses. Trends in data will help the Board determine what oversights might require in-depth attention.

**Promotional Criteria:** All Lamad students are held to specific promotion criteria in the areas of attendance; comprehensive classroom assessments that include work samples, anecdotal, teacher assessments and observations; and benchmark assessments (i.e., Stanford-10 and NYS Standardized Test scores). Lamad reserves the right to make a decision for promotion when standardized test scores do not match previous student achievement as seen through these classroom assessments. Students failing to meet any of the grade level or school expectations as defined by the criteria in the chart below are noted as *Promotion in Doubt* during the winter at which time families are notified in writing of possible retention. If students do not demonstrate improvement by the end of the school year they are identified for retention for the following school year. *All criteria are fully included in the final decision for promotion as defined below:*

Grade	Attendance	Teacher	Benchmark Testing
5	95%	At grade level performance	Six-Week Assessments, end-of-unit tests, etc, teachers created tests, ELA, Math, Soc Studies level 2 and above

6	95%	At grade level performance	Six-Week Assessments, end-of-unit tests, etc, teachers created tests Level, ELA and Math level 2 and above
7	95%	At grade level performance	Six-Week Assessments, end-of-unit tests, etc, teachers created tests Level, ELA and Math level 2 and above
8	95%	At grade level performance	Six-Week Assessments, end-of-unit tests, etc, teachers created tests Level, ELA, Math and Science level 2 and above

Children with IEPs:

- A student with an IEP may be promoted based on attendance (80% or above); score a Level 2 on NYS exams; meet their IEP goals.
- In cases where the child does not meet the two or more of the criteria for promotion, an academic portfolio may be presented to determine whether the child will be promoted.
- In some cases with children who have IEPs, promotional criteria percentages may be adjusted in the IEP to reflect the child’s abilities in both ELA and Math performance.

**E. School Climate and Discipline**

**Lamad Code of Conduct:** Lamad Academy’s educational philosophy is to instill in every child the joy of life-long *learning* within a warm, nurturing atmosphere and academically challenging and intellectually rigorous learning environment. This will be done by creating a school culture where respectful and appropriate student behavior will be the norm. To this end, Lamad will work to ensure that the school is a place where all students can learn and all staff can teach in a safe, secure and orderly environment. Lamad will define discipline as helping children develop self-control and self-motivation in a school community that is safe for all members. To ensure that an environment is created where teaching and learning can flourish, Lamad has developed a series of rules that address proper student behavior, maintenance of order within the school and while people are engaged in school activities (Code of Conduct), and a statement of student rights and responsibilities. Lamad staff will ensure that parents and students are well informed of these policies both before enrollment and at the time students enroll in Lamad. The Code of Conduct will be signed by families to show that they have read and understand the rules, in order to hold them accountable for their actions. As such, students will know what type of behavior is expected of them, and parents will be reassured about the type of classroom environment maintained at Lamad.

The Code of Conduct sets the policy of Lamad regarding how students are expected to behave when participating in school activities, on and off school grounds, and how Lamad will respond when students fail to behave in accordance with these rules. In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. Depending on the severity of the infraction, disciplinary responses include suspension (short or long term), detention, exclusion from extracurricular activities, and expulsion. Where appropriate, school officials also will contact law enforcement agencies.

At Lamad, discipline will be considered a process. The Lamad staff will deal with each problem individually, and for each unacceptable behavior there is a range of consequences and actions a teacher or staff member will take. This is dependent on the frequency of this behavior, progress of the child, age of the child and severity of the behavior. The specific situation dictates which consequences will be used, revisited or skipped. The first step taken in any disciplinary action is to restore a sense of safety and bring people into self-control. This may mean time out or a sympathetic conversation; whatever will help a child to be able to face a problem rationally. The outcome of the consequences should reinforce not only the essence of what is

unacceptable to the group but also how one’s behavior impacts on the group and on oneself. Potential consequences include: Speaking to the child individually; Holding a group discussion; Temporarily removing a child from a difficult situation within the class; sending the child to another class (teachers may not send students unattended into the hall as a disciplinary measure); Informing parent/guardian of behavior; Discussion with parent/guardian and setting up a plan of action with the parent/ guardian, articulating what "progress" is; Sending the child to the Main Office to meet with the Director of Support; Discussion with other school personnel and the SST; Formal meeting with the teacher and parent/guardian; Discussing and initiating other support systems; Guidance hearing; Suspension (Short and Long Term); and Replacement of property or reimbursement. The decision as to which consequence is chosen will be in accordance with guidelines established by State law, which will ensure both consistency and equitable treatment for all students and enables schools to exercise discretion and educational judgment.

Lamad assures that we will not exclude from instruction any student who is in violation of the School uniform policy.

<b>Discipline:</b>	<b>Implementation:</b>
Detention	Given by a teacher on the approval of the Principal; held after school.
Exclusion	Determined by the staff member running the extracurricular activity.
Short-term suspension	Determined by the Principal; a student may be removed from school for a period of up to five days.
Long-term suspension	Determined by the Principal and the Board of Trustees; a student may be removed from school for a period of more than five days.
Expulsion	Determined by the Principal and the Board of Trustees; a student may be removed from the school permanently.

**Provisions for Students with Disabilities:** The Principal will have the authority to suspend or remove a student as a disciplinary action, upon conferring with the school Directors, Special Education Coordinator, Social Worker, Guidance Counselor, and the Board of Trustees. Lamad will adhere to all Code of Federal Regulations on discipline provisions for students with disabilities that pertain to sections 300.530, 300.532(a), 300.532 (b), 300.533, 300.534, and 300.536. Lamad will ensure record keeping on the number of days a student with a disability has been suspended or removed for discipline reasons. This responsibility will fall to the school secretary, who will keep in close communication with the Director of Support, the Special Education Coordinator and the Principal. Alternative instruction will be provided for students of compulsory school age who are suspended or expelled. This responsibility will be that of the Directors and Special Education Coordinator, in direct communication with the Principal. Lamad will also ensure that parents and students with disabilities receive appropriate notification regarding suspensions or removals for disciplinary reasons. This will be the responsibility of the Principal, working closely with the school Social Worker, Guidance Counselor, SST, and Special Education Coordinator. When a suspension or removal of a student with a disability constitutes a disciplinary change of placement, the Principal, Directors, Special Education Coordinator, Guidance Counselor, and Social Worker will follow the Federal Regulations and ensure that the student is provided with a free appropriate public education (FAPE) as defined in the federal regulations; the student is referred to the CSE for a functional behavioral assessment and behavioral intervention plan, and to make a manifestation determination; and the student’s parent is provided with a copy of procedural due process rights. Lamad will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE is immediately notified so that the CSE can meet its obligations to convene a CSE meeting within 10 school days to make a manifestation determination; convene a CSE meeting within 10 business days to conduct a functional behavioral assessment and develop a behavioral intervention plan; provide the student’s parent with a copy of their procedural due

process rights; and determine education services or the interim alternative educational setting consistent with the FAPE requirements.

*Provisions for All Disciplinary Actions:*

Due process procedures shall be followed for all disciplinary actions consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). The Principal shall provide notice to inform the student of the charges against him or her, and if the student denies the charges, an explanation of the evidence against the student. The student will be provided with an opportunity, in person, to present his/her version of events to the Principal.

**Detention:** Due to insubordinate behavior or obscene or abusive language or gestures in school, a student may be given after school detention. Classroom teachers must get the approval from the Principal in order to give a detention. Staff members, other than the classroom teacher, may suggest detention for a student's behavior outside of the classroom. The classroom teacher and Principal will gather the facts and circumstances from both staff members and the student in order to come to a decision. It is the responsibility of the teacher to inform the family of the child of the reason why their child is being disciplined. The Principal will oversee after school detention.

**Exclusion:** Students that participate in extracurricular activities must be exemplary. They are required to wear their uniforms, do their school/homework, and obey the disciplinary code at all times. If a teacher or staff member feels as if a student needs to be excluded from a team they can suggest this to the staff member running the program, by which exclusion will be determined.

**Short-Term Suspension:** The Principal determines short-term suspension on a case-by-case basis. Any student that has committed any of the infractions listed below that takes place on campus, on the school bus, or off campus, shall be subjected minimally to a short-term suspension enforced by the Principal:

- Attempt to assault any student or staff member.
- Vandalize school property causing minor damage.
- Endanger the physical safety of another by the use of force or threats of force, which reasonably places the victim in fear of imminent bodily injury.
- Used forged notes or excuses
- Cheat on exams or quizzes.
- Steal, attempt to steal, or possess property known by the student to be stolen.
- Trespass on school property.
- Abuse school property or equipment.
- Engage in acts of sexual harassment, including but not limited to physical contact or offensive sexual comments.
- Make a false bomb threat or pull a false emergency alarm.
- Possess tobacco or alcohol.
- Repeatedly commit minor behavioral infractions, which, in the aggregate, may be considered an infraction subject to formal disciplinary action.
- Commit any other act that school officials reasonably conclude warrants a disciplinary response.
- Any actions that take place on the school bus, or off campus

**Procedures and Due Process for Short-Term Suspensions:**

The Principal may impose a short-term suspension, and shall follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). Before imposing a short term suspension, or other, less serious discipline, the Principal shall provide notice to inform the student of the charges against him or her, and if the student denies the charges, an

explanation of the evidence against the student. The student will be provided with an opportunity, in person, to present his/her version of events to the Principal.

Long-Term Suspensions: Any student that has committed any of the infractionsthat takes place on campus, on the school bus, or off campus, listed below shall be subjected minimally to a long-term suspension determined by the Principal and the Board of Trustees:

- Possess, use, attempt to use, or transfer any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student at school.
- Commit or attempt to commit arson on school property.
- Possess, sell, distribute or use any alcoholic beverage, controlled substance, imitation, or marijuana on school property or at a school-sponsored event.
- Assault any other student or staff member.
- Intentionally cause physical injury to another person, except when the student's actions are reasonably necessary to protect him/herself from injury.
- Vandalize school property causing major damage.
- Commit an act which school officials reasonably conclude warrants a long-term suspension.
- Make false bomb threats or pull a false emergency alarm.

Procedures and Due Process for Long-Term Suspensions:

The Principal may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. The Principal and/or Board of Trustees decision for a long-term suspension may be appealed. In extreme circumstances, the Principal may expel the student from school. Prior to any/all expulsions, the Board will be consulted. Upon determining that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Principal also shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if Lamad has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At a formal hearing the incident will be reviewed. The hearing shall include the Principal, staff members involved with the incident, and the student with his/her parent(s) or guardian(s); the student shall have the right to be represented by counsel, question witnesses, and present evidence.

If the Principal initiates the suspension proceeding, he or she shall personally hear and determine the proceeding or may, in his discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Principal may accept or reject all or part of it. The Principal's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian in accordance with Lamad's complaint process.

Before imposing a short-term suspension, the Principal shall immediately notify the parents or guardian in writing that the student may be suspended from school. Written notice shall be provided by personal delivery, express mail delivery within 24 hours of the decision to impose suspension at the last known address(es) of the parents or guardians. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Principal. Such notice and informal conference shall be in the dominant language of mode of communication used by the parents or guardian. The parents or guardian of the student and the student shall have the opportunity to

present the student's version of the incident and to ask questions of the complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

Provisions to Implement Alternative Instruction Options:

- Alternative instruction must be provided within 24 hours of the beginning of a suspension, regardless of the length of the disciplinary action.
- While homework assignments may be included in a student's requirements, direct instruction must be provided by a teacher who meets the certification requirements as detailed in Section 2854 (3)(a-1) of Education Law.
- The time allotted to direct instruction must be enough to ensure that the student will progress at the same rate as if s/he had attended class. This is typically no less than two or three hours per day.

Students removed for a period of five days or fewer will receive all classroom assignments and a schedule by to which to complete missed assignments and/or tests during the time of the suspension. When a charter school or other public school suspends a student of compulsory school age, it must take immediate steps to provide instruction elsewhere. Lamad will provide additional alternative education instruction for a minimum of one hour for each school day. Instruction for each student shall be sufficient to enable the student to make adequate academic progress. Students removed for a period of more than five days will be provided with instruction by one or more of the following individuals in consultation with the student's teacher(s): teacher aides, trained volunteers, individuals within a contracted facility or a tutor hired for this purpose. Instruction will take place in one of the following locations: the student's home, a contracted facility (school district in the location of the student), or a room that is used by Lamad as a suspension room. All provisions of services during removal will be determined on a case-by-case basis, and will consider the needs of the suspended child. At Lamad, involuntary transfer as a discipline option is not a policy.

Students Right to Appeal:

Students have the right to appeal both short and long term suspensions. In the event of a short term suspension, students, or their legal guardian, will have the option to speak to the Principal directly to contest their argument. There is to be at least one additional person at this meeting to serve as witness and potential arbitrator. Students or their guardians have 24 hours to protest a short term suspension.

If a student earns a long term suspension or is engaged in due process of removal from the school, that student, or the student's legal guardian, may exercise the right to contest an argument before Board of Trustees and in accordance with Lamad's formal complaint process.

A student and/or the student's belongings may be searched by a school official if the official has a reasonable suspicion to believe that a search of that student will result in evidence that the student violated the law or a school rule. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from the student by school authorities.

Student lockers and desks remain the property of the school, though the school is not responsible for books, clothing, or valuables left in lockers or desks. A student shall not place or keep in a locker or desk any article or material which is of a non-school nature and may cause or tend to cause the disruption of the mission of the school.

The following rules shall apply to the search of school property assigned to a specific student and the seizure of illegal items found therein:

- School authorities will make an individual search of a student's locker or desk only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process.
- Searches shall be conducted under the authorization of the Principal or his/her designee.
- Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from student lockers or desks by school authorities.

**Parent & Staff Involvement:** Lamad will develop several means of communication with its parents and guardians: (1) Quarterly parent meetings that are held at the beginning and end of each of Lamad's two semesters. Teachers and administrators will meet to discuss programs, overall progress, future plans, etc.; (2) Individual parent/guardian meetings with teachers at least twice per year. These meetings will be scheduled to occur during each mid-semester following the distribution of progress reports to the parents and guardians of Lamad students and will focus on each student's progress; (3) Progress reports sent to the parents/guardians of each student twice per year, each mid-semester; (4) Report cards sent to parents/guardians two times yearly, once each semester; (5) Development and maintenance of a Lamad website designed specifically to promote continuous parental involvement and the promotion of email communication and the school's website as effective means of communication; (6) Facilitate the development and continued operation of a Lamad Parents Association (PA); (7) Standard procedure for staff to contact parents about student behaviors (either positive or negative). Contact can be made by phone, email or face to face meetings; and (8) Development and maintenance of a school climate that is friendly and inviting to parents.

**Promotion of Parental and Staff Involvement in School Governance:** Lamad will promote parental and staff involvement in school governance in the following manner: (1) Inviting parents and school staff to become members of various school committees, including committees of the Board; (2) Through the school's PA, surveys, interviews, etc., seeking the recommendation of parents on issues that significantly impact any aspect of the school, its operation and its instructional program prior to final decisions; (3) Reserving a trustee position on the Board for a parent of a Lamad student; (4) Reserving a standing agenda spot for the school's staff at each regular meeting of the Board; (5) Sharing the School's annual report separately with the School's PA and school staff and providing the PA and school staff the opportunity to make recommendations for improvement; and (6) Scheduling regular weekly faculty meetings at which time topics relevant to the effective operation of Lamad and implementation of its instructional program are considered.

## II. ORGANIZATIONAL PLAN

### A. Governing Body

The Board of Trustees shall serve as the governing authority of Lamad, ultimately accountable to the authorizer for meeting the terms it sets forth in the charter agreement. The number of Trustees of the Corporation shall not be fewer than seven (7) and shall not exceed fifteen (15). The primary responsibility of the Board of Trustees will be to govern Lamad so that it meets the mission of the school. The Board will have four officers, Chair, Vice-Chair, Treasurer, and Secretary and five standing committees: Executive, Finance, Development, Academic Accountability, and Governance. Other ad-hoc committees will be formed as necessary to support the mission. The Board will be advised by the Parents Association; however, ultimate responsibility and accountability will rest with the Board.

Qualifications of Potential Board Members:

- Commitment to public education.
- Record of public community service.

- Knowledge of complex organizations and academic institutions.
- Demonstrated collaborative leadership abilities.
- Willingness and availability for constructive engagement.
- Commitment to open mindedness and non-partisanship.
- Commitment to the Lamad mission.
- Ability to be active member of a working board, committing time and resources.
- At least 18 years old.

General Responsibilities (these responsibilities/ roles may include, but are not limited to):

- Ratifying the school's mission statement, and any modifications thereto.
- Selecting, evaluating, and dismissing the head of the school.
- Attending and participating in meetings of the Board and its committees.
- Establishing and adhering to the school's code of ethics, and enforcing the same upon employees and officers of the school.
- Approving any management, operational, and service contracts and holding accountable such contractors for performance.
- Authorizing broad curricular guidelines, or specific curricular programs, or delegating such authority.
- Approving assessment measures and performance standards.
- Providing ongoing support & oversight of the school's academic program and performance.
- Approving admission policies and procedures for the school, consistent with the terms of the charter agreement.
- Setting personnel policies, including: establishing qualification criteria for employees, creating dismissal procedures, approving codes of conduct, and authorizing and approving collective negotiations.
- Hearing complaints from any individual or group alleging any violation of the provisions of the Charter Schools Act, the charter itself, or any other provision of law relating to the management or operation of the charter school.
- Ensuring that necessary accountability measures are in place, including the performance of audits and annual reports, and that all necessary records and reports are transmitted to the proper charter school oversight entities.
- Providing necessary and proper oversight of all financial aspects of Lamad, including approving the annual budget and providing guidance on fundraising.
- Involving parents and staff in the governance and administration of the school.

The proposed by-laws are provided in **Attachment 3** and Code of Ethics in **Attachment 4**.

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### **B. Founding Group Composition**

Lamad will be founded, governed, and managed by a diverse team of educational, civic, and business leaders. Board members come together around a shared belief that all students are entitled to their choice of a high quality public school. The Board is committed to the mission of Lamad. Specifically, members must strongly believe all students deserve:

- a free, rigorous, quality education where high academic standards are tempered with caring, supportive adults;
- the opportunity to succeed in all core subjects; and
- an environment that appreciates efforts as well as results.

The proposed trustees of Lamad have the capacity to monitor and provide oversight of the school's academic, administrative and fiscal operations. Please see the table below which indicates the areas of expertise of Board members. Board members represent a vast set of knowledge, skills, and experience in law, finance, government relations, community relations,

*Lamad Academy Charter School*

education, real estate development and school start-up. In addition to the current members, a trustee position has been reserved for a parent of a Lamad student.

	Education	Finance	Admin	Law	Community member	Real Estate	School Start Up
Cheryl Kilkenny		X	X				
Charlene Gayle-Gordon					X	X	
Emma Fraser Pendleton	X		X				X
Daryl Rock	X		X		X		X
George Leonard	X		X				X
Pamela Washington	X		X				X
Kenneth J. Halperin			X	X			

It is the intention that the Founding Team members of Lamad Academy will transition into the first Board of Trustees (a seat on the Board is also reserved for a Lamad parent). The Founding Board's information, including resumes, completed Statements of Assurances, and completed Request for Information is provided in **Attachments 7-9**

- Cheryl Kilkenny, (Brooklyn, NY); Director of Internal Audit: SUNY Downstate
- Emma Fraser Pendleton, (Nassau, Long Island); Assistant Superintendent for Curriculum, Instruction and Assessment (retired), Port Washington School District
- Daryl Rock, (Brooklyn, NY); Former Superintendent, Harlem Children's Zone Promise Academy Charter Schools
- Pamela G. Washington, (Queens, NY) Assistant Principal of Special Education for the entire Erasmus Campus which includes 5 High Schools and 2 Middle Schools
- Charlene Gayle Gordon (Brooklyn, NY) President of Macon Realty & Executive Director of Pentagon Real Estate Management. Government relations liaison.
- George Leonard (Brooklyn, NY and Washington DC), founding Principal of Bedford Academy High School; co-founder and CEO of the Friends of Bedford, Inc., a school support and turn-around organization
- Kenneth J. Halperin (Roslyn Heights, NY), Partner, Wingate. Russotti& Shapiro, LLP
- Parent of a Lamad student, TBD

Information about Lamad's monthly Board meetings and how interested staff, parents and community members can participate will be placed in local media, posted on our website, and throughout the school. Meeting advisories and postings will include the time and location of the scheduled meeting. All Lamad meetings will be open to the general public as required by the Open Meetings Law ("meeting" shall be understood as any scheduled gathering of the school's Board of Trustees at which a quorum of the Trustees shall be present. This also includes meetings of committees and subcommittees of the Board of Trustee).

**Grievance Procedure:** Any aggrieved person has standing to enforce the provisions of the Open Meetings Law by initiating an "Article 78 Proceeding." In any such proceeding a court of law may, in its sole discretion and upon a showing of good cause, declare an action taken in violation of the Open Meetings Law void in the whole or in part.

**Roles of Other School Community Members:** We will seek and solicit the contributions of students, families, faculty, staff, and community groups. The Board of Trustees will be independent and represent the interests of the school as a whole rather than individuals who represent specific constituencies. All stakeholders will be welcomed at Board meetings where they may express their opinions and concerns. The Parents' Association will be another venue for advising the Principal and Board on issues of importance to the school community. Teachers and other staff will have opportunities for advising the decision making process through Board meetings.

The Parents' Association will represent parents and families of students enrolled at Lamad. It will work with the Parent Coordinator to ensure that the Board and the Principal are aware of the needs and concerns of families so that their issues can be addressed efficiently and effectively. In addition, a trustee position on the Board has been reserved for a parent of a student enrolled in Lamad to ensure parental participation in the administration of the school.

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### C. Management and Operation

The Board will not provide the day-to-day management of Lamad, but will ensure academic, mission, and financial accountability as well as plan for the strategic growth of the school. The Board assumes that the Principal, who will be hired because he is professionally qualified, possessing outstanding qualities of leadership, vision, administrative skill, and instructional skills, will implement all policies of the Board in good faith. The Board recognizes that effective and continuous communication between itself and the school leadership team is necessary for the school to be a success. An Organizational Chart of the school is provided in **Attachment 10**.

**Principal:** The Principal of Lamad shall be appointed by and directly accountable to the Board of Trustees. We have identified an experienced school leader to effectively launch the school, Frederick A. Underwood. He is currently the principal of Meyer Levin School for the Performing Arts, Brooklyn, NY. He will be responsible for the management of the school such that the terms of the charter are met. The Principal will be responsible for all hiring; in Year 2, the Principal will have guidance from the Director of Curriculum, Director of Support and Operations Director. He shall evaluate the performance of the teachers, coordinator, and teachers based on their success in meeting their goals set forth herein this application.

**Director of Curriculum (DC):** During the first year of operation, the Math and Science Specialists will act together as the DC. By year two, the DC position will be its own fulltime position. The DC shall work with the Principal and focus on the academic excellence of Lamad. S/he shall be appointed by and directly accountable to the Principal. This person shall be responsible for directly developing and implementing the academic excellence goals as established by the charter, this application, and the Principal. The DC will locate, cultivate, and evaluate the grade level teaching staff while working with the Principal in ensuring that curriculum and instruction at Lamad are of the highest caliber and lead to academic excellence.

**Director of Support (DS):** In Year 2, the Director of Support shall serve as the student and family leader focused on the mission advancement of Lamad, appointed by and directly accountable to the Principal. The DS shall be responsible for accomplishing the mission advancement and school culture goals as established by the charter, this application, and the Principal. The DS will locate, cultivate, and evaluate the connections teaching staff make with families of students in our school. S/he will act as a liaison between school and home cultures.

**Operations Director (OD):** The Operations Director shall serve as the chief operating officer of Lamad, appointed by and directly accountable to the Principal. This person shall be responsible for accomplishing the organizational strength goals as established by the charter, this application, and the Principal. The OD will locate, cultivate, and evaluate the administrative staff while ensuring that the operations at Lamad are of the highest caliber to create a financially strong and publicly viable organization. Operations will include budgeting, marketing, reporting, payroll, human resources, technology, facilities, insurance, health services, transportation, food provision, data management, and enrollment. At full growth, the administrative staff may include the Office Manager, Administrative Assistants, and the accountant.

**Faculty:** Grade level teachers at Lamad will be responsible for teaching math, science and technology, ELA and Social Studies. They will work in conjunction with specialized Math and Science teachers on each grade level. All teachers will report to the DC and will be held accountable for the academic improvement of their students. The specials faculty members at Lamad are responsible for teaching a wide range of academic and extracurricular subjects. The specials faculty will include part-time instructors and full-time staff in the areas of special

education, arts, foreign language, health, social work, teaching fellows, electives, tutoring, and extracurricular activities. They will report directly to the DC and be responsible for ensuring the consistent and high quality of instruction and classroom management is upheld in the non-core courses across the school.

Job descriptions for key personnel are provided in **Attachment 11**.

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#### **D. Staffing and Human Resources**

*LAMAD*, the root for both ‘learning’ and ‘teaching’ in Hebrew, is the guiding principle in our school.<sup>4</sup> This concept dictates the educational philosophy at Lamad Academy; all members of the school are expected to learn, excel, and teach one another. Teachers will be held to the same high expectations as students. Quality professional staff determines the quality of education offered in the school. It is therefore the responsibility of the Principal to locate and recruit the best qualified candidates to meet the school's educational needs.

Lamad will seek to establish a broad applicant pool for all available and vacant positions. Lamad will comply with all federal, state and local laws and requirements regarding the hiring of staff and will not discriminate in hiring, employment, contracting, or retention for reasons of race, sex, age, religion, disability or other reasons prohibited by local, State or federal law.

Lamad will diligently seek its employees through a variety of means. In particular, teachers will be recruited through one or more of a variety of methods, including job postings in New York City and national media, participation in teacher fairs and similar events, job postings and communication with education schools/departments and alumni associations at colleges and universities; job postings on appropriate websites, and networking and communication with the NYC Charter School Center, the NY Charter Schools Association, Teach for America and similar organizations. Lamad will attempt to promote diversity in its applicant pool by advertising positions in targeted media (e.g. minority newspapers), networking with minority organizations and participating in minority recruitment events.

Lamad's hiring process will include the following five phases:

1. **Screening**—All prospective employees will complete an employment application, which will request information related to prior work experience, special skills, educational background and will also provide consent to Lamad to check references. Lamad will also require all candidates to attach a résumé to the application. Lamad will retain both the application and the resume in its employee files. Lamad will not ask about: age, race, sex, religion, disabilities, physical appearance, political affiliation, national origin, place of birth, length of residence, home ownership, arrest records or minor convictions, military discharge/reserve status, relatives employed by the school, spouse, children or family plans, credit history or personal bankruptcy.
2. **Interviewing**—the Principal or designee will interview a candidate to determine if s/he: a) possesses the necessary skills to be a productive member of the School; and b) will fit into Lamad's unique culture and environment. Lamad will develop an interview protocol, a process for checking references, a list of interview questions and a rubric containing objective criteria. The Principal or designee may elect to pre-screen candidates with a telephone interview to discover whether the candidate has the knowledge and experience required and to ascertain whether the candidate agrees with and can work in a manner consistent with Lamad's instructional philosophy and culture. Lamad may tape record phone interviews upon informing the candidate that the call will be recorded.
3. **Checking References**— Lamad has an absolute policy of calling references provided by the employee, as well as contacting former employers (whether given as a reference or not). It is understood that an employer may be found liable for harm caused by an employee if the employer failed to discover something in that employee's past that a reasonable degree of investigation would have uncovered, and if this information would

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<sup>4</sup>The Lamad Academy Charter School, as a public charter school, does not have a religious foundation or curriculum.

have revealed a distinct possibility of harm. Lamad will therefore implement a rigorous reference-checking policy.

4. Offering Employment— Lamad will offer employment through a job offer letter and a phone call. Lamad’s job offer letter will include at least the following: a) job title or position offered; b) salary, benefits and perks offered; c) instructions to accept or decline the job offer; and d) where appropriate, a restatement that the employment will be at-will. Lamad will send candidates not selected an Applicant Rejection Letter.
5. Fingerprinting—Before employees can begin working, they must clear the NYSED fingerprint screening process. OSPRA form 101, 102 and/or 104 must be submitted to NYSED for each new employee.

Staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the furtherance of Lamad educational goals. Attention will be paid, among other factors, to the candidate's academic records and to his/her previous relevant experience. Successful candidates for staff positions must demonstrate that they are aware that children have many different family circumstances and that they are willing and able support the educational and developmental needs of a diverse student population. Lamad’s teaching staff members must fulfill their individual responsibilities and work in concert with the other members of the teaching team. Successful candidates will also demonstrate a commitment to continuous improvement and learning through professional development.

Lamad will make efforts to attract key personnel who contribute to the diverse skill-set necessary to operate a charter school. We anticipate hiring a diverse team of educators, from a wide range of teaching experiences, to serve a diverse population of students. Teachers should have at least two years of experience designing and teaching an integrated curriculum, differentiating instruction for children who have multiple learning styles and preferably have achieved a Master’s Degree in Education.

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### **E. Student Recruitment, Enrollment, and Evidence of Demand**

**Recruitment and Admission:** Lamad Academy’s admission policy is non-sectarian and does not discriminate against any student on the basis of ethnicity, national origin, gender, disability or any other ground that would be unlawful if done by a school. Admission to Lamad will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry. Any child who is qualified under NYS law for admission to a public school is qualified for admission to Lamad. Lamad shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school. For admission to Lamad, a child/student must be 11 years old by December 31 of the year he or she is in fifth grade. Admission to Lamad will be limited to pupils within the grade levels to be served. We will maintain an explicit policy regarding the preferred enrollment of children from CSD 17 where the school will be located.

In its admission policies and procedures, Lamad will refrain from the following:

- Requiring parents to attend meetings or information workshops as a condition of enrolling students;
- Having an unduly narrow enrollment period (e.g.: fewer than 30 days);
- Limiting outreach or advertising to obscure media or community outlets;
- Giving enrollment preference to children of members of the Lamad Board or founders;
- Requiring parents to sign agreements or contracts imposing certain responsibilities or commitments to Lamad, regardless of their virtue, as a condition of enrolling their children (correcting a child’s homework, volunteering, etc.);
- Mandating that students or parents agree with Lamad’s mission or philosophy; and

- Giving preference or unduly targeting students interested or talented in a particular program.

After the school is chartered, Lamad will advertise open registration and families, if they choose, will meet with staff and review the expectations of the School. Interested families will submit applications after the school receives its charter until April 5, at which point students will be accepted. If the number of applicants to Lamad exceeds capacity, a random selection process conducted by an individual unaffiliated with the School will be used to assign spaces. This lottery will be held on or about April 15 annually.

**Outreach Plan:** We recognize that some parents are not aware of the school choices that may be available to them so we will make every effort to reach them through traditional and non-traditional means. We will do direct outreach to CSD 17's low performing schools and to area after-school programs and youth centers. In addition to placing notices in local newspapers (such as *El Dario* and *The Caribbean Times*) we will also canvass neighborhoods, approach churches and mosques, and hold Open Houses. Information will be in at least English, Spanish and French; staff will be made available to parents who may need assistance in completing Lamad's application and to answer any questions they may have.

Lamad will undertake these measures, among others, to recruit student applicants (and will provide translation services, if necessary, for all promotional materials and any person-to-person interaction requiring an English translation). Lamad will also implement these measures with consideration to parents of children with special needs and ELLs.

- Mailings to residents of District 17;
- Post flyers and notices in local newspapers, supermarkets, churches, community centers, and apartment complexes;
- Open Houses conducted at public and private elementary schools, after-school programs and youth centers;
- Visit local organizations in surrounding neighborhoods that provide support to immigrant families; and/or
- Canvass neighborhoods to further reach interested families.

**Community Support:** We have gathered letters of support for the creation of Lamad Academy from our local representatives and community organizations:

- State Senators John Sampson and Eric Adams
- State Assemblymen Karim Camara and William Boyland
- Congresswoman Yvette Clarke
- Kim Williams Clark, Dean of Institutional Advancement at Long Island University
- Mark Pollard, Community Board 3 member and assistant professor at Medgar Evers College, CUNY
- Dale Bryant, President of Building Blocs, a community based organization that provides services for teens (buildingblocs.org)
- Dr. Fanell Alerte, CEO/President of Citi Health Home Care Services
- Dr. Kirkpatrick Cohall, Senior Pastor of the Lennox Road Baptist Church
- Bishop Eric Figueroa, founder of the New Life Tabernacle
- Reverend Michael Bacchus of the Full Gospel Assembly
- Dr. Arlee Griffen, Pastor of Berean Baptist Church
- Bill Wren, President of Central Brooklyn Community Services Corporation

We have also gathered petitions with over 120 signatures of supportive parents and community members and have presented to Community Board 8 where we were received enthusiastically. Sample Letters and petitions are provided in **Attachment 8**. Additional letters and petition signatures are available upon request.

### **F: Community Involvement**

We seek to have an open and reciprocal relationship with our neighborhood community. Lamad has done some initial outreach with community based organizations and faith-based organizations and we will continue include our neighbors in our school community after the school opens. Through, open houses, "community-nights" at the school, newsletters, Lamad's website, an open-door policy with our Principal and Board, and open Board meetings (and new Trustee recruitment) we will actively include community members.

We have begun establishing relationships with several organizations within the community, such as Building Blocs, Medger Evers College, and Long Island University (See **Attachment** ). Lamad has received letters of support and commitment to work with Lamad and our students after the school is open. Through Building Blocs, students will receive additional supportive services; with the support of Medger Evers and Long Island University, Lamad will expose students to higher education, potential mentors, and college campuses.

## **III. FINANCIAL PLAN**

### **A. Budget**

We budget using a financial model that is designed to account for inflationary pressures, conservative revenues, and generous expenditures. The assumptions come from a wide variety of sources. The most significant expense variables in the budget were all compared with figures obtained from one or more existing schools in similar communities, one or more proposed schools, and one or more direct quotes from a third party provider. Revenue & Expense assumptions are based on available data from the NYC DOE Office of Charter Schools, the New York City Charter School Center, and NYS Education Department. Proposed budgets and cash flow are provided in **Attachment 17**.

- **Revenues:** Revenues are conservatively projected with no growth over the 5 year charter period at the current level of \$13,527 per student. Using data from CSD 17, we were able to model probable demographics for categorical funding streams.
- **Special Education:** Our projections anticipate the number of special education students at a modest 10% of the student population. While the district as a whole averages 12%, charter schools are subject to lottery, while district schools have a controlled process for special education admittance. While making all efforts to conduct outreach to special needs populations, lotteries inhibit deliberate placement in of these students into charter schools. However, we based our budget on 12% of our total student population receiving special education services.
- **Title I:** We assume that 85% of student population will be FRD and at-risk.
- **Grants:** The Board of Lamad will apply for the Charter School Program Implementation Grant in the amount of \$200,000. The Board will also apply for other grants, such as the planning and Post Authorization grant from the NYC Charter Center but have not made any assumptions that these grants will be received.
- **Total Students and Staff:** For the purpose of budgeting, we have used a "break-even" enrollment plan scenario. In year 1 the school will launch with 5 sections at the 5<sup>th</sup> grade level and grow each year until the school is at scale from 5-8.
- **Free and Reduced Price Lunch with Revenue Assumptions:** We expected 85% of student population to be eligible for free and reduced price lunch. Using data provided by a number of operating schools, we anticipate that our breakfast and lunch program, provided initially by the NYC DoE, will break even with regards to cost. We assume our food services will provide \$0 in net income each year.
- **Salary and Staffing Levels with Assumptions:** Our plan for staffing and salary levels based on our approach to hiring and the Founding Board's commitment to paying Lamad's teachers substantially more than traditional public school teachers. The worksheet also

factors in, even at flat revenue levels, a 3% yearly increase in all administrative, support and instructional salaries over the next 5 years.

- **Benefits and Taxes with Assumptions:** We take into consideration the abnormal inflationary pressures on health insurance coverage and assume close to a 30% of total salary costs for benefits and taxes.
- **Facilities:** Though we will request a facility from the DOE, our facilities plans include being located in private space. We will seek a triple net lease for approximately and acquire more space with each year at a rate of \$17 per sq. ft. Our budget also reflects items to support this facility including staff and utilities, based on existing charter schools and the NYC Charter Schools Center.
- **Five Year Budget with Assumptions:** The budgets outlines our overall expected budget from start-up through FY 2017 taking into consideration the data from all the other worksheets. The general revenue assumptions are all conservative estimates based on 2011 numbers and we have budgeted for no raised funds. General, Administrative, and Professional services assume nothing provided on a pro-bono basis any contributions.
- **First Year Cash Flow with Assumptions:** This worksheet demonstrates our positive cash flow throughout our first year with the assistance of a Credit line. The other three variables that could improve our cash-flow position are if we can acquire a greater portion of our CSP start-up funds during our start-up year and if we receive \$70,000 from the planning/post authorization funding available from the NYC Charter Center.
- **Loan:** During the start up period, Lamad will receive a credit line loan for up to \$150,000 to cover any shortfalls. The loan will be repaid over the course of the charter period.

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## B. Financial Management

Lamad shall employ an Operations Director (OD) who will be responsible for administering the daily fiscal and accounting functions of the School, including provide recommended liability insurance to indemnify the school, its board, staff and teachers against tort claims. The Lamad Board and Principal will be responsible for the School's overall fiscal oversight. Lamad will develop an internal financial controls policy and procedure manual that dictate the policies and procedures related to the School's financial transactions and activities and the staff positions responsible for discharging these functions.

### *Payroll*

Policy: Lamad shall maintain a payroll system approved by the Board.

Procedure: Documentation of authorized pay rates shall be maintained in the employee's personnel file. Personnel files shall be secured with access limited to authorized individuals. Lamad will contract with a payroll service to provide payroll processing. Personnel will be paid bi-weekly, by check or personnel electing direct deposit will receive a check stub.

Procedure: Employee time sheets will be maintained daily. Time sheets, signed by the employee and approved by a supervisor, shall be forwarded to the OD at the end of the pay period for payroll processing. The Operations Director will review the time sheets for signatures and approvals, review time worked and verify for mathematical accuracy, summarize the payroll information and forward it to the payroll service for processing. The Principal will receive all completed payroll reports and paychecks from the payroll service. The OD will review the payroll reports and document approval. The OD will distribute the paychecks. All payroll changes will be authorized by the Principal and forwarded to the payroll service by the Operations Director. S/he may delegate to the accountant recording each payroll into the accounting system, including any payroll accruals, in accordance with GAAP. The OD will be responsible for payment of all payroll-related liabilities that are not handled by the payroll service. A deferred compensation program may be established in accordance with IRS and personnel policies and administered by a third party. All services performed by independent

contractors will be processed as accounts payable. At the close of the fiscal year, Forms 1099 will be issued to independent contractors in accordance with IRS regulations.

#### *Purchases*

Policy: Guiding the purchase of all Lamad goods and services will be: (a) price; (b) quality; and (c) dependability. Particular vendors may be chosen for any one or any combination of these factors; however, at all times the selection of a particular good, service, or vendor shall be with the intention of maintaining a top-quality school. The execution of contracts and grants shall be within the scope of Lamad's mission, goals, and annual plans.

Procedure: When a product is to be purchased that costs more than \$15,000, the OD, or his/her designee, shall make every reasonable effort to secure quotes and product specifications from at least three providers of the product or a similar product. The Operations Director shall select from among these offers, and document the reasons for selecting the chosen option which shall include mention of the aforementioned factors that guide such selection. The OD will make the recommendation to the Board's Finance Committee which shall provide final approval of the selection. Professional service contracts in excess of \$15,000 per annum are also to be awarded in the same manner described as above. In cases in which there are a very limited number of professionals who provide the needed service, the OD will make every reasonable attempt to secure more than one bid and will document these efforts. All contractual agreements shall be in writing, and signed and dated by the Principal or his/her designee. The OD will execute a Purchase Order for all purchases and it shall be approved by the Board Treasurer or his/her Designee for purchases greater than \$10,000 and by the Principal for purchases less than \$10,000.

#### *Accounting and audit requirements*

Policy: Independent audits of the financial statements shall be conducted annually by a New York State Certified Public Accountant selected by the Board. Annual financial audits will be conducted in accordance with generally accepted auditing standards and government auditing standards. Financial regulatory forms shall be completed as necessary by Lamad or an accounting firm selected by OD.

Procedure: Appropriate financial forms and reports shall be filed with the charter entity, federal government and appropriate state agencies. Upon completion, audits shall be reviewed by OD and submitted to the Board for review. All audits shall include a management letter. The Development and dissemination of an annual financial report shall be performed by the OD in conjunction the Principal, upon approval by the Board.

#### *Cash management and investing*

The following areas from the Internal Financial Controls Policy relate to cash management and investing:

- Investment Policies

Policy: The School's funds shall be invested in money market funds and CDs.

Procedure: The OD, with the approval of the Treasurer and Finance Committee, shall identify excess funds available for investment, and approve the transfer of such funds to be made by the Principal.

- Borrowing Funds

Policy: All borrowing of funds and the establishment or increase of all credit lines must be approved by the Board.

Procedure: Based on annual audits, financial statements, and cash flow projections, the Principal may establish credit lines and borrowing limits as directed by the Board. Borrowed funds will be repaid with appropriate, measurable and identifiable revenues in accordance with GAAP. The Principal or his or her designee shall alert the Board if lines of credit or borrowing limits ever are not adequate to meet the needs of the organization. The Board may amend the borrowing policy and credit limits.

- Petty Cash

**Policy:** The School shall maintain a petty cash fund to be used for reimbursements to employees for minimal out-of-pocket business-related expenses, not to exceed \$250.00.

**Procedure:** The OD shall delegate to the accountant the responsibility petty cash. The Accountant will reimburse employees for out-of-pocket expenses, not to exceed \$100.00, upon submission of a petty cash reimbursement voucher, approved by the OD, and substantiating receipts related to each expenditure. The accountant shall verify all receipts as required for all requested reimbursements, make any required payment, and maintain the petty cash fund. The accountant will count and reconcile the petty cash fund to receipts monthly. Replenishment of the petty cash fund will be documented by the reconciliation along with a check prepared by the OD as needed, and approved by the Principal.

#### *Accounts Receivable*

**Policy:** Lamad will maintain accounts receivable in accordance with GAAP for scheduled receipts from the school districts, grants or any other amounts due but not yet received.

**Procedure:** All revenues will be recorded on an accrual basis in accordance with GAAP. The accountant will maintain an aged schedule of accounts receivable, which lists payer, date, description, and account, based on revenue/grant information provided by the OD. The accountant will reconcile such schedule to the general ledger on a monthly basis and review the ledgers with the OD.

#### *Accounts Payable*

**Policy:** The School, whenever practical, shall pay bills within 60 days of their issue, unless alternative arrangements are made with vendors or unless a dispute arises. Bills of an amount which precludes payment within 60 days may be put on a payment plan, allowing a monthly payment agreeable to both Lamad and the vendor, unless another arrangement is reached, agreeable to both Lamad and the vendor.

**Procedure:** All accounts payable shall be recorded on the accrual basis in accordance with GAAP. Accounts payable shall be maintained by the accountant who shall ensure timely payment and the development of payment plans. The accountant also shall maintain a schedule reflecting an aging of accounts payable balances listing the payee, transaction date, amount and payable description and account. Payments of bills shall be processed on or about the end of each week. All purchases in excess of \$5,000 shall be approved by the Principal; all purchases in excess of \$15,000 shall be approved by the Board. All bills will be approved by the Principal prior to payment by the OD. No payment will be made without a properly approved bill or other supporting documentation, including, but not limited to, signed and dated packing slips. Payments will be made from bills. If original bills are not available, copies will be requested. Payments will not be made based on statements. The Board shall approve all contracts and loans.

#### *Fundraising*

##### *Bequests and Contributions*

**Policy:** Non-restricted bequests and contributions shall be used for operations or special projects as designated and approved by the Principal and/or the Board, consistent with conditions set forth by the Board. Bequests and contributions that are donor restricted shall be used for the purpose articulated by the donor, except that in no case shall the school accept any such bequest or contribution for which the donor restriction violates any federal or NY law.

**Procedure:** Bequests and contributions will be properly budgeted and accounted for in accordance with GAAP for nonprofit organizations. The OD will maintain supporting schedules to document revenues and expenditures related to unrestricted, temporarily restricted and permanently restricted net assets. Unrestricted bequests and contributions shall be used for operations or special projects as designated and approved by the Principal and/or Board. Bequests and contributions that are donor restricted shall be used for the purpose articulated by the donor. The Board will review and approve expenditures on a monthly basis in accordance with donor stipulations, if any.

### **C. Facility**

Lamad will be located in CSD 17. We are asking to incubate within a DOE facility for the first two years of operation. However, to be conservative, we have not assumed a DOE space and have included lease costs (at \$17/sq foot) within the budget. We are actively searching for a viable facility within the District and are working with Maureen Coughlin, Associate Broker at Fillmore Commercial Realty. A potential site is the closed Holy Cross Parochial school located at 2520 Church Avenue. The school building has 16 classrooms and a large cafeteria with space for Lamad to grow. We will continue to work with the DOE and Fillmore to ensure that a facility will be secured in time for a 2011 school opening.

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### **D. Transportation**

The NYCDOE will be responsible for providing transportation services to the Lamad's students. Lamad's students will receive the same transportation services as other NYC public school students. Busing is provided by the Office of Pupil Transportation (OPT). After Lamad submits a Transportation Request Form and uses ATS or NIPSIS to supply the DOE with the necessary information about its students, the DOE will determine the eligibility for transportation of Lamad's students. This eligibility is based on age and distance from the school, in accordance with the Chancellor's regulations (Regulation A-801). Given the uncertainty of bus scheduling, Lamad will not guarantee parents that a child will have yellow school bus service until such service has been confirmed by OPT.

Special education students often have different eligibility for transportation. Their eligibility is dictated by their Individual Education Program (IEP). Transportation for special education students will be provided in accordance with all applicable State and Federal laws. Lamad students will receive transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635. If a student is not eligible for transportation, transportation becomes the responsibility of the child/s parents or guardian.

Since Lamad will be in session on days when other NYC public schools are not, the School may seek arrangements with the NYC DOE, if necessary, to provide transportation, at cost, pursuant to § 2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements (such as providing MTA cards). Parents/guardians will be ultimately responsible for their children being in school.

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### **E. Food Service**

Lamad will receive its meals for students through the Office of School Food and Nutrition Services (OSNFS) of the NYCDOE. All students attending Lamad are eligible for meals provided at the facility. Breakfast, lunch and an afternoon snack will be served each day that school is in session. Meals will be in compliance with NYCDOE regulations. Students can opt to bring their own lunch and not partake in the school lunch program. Where meals are prepared and served will be determined when the facility is secured.

Although Lamad has outlined a plan to utilize the food services provided by OSNFS, this does not preclude Lamad from exploring outside food vendors to provide food service to the school nor does it preclude the school from operating its own kitchen and providing its own meals. As have other NYC charter schools which have chosen to contract for food outside of the DOE, Lamad will investigate other vendors who can provide healthy and appetizing menus for breakfast, lunch and snack to the school's students. The factors that will guide Lamad's decision to contract with an outside vendor and/or operate its own kitchen to provide meals will include, but not be limited to, cost, adherence to federal guidelines for free and reduced lunch, health and safety of children and workers, and menu choices. Lamad will follow the eligibility guidelines for free and reduced-lunch as made available by NYSED's Child Nutrition Reimbursement (<http://www.fns.usda.gov/cnd/Governance/notices/iegs/IEG05-06.pdf>).

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In order to receive these benefits, the parents of eligible students must complete and return the Family Application for Free and Reduced Price School Meals (SD 1041 form) and Lamad will provide parents with this application upon enrollment. As soon as possible, this form will be returned to Lamad and then will be reviewed by the Operations Director or his/her designee for approval. Lamad will maintain each student's SD 1041 form on file for review once it has been completed and approved. These forms enable students to receive free and reduced price meals, and also form the basis for determining and distributing additional educational funding from the state and federal governments.

Lamad will ensure parents that the SD 1041 form and the information it collects is kept personal and confidential. It is understood that while the forms will not leave Lamad, OSFNS can and will randomly audit the applications to make sure they are coded correctly.

### F. Insurance

Lamad has reached out to insurance brokers Austin and Co. and have obtained a quote for the following insurance coverage:

- General Liability -- \$2 million aggregate and \$1 million for each occurrence;
- Umbrella Liability – \$5 million limit of coverage;
- Directors & Officers -- \$1 million in coverage;
- Student Accident & Medical Expense -- \$1 million limit;
- Auto – for non-owned vehicles in use for school business;
- Property – \$250,000 in coverage for leasehold improvements, school furnishings and equipment;
- Workers' Compensation – calculated at 0.09 % of payroll, statutory limits of coverage.
- Commercial General Comprehensive Liability
- Educators' Legal Liability
- Employment Practices Liability
- Sexual Abuse Liability
- Surety bond for the school's chief financial officer in an amount to be determined based on the cash flow of the school.

Lamad's financial plan budgets \$2,000 for insurance coverage (not including workers' comp, budgeted separately) in the first year—slightly above the rate quoted by Austin & Co. (\$19,551 for year 1) for the cost of coverage. The plan assumes 10 % annual increases. The quote is provided in **Attachment 11**.

### G. Pre-Opening Plan

Lamad has developed a draft pre-opening plan and check list based on existing charter schools and the Charter Schools Institute's PreOpening Workbook.

	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sep
<b>Academic Program and School Administration</b>									
Recruit and hire appropriately qualified staff, including key leadership positions									
Pursue fingerprint supported background checks for school personnel, and provide for Emergency Conditional Appointments as necessary									
Provision classrooms appropriately									
Prepare school calendar and distribute to families									
Prepare class schedules and distribute to teachers									
Make arrangements to provide a range of special									

Lamad Academy Charter School

	Jan	Feb	Mar	April	May	Jun	July	Aug	Sep
education services									
<b>School Management and Operations</b>									
Make arrangements to provide nutrition services to the students									
Ensure that appropriate food and beverage storage is available									
Set up a process for the distribution and collection of forms for free and reduced priced lunch, and for collection of lunch funds, including internal controls									
Contact DOE to arrange for school nurse, and/or recruit and hire a school nurse									
Develop a medications administration plan									
Develop health services plan									
Ensure that all students are appropriately immunized, or are excused from so being									
Ensure that the school will have the proper number of defibrillators and trained staff									
Facilitate transportation services the DOE, including assisting parents with requests for transportation									
<b>Organizational Viability</b>									
Ratify school by-laws within 30 days of issuance of charter									
Create the Student Application for Admission									
Plan and document student recruitment and marketing efforts									
Define and application period and set a lottery date									
Conduct the lottery									
Notify parents and guardians of the results of the lottery									
Request student records from students' former districts									
Arrange for separate locked storage for students' academic and health records									
Enhance the school's discipline policies in its charter application as needed and include in student/family handbook									
Enhance the school's complaint/grievance policy as needed and include in student/family handbook									
Write the school's FERPA policy									
Give annual notice to families regarding the school's FERPA policy, preferably within the charter school's student/family handbook									
Set up student files with proper FERPA protections and procedures									
If applicable, draft notice to parents regarding FERPA directory information, and distribute to parents.									
Revise and enhance the school's Open Meetings Law policy									

Lamad Academy Charter School

	Jan	Feb	Mar	April	May	Jun	July	Aug	Sep
Revise and enhance the school's FOIL policy to make it a working policy, including drafting of FOIL regulations, required lists and notice, and post notice									
Distribute the code of ethics from the Charter Application to school trustees, officers and employees									
Enter into and obtain a legal review of proposed lease or purchase agreement, and submit it Authorizer									
Obtain a Certificate of Occupancy and any other required permits, and submit them to the Authorizer									
Ensure that school buildings are ADA compliant or that school has adequate plans to accommodate students with physical disabilities									
Obtain Certificates of Insurance									
Create life safety procedures and train teachers									
Create a draft SAVE plan and submit it to SED and DOE									
Finalize and follow up on SAVE plan, including meeting with parents, and modification per parents' or SED's comments.									
Write a plan and procedures to control access to the building									
Hire necessary security personnel, if needed									
Ensure that there is adequate signage and that the building is numbered for emergency response									
Develop the school's fiscal policies and procedures and draft Initial Statement									
Secure an independent accountant to review Initial Statement within 45 days of hiring an employee or disbursing \$50k									
Report and correct any deficiencies with regard to financial controls within 45 days of receipt of Independent Accountant's Report									
Employ or contract with an accountant, bookkeeper or other person to handle accounting and other fiscal duties									
Create annual cash flow projection and submit by June 30 <sup>th</sup> ; submit revised budget if necessary by August 1									
Submit unaudited statements of income and expense to the Authorizer by August 15 <sup>th</sup>									
Obtain federal tax exempt status									
Establish a payroll system									
Establish a billing system for school districts									
<b>Fidelity to Charter Agreement</b>									
Identify a compliance contact person									



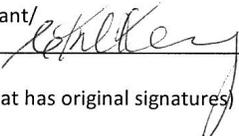


Proposed Charter School Name Lamad Academy Charter School

Proposed School Location (District) District 17

I hereby certify that the founding group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into an agreement with us, as the Board of Trustees, setting forth the terms and conditions under which we, the Board of Trustees, will operate the charter school.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. I also certify that I am an eligible to apply for a charter under the requirements of Education Law. This is a true statement, made under the penalties of perjury.

Signature of Lead Applicant/  
Authorized Person  Date 3/27/11

(Please label the copy that has original signatures)

Print/Type Name Cheryl Kilkeny

Address 70 Dubois Avenue, Valley Stream, NY 11581

Daytime Phone: 917-873-2014 Email: Kilkennyc@yahoo.com

## Attachment 3: Sample Schedule

### Student Schedule

The daily schedules delineate the daily required amount of time teachers must devote to specific subjects; the schedules are not meant to reflect the *actual specific hourly time slots* for subjects in the hours after lunch as these subjects will have to be scheduled to take into account the individual schedules of the Music, Physical Education, and Art teachers.

Grades 5-8	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 - 8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:00 - 8:15	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
8:15- 9:45	ELA^	ELA^	ELA^	ELA^	ELA^
9:45 - 11:15	Science^	Science^/ Tech^	Science^	Science^/ Health^	Science^/ FACS^
11:15 - 12:00	Social Studies^/ CDOS^	Social Studies ^	Social Studies ^	Social Studies^ or FACS^	Spanish ^
12:00 - 12:45	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
12:45 - 2:15	Math/Tech	Math	Math/Tech	Math	Math/Tech
2:15 - 3:00	Physical Ed/Health	Spanish	Physical Education^	Physical Education^	2:30 Homeroom/ Dismissal
3:30 - 4:15	Art^	Music^	Art^	Music/ Theater^	
4:15-4:30	Homeroom/ Dismissal	Homeroom/ Dismissal	Homeroom/ Dismissal	Homeroom/ Dismissal	

### Number of Weekly Minutes of Each Subject Grades: 5-8

	<i>number of days</i>	<i>number of minutes</i>	<i>total minutes per week</i>
ELA	5	90	450
Math	5	90	450
Science	5	90	450
Social Studies	4	45	180
Music	2	45	90
Theater	1	45	45
Art	2	45	90
Phys Ed	3	45	135
Health	2	45	90
Spanish	2	45	90
CDOS	1	45	45
Career Development and Occupational Studies			
Technology	4	90	360
FACS	2	135	135
Family and Consumer Science			

Notes to Student Schedule:

^The CDOS standards will be taught as a stand alone and throughout all subject areas as each subject area lends itself to discussion, research and exploration of careers and occupations that have as their foundations the mastery of each subject area.

### Teacher Schedule

The specific afternoon time blocks may vary for individual teachers depending on scheduling of the Visual Art, Music and Physical Education subjects for their students. There is extensive planning time incorporated into each school day with a *minimum* of two hours Mon-Thurs when teachers will work independently and collaboratively with their colleagues within and across grade levels. The Director of Curriculum and subject coaches will work with their respective teachers, individually and in groups, on such activities as developing and updating pacing calendars, mapping curricula, development and coordination of service learning projects, reviewing lesson observations and analyzing student test results. In addition, early student dismissal on Fridays will be set aside for profession development training for all staff members.

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>7:30—8:00</b>	<i>Communal Breakfast Duty or Planning Time*</i>				
<b>8:00 – 8:15</b>	<i>Homeroom</i>	<i>Homeroom</i>	<i>Homeroom</i>	<i>Homeroom</i>	<i>Homeroom</i>
<b>8:15– 9:45</b>	<i>ELA*^</i>	<i>ELA*^</i>	<i>ELA*^</i>	<i>ELA*^</i>	<i>ELA*^</i>
<b>9:45 – 11:15</b>	<i>Science^</i>	<i>Science/ Tech^</i>	<i>Science</i>	<i>Science^/ Health^</i>	<i>Science^/ FACS^</i>
<b>11:15 - 12:00</b>	<i>Social Studies/ CDOS^</i>	<i>Social Studies^</i>	<i>Social Studies^</i>	<i>Social Studies or FACS^</i>	<i>Planning Time</i>
<b>12:00 - 12:45</b>	<i>Communal Lunch/ Recess or Lunch and Planning Time°</i>	<i>Communal Lunch/ Recess or Lunch and Planning Time°</i>	<i>Communal Lunch/ Recess or Lunch and Planning Time°</i>	<i>Communal Lunch /Recess or Lunch and Planning Time°</i>	<i>Communal Lunch/ Recess or Lunch and Planning Time°</i>
<b>12:45 - 2:15</b>	<i>Math/Tech</i>	<i>Math</i>	<i>Math/Tech</i>	<i>Math</i>	<i>Math/Tech</i>
<b>2:15—3:00</b>	<i>Planning Time</i>	<i>Planning Time</i>	<i>Planning Time</i>	<i>Planning Time</i>	<i>2:30 Homeroom/ Dismissal</i>
<b>3:30 – 4:15</b>	<i>Planning Time</i>	<i>Planning Time</i>	<i>Planning Time</i>	<i>Planning Time</i>	<i>Professional Development</i>
<b>4:15-4:30</b>	<i>Homeroom/ Dismissal</i>	<i>Homeroom/ Dismissal</i>	<i>Homeroom/ Dismissal</i>	<i>Homeroom/ Dismissal</i>	

^The CDOS standards will be taught as a stand alone and throughout all subject areas as each subject area lends itself to discussion, research and exploration of careers and occupations that have as their foundations the mastery of each subject area.

°A monthly schedule will be set up in advance for teachers in order to share responsibility for participating in communal breakfast and lunch periods as supervisors of

the children (they eat their own lunch with the children during this time). On those days where teachers are not assigned communal breakfast or lunch duty, they are expected to use that time as individual and/or common planning time. During lunch period, they are allotted 45 minutes for their lunch but may elect to use some of this time for individual and common planning time with their colleagues.

## Attachment 4: Proposed 2012-13 Draft Calendar

### 2012-13 Draft Calendar

Monday, August 20, 2012	First Day for Teachers
August 20-August 31, 2012	Pre-Opening Professional Development
Monday, September 3, 2012	Labor Day Holiday
Tuesday, September 4, 2012	First Day for Students
Monday, October 8, 2012	Columbus Day (observed)
Tuesday, November 6, 2012	Election Day
Sunday, November 11, 2012	Veteran's Day
Thurs-Fri, Nov. 22-23, 2012	Thanksgiving Recess
Dec. 24, 2012-Jan. 3, 2013	Winter Recess
Mon, January 21, 2013	MLK Jr. Day
Mon-Fri, Feb. , 2013	Mid-Winter Recess
Mon.-Fri, April , 2013	Spring Break
Mon, May 27, 2013	Memorial Day
Thursday, June , 2013	Last Day for Students
Tuesday, July , 2013	Last Day for Teachers
<b>Total Days for Students</b>	<b>190</b>
<b>Total Days for Teachers</b>	<b>202</b>

## Attachment 5: Lamad Academy Proposed By-Laws

### **ARTICLE I: NAME**

The name of the Corporation is the Lamad Academy Charter School (hereinafter "the Corporation").

### **ARTICLE II: MEMBERSHIP**

The Corporation has no members. The rights which would otherwise vest in the members vest in the Directors of the Corporation (hereinafter the "Trustees") of the Charter School. Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

### **ARTICLE III: BOARD OF TRUSTEES**

**A. Powers.** The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to applicable Education Law, Not-for-Profit Corporation Law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
5. To carry on the business of operating the Charter School and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
6. To act as trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
10. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

**B. Number of Trustees.** The number of Trustees of the Corporation shall be not fewer than seven (7) and shall not exceed fifteen (15). The Board shall fix the exact

number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

**C. Election of Trustees.**

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee. Trustees-elect assume office subject to approval by the Charter Entity.

2. Eligibility. The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.

3. Interested Persons. Not more than 40% of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.

4. Term of Office.

a. The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years, except the term of any Trustee who is a parent of a child enrolled in the charter school or the designated representative of any partner organization shall be one (1) year.

c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.

e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.

5. Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

**D. Removal of Trustees.** The Board may remove a Trustee in accordance with the applicable provisions of the Education Law and the Not-for-Profit Corporation Law.

**E. Resignation by Trustee.** A Trustee may resign by giving written notice to the Board President or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board President or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

**F. Vacancies.** A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy

pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

**G. Compensation of Trustees.** Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

#### **ARTICLE IV: PRINCIPAL OFFICE**

The Corporation's principal office shall be at the following address: Achievement Academy Charter School, c/o: [address to be determined]; or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

#### **ARTICLE V: MEETINGS OF THE BOARD**

**A. Place of Meetings.** Board Meetings shall be held at the Corporation's principal office or at any other reasonably convenient place as the Board may designate.

**B. Annual Meetings.** An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

**C. Regular Meetings.** A minimum of ten Regular Meetings shall be held each year on dates determined by the Board.

**D. Special Meetings.** A Special Meeting shall be held at any time called by the President, or by any Trustee upon written demand of not less than one-half of the entire Board.

**E. Adjournment.** A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

**F. Notices.** Notices to Trustees of Board Meetings shall be given as follows:

1. Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings.

2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

**G. Waiver of Notice.** Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

#### **ARTICLE VI: ACTION BY THE BOARD**

**A. Quorum.** Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

**B. Action by the Board.**

1. Actions Taken at Board Meetings . Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the Charter School. To the extent

permitted by Article 7 of the Public Officers Law, trustees participating by means of video-conferencing may be counted toward achieving a quorum. Trustees participating by means of videoconferencing shall do so from a site at which the public may attend, listen, and observe. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than those in-person or participating by live video-conferencing shall not vote.

**C. Committees.**

1. Appointment of Committees. The Board may create committees for any purpose, and the President of the Board shall appoint members to and designate the chairs of such committees. A Board Committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the President of the Board, except that any executive committee of the Board shall comprise not fewer than five trustees

2. Standing Committee. The Board shall have a standing Finance Committee, chaired by the Treasurer. Additional members of the Finance Committee will be appointed by the President of the Board.

3. Authority of Board Committees. The President of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a. The election of Trustees;
- b. Filling vacancies on the Board or any committee which has the authority of the Board;
- c. The fixing of Trustee compensation for serving on the Board or on any committee;
- d. The amendment or repeal of Bylaws or the adoption of new Bylaws; and
- e. The appointment of other committees of the Board, or the members of the committees.

4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

**D. Standard of Care.**

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
- b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
- c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable

inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. **Investments.** In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

**E. Rights of Inspection.** Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

**F. Participation in Discussions and Voting.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

**G. Duty to Maintain Board Confidences.** Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

## **ARTICLE VII: OFFICERS**

**A. Officers.** The Officers of the Corporation consist of a Chair (hereinafter "Chair"), Vice Chair (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers as the Board deems advisable.

1. **President** . Subject to Board control, the Chair has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

2. **Vice Chair** . If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

3. **Secretary** . The Secretary shall: (a) keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments; (c) give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and (d) have such other powers and perform such other duties as the Board may prescribe.

4. **Treasurer** . The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause

to be disbursed the Corporation's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

**B. Election, Eligibility and Term of Office.**

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chairman.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

**C. Removal and Resignation.** The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

**ARTICLE VIII: NON-LIABILITY OF TRUSTEES**

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

**ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS**

The Charter School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by § 721 through § 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

**ARTICLE X: SELF-DEALING TRANSACTIONS**

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism; and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.

**ARTICLE XI: OTHER PROVISIONS**

**A. Fiscal Year.** The fiscal year of the Corporation begins on July 1 of each year and ends June 30.

**B. Execution of Instruments.** Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the

Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.

**C. Checks and Notes.** Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chair of the Board, the Principal, or Treasurer. Such items for amounts of \$5,000.00 or greater must be signed by two of these individuals.

**D. Construction and Definitions** . Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

**E. Conflict of Interest.** Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the Corporation's interest.

The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

1. Regular annual statements from Trustees, Officers and key employees to disclose existing and potential conflicts of interest; and
2. Corrective and disciplinary actions with respect to transgressions of such policies. For the purpose of this section, a person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the Corporation, or is a Director, Trustee or Officer of, or has a significant financial or influential interest in the entity contracting or dealing with the Corporation.

**F. Interpretation of Charter.** Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

## **ARTICLE XII: AMENDMENT**

A majority of the Trustees may adopt, amend or repeal these Bylaws subject to approval by the Charter Entity.

### **CERTIFICATE OF THE SECRETARY**

The undersigned does hereby certify that the undersigned is the Secretary of the Charter School, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

\_\_\_\_\_, Secretary Dated: \_\_\_\_\_

## Attachment 6: Proposed Code of Ethics

The Lamad Academy Charter School's trustees, officers and employees shall at all times be in compliance with the following Code of Ethics:

1. The Board of Trustees shall conduct or direct the affairs of the School and exercise its powers subject to the applicable limitations of the Education Law, Not-for-Profit Corporation Law, the School's charter and its bylaws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the school are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
2. Not more than 40% of the people serving on the School's Board of may be comprised of: (a) people currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person.
3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a "self-dealing transaction" (see below); (b) a conflict of interest, (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.
4. The Board of Trustees and the employees of the School shall not engage in any "self-dealing transactions," except as approved by the Board. "Self-dealing transaction" means a transaction to which the school is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.
5. Any Trustee or Officer having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board's interest. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the school, or is a Director, Trustee or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the School.
6. Trustees representing any not-for-profit corporation proposing to do business with the Charter School shall disclose the nature and extent of such business propositions.
7. No Trustee, officer, or employee of a for-profit corporation having a business relationship with the Charter School shall serve as voting member of the Board for the duration of such business relationship, provided, however, that this provision shall not apply to the following:

- a) Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;
  - b) Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school;
  - c) Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization;
8. In no instance shall a Trustee, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Trustees for the duration of such business relationship.
  9. Trustees, officers, or employees of any external organization shall hold no more than 40% of the total seats comprising the Board of Trustees.
  10. Trustees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, a Trustee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters, and the Trustee's interest in the matter will be reflected in the Board minutes.
  11. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
  12. Trustees shall not use his or her position with the charter school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the charter school.
  13. Charter School Trustees, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

## **Attachment 7 Resumes/CV's of Prospective Founding Group**

### **Cheryl Kilkenny**

Valley Stream, NY 11581

#### **EDUCATION**

- Certified Public Accountant
- BS degree in Accounting, February 1997, Brooklyn College, City University of NY
- MS in Non Profit Management and Urban Policy, June 2008 , The New School University

#### **EXPERIENCE**

##### **Director of Internal Audit: SUNY Downstate**

**2008-**

##### **Present**

- Responsible for the Internal audit of the Campus
- Perform financial and compliance audits of the Procurement and Payroll/HR Departments
- Conduct interviews of personnel to document internal control process
- Report status of all internal and external audits Quarterly to the Oversight Audit Committee
- Analyze, coordinate audit reports' responses from external & SUNY Administration Auditors

##### **Audit Manager: NYC Department of Education, Brooklyn, NY**

##### **2000-2008**

- Responsible for the audits and reviews of all Universal Pre-Kindergarten (UPK) Vendors
- Conducted training for UPK Vendors and Regional Office personnel
- Performed financial and compliance audits of private special education vendors
- Supervised interns and staff on audits and special projects
- Conducted entrance and exit conferences of UPK and Special Education audits
- Assisted with the planning of new audits and preparation of audit programs
- Conducted interviews of personnel to document internal control process
- Created schedules in spreadsheet format to document audit steps and analyze tested data
- Identified disallowances of programs' noncompliance with laws, policies, procedures and guidelines
- Prepared audit reports
- Performed internal audits of NYC DOE Special Education Programs
- Monitored, assisted in external audits performed by CPA firms and governmental agencies
- Analyzed and coordinated audit reports' responses from other DOE's divisions
- Prepared correspondence to DOE's divisions regarding audits
- Coordinated meeting for NYC Board of Education's Audit Advisory Committee

##### **Accountant: God's Battalion of Prayer Church Inc., Brooklyn, New York**

##### **1998-2000**

- Prepared year-end financial statements and budgets
- Reviewed accounts for appropriateness, internal consistency, and accuracy of entries
- Prepared monthly bank reconciliation
- Coordinated staff benefits (health insurance and pension)

- Managed accounts payable and accounts receivables
- Prepared quarterly tax reports, W-2s and 1099s tax forms
- Implemented computerized accounting system
- Supervised office and custodial staff
- Managed and coordinated daily business operations

**HONORS & AFFILIATIONS**

Graduated Magna Cum Laude

Member of Golden Key National Honor Society

Member of The Institute of Internal Auditors

**Daryl Rock**  
Brooklyn, NY, 11238

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**EDUCATION**

- 1999-2008:** Doctorate in Mathematics Education, New York University, New York, NY.
- Dissertation Title: *An exploration of math education for immigrant Caribbean students*. Degree conferred September 2008.
- 1991-1993:** MS in Educational Administration & Supervision, City College, NY, NY
- 1982-1983:** MS in Mathematics Education, Long Island University, Brooklyn, NY
- 1972-1976:** Bachelor of Arts in Biology – University of Hartford, West Hartford, CT

**CERTIFICATIONS**

- 1999:** High School Principal License, New York City
- 1998:** Secondary School Principal Certificate, New York State
- 1996:** Secondary School Math Assistant Principal Certificate, New York State

**PROFESSIONAL EXPERIENCE**

- 2008-present:** Superintendent, Harlem Children's Zone Promise Academy Charter Schools
- 1999-2008:** Principal, Benjamin Banneker High School, Brooklyn, NY
- 1998-1999:** Assistant Principal Mathematics, James Madison High School, Brooklyn, NY
- 1985-1998:** Mathematics Teacher/Dean/Basketball Coach, Brooklyn Tech HS, Brooklyn, NY
- 1998:** Mathematics Adjunct Instructor/Lecturer, New York University
- 1985-1997:** Mathematics Adjunct Instructor/Lecturer, Borough of Manhattan Community
- 1984-1996:** Mathematics Adjunct Instructor/Lecturer, Medgar Evers College
- 1988-1989:** Mathematics Adjunct Instructor /Lecturer, New York City Technical College
- 1988-1990:** Mathematics Adjunct Instructor/Lecturer, College of New Rochelle

**HONORS**

- 2008:** Outstanding Educators Award/ 55<sup>th</sup> Assembly District Brooklyn New York
- 2006:** Outstanding Leadership Award/ Protestant Board of Guardians
- 2005:** Fulbright Scholar (was part of a select group of exemplary US Principals who traveled to Brazil during the summer of 2005 to study their schools. In addition, served as a host for exemplary Brazilian Principals in 2006).
- 2004:** Patrick Francis Daly Award/ Yale University
- 2003:** Community Education Award/ Brooklyn Plaza Medical Corp
- 2003:** A Voice for Children Award/ Children and Family Organization

**PUBLICATIONS**

- Rock, D. (2005). *How were the practices of freedom schools in the south used as a model for success at Benjamin Banneker Academy for Community Development?* Council of Supervisors and Administrators online publications.
- Paper and Conference Presentations
- Rock, D. (2007). Creating a successful algebra regents program. Presentation made at the Adelaide Sandford Institute Conference September, 2007, Medgar Evers College Brooklyn NY.

**PROFESSIONAL AFFILIATIONS AND SERVICE**

*Professional Affiliations:*

\*National Association of Black School Educators      \*National Council of Teachers of Mathematics

*Service:*

Coordinated the math component of the NYC Middle School Initiative  
Mentored Principals in the NYC DOE Aspiring Principals Program

Served as a mentor in Teachers College Principals Academy

**SPECIALIZED SKILLS**

Academic Policies & Programs, Budget Development, Curriculum Planning & Development, Community Involvement, Standardized Testing, Staff Development, Student Recruitment, Regents Exams Planning, Classroom Observations, Teacher Mentoring, After School Program Development, Course Design, School Security & Safety, Student Discipline

**Emma Fraser Pendleton**  
Laurelton, NY 11413

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Emma Fraser Pendleton is an Educator with thirty seven years of experience in both the public and private school arena.

She is the former tenured Assistant Superintendent of Curriculum for the Port Washington School District. As an administrator she has held positions as a Director of Professional Development, Coordinator Testing and Instruction, and Director of Curriculum. Currently, she is a Project Manager for TurnAround for Children. In her new role she serves as a leadership mentor for administrators, and trains school teams on how to address the social, emotional and academic needs of at-risk students in the New York City public school system.

Highlights of her career and public service include: Designing and implementing a self-esteem program for women living in shelters, Woman of Wisdom Award, Delta, Sorority, 2010, Distinguished Black Women Award, BISA, 2009, Honoree of the Barnes Historical Society, Queens Legend Award, 2004; The E.C. Reems Women's International Ministries Award, New York Chapter for Dedication and Service to Women Ministry, 1994; The Hugh O'Brien Youth Leadership Award, 2005.

Emma is the recipient of several prestigious scholarships. In 1989, she was awarded a full academic Fellowship to the Harvard Graduate School of Education. In 1990 she was awarded an additional Fellowship by the Ford Foundation to continue her studies at Harvard. During her residency at Harvard, Emma served as a teaching fellow and a member of the faculty. She was also a member of the Dean's Advisory Council, Secretary to the Black Student's Union, and a noted panelist on the International Forum of Changing Trends in Education.

Her academic degrees include:

- Harvard University; Masters, Teaching, Curriculum & Learning Environments,
- Hofstra University; Professional Certification Program; Supervision and Administration, Queens College; Masters in Secondary Education; English Literature, and a Bachelors in English Literature,
- Queens borough Community College, AAS degree in Secretarial Sciences and Business
- Graduate Credits from St. Johns University, Columbia University, NYC

Certifications:

- Classroom Organization and Management, Vanderbilt University, Tennessee
- Corporate Stress Management Program, Queens College, NYC
- Resilient Educator Instructor, Institute of HeartMath, Boulder Creek California
- Program for Labor Management Cooperation, John F. Kennedy School of Government, Harvard University, Cambridge Mass.  
Early Childhood Day Care Management: Leslie College, Mass.

Professional Affiliations: Phi Delta Kappa, Harvard Chapter  
Phi Theta Kappa, Junior Colleges  
Association for Curriculum & Instruction

## George E. Leonard

### **Professional Experience**

CEO, Friends of Bedford, Inc.

07/07 –

Present

Corporate responsibilities are varied and directed at acquiring contracts related to improving student achievement in Public and Charter Schools in urban communities. Consultancy services are provided for curriculum design, academic intervention, and the overall administrative duties necessary for establishing a rigorous learning environment. Presently serving as Managing Partners for two High Schools placed on restructuring and turnaround status in Washington D.C. Serving the second year of a 5 year contract with a major impact made on student attendance, discipline, and overall school tone.

Principal, Bedford Academy High School

09/03

– 06/08

Brooklyn, New York

Served as founding Principal for a newly established High School aimed at serving students residing in low income Communities in Central Brooklyn. Promoted and created innovative methodologies towards improving student performance in all subject areas across grade levels. Supervised extended school programs both after-school and on the weekend. Regent's scores and graduation rates exceeded the State and City averages for similar demographics. College acceptance rates were between 98-100% for many of the graduates with a major emphasis on science, mathematics, and technology. Before the end of my 25 year career as an educator for NYDOE, Bedford Academy High School received high accolades for being the #1 school in Brooklyn, #2 in NYC, and #1 High school in the State of New York for serving low income students. Articles on Bedford Academy's achievements were noted in the following reporting venues: *New York Times*, *Newsday*, *Our Times Press*, *New York Post*, *Daily News*, *International Press*, *NAACP*, *NYC Council*

### **EDUCATION**

Touro College

M.S. Supervision /Administration

08/07

Long Island University

M.S. Education/Cellular Biology

06/81

York College

B.S. Biology/Pre-Med.

06/77

### **Biography**

George Leonard, a native New Yorker, was raised in Spanish Harlem with his three brothers. Positive parental guidance resulted in all four brothers receiving college degrees. This was accomplished in spite of the inner-city pressures which face most black males. Mr. Leonard's work with young people has included various community based programs geared at the inner-city youth in Harlem and Brooklyn. He has taught in the N.Y.C. Public School system for the past 25 years.

Mr. Leonard's educational accomplishments include a B.S. in Biology from York College and a M.S. in Education /cellular Biology from Long Island University, completion of Supervision/Administration from Touro College and completion of one year at SUNY Brooklyn's M.D. /PhD. program in Cellular Biology. Mr. Leonard's professional experience has also included working as an adjunct professor at Medgar Evers College, the College of New Rochelle, and New York University.

Joel Klein, Chancellor of New York City Public School System, shared his success with Michelle Rhee, Chancellor of DCPS, which led to the Friends of Bedford, Inc. receiving a 5 year contract for turning around two failing schools ,Paul Laurence

Dunbar and Calvin Coolidge SHS. Mr. Leonard and Friends of Bedford, Inc. has received recognition by the Washington Post for his work in D.C. and continues to raise the bar for others to follow as he continues to battle the never ending war against failing schools in low income neighborhoods in America.

Laurelton, NY 11413

## **Pamela Washington**

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### **Experience**

2005-Present

New York City Department of Education

#### **Assistant Principal of Special Education**

- Supervise Campus Wide Special Education staff (teachers, SAT, Related Service Workers, Paraprofessionals) in conjunction with (5) building principals (5 High Schools and 2 Middle Schools) to ensure that students with disabilities receive services.
- Oversee vocational training program on campus grounds –CTI (Culinary Training Institute)
- Provide recommendations for effective use of Differentiated Instruction
- Participate on ESI-Achievement Team(Data-based Assessment)
- Provide ongoing professional development campus wide.
- Attend professional meetings/workshops/conferences that provide relevant information regarding students with disabilities in and out of the district.
- Monitor and evaluate Regional policies and procedures for mandated compliance issues.
- Prepare, implement, supervise, and evaluate applications for state and federally funded programs for students with disabilities.
- Observe special education staff as requested by building principals.
- Supervise the maintenance of student records with I.E.P.'s according to FERPA and assure that mandated due process procedures are followed in a timely fashion.
- Supervise the impartial hearing process as needed.

2002-2004

New York City Department of Education

#### **Dean**

- Assistant in administration of staff, monitor and encourage appropriate behavior of 6<sup>th</sup> and 7<sup>th</sup> grade students.
- Contact parents via telephone or letter to discuss child's behavior
- Mediate and diffuse conflicts between student/student and staff/student.
- Prepare lessons and hold classes focused on social issues and student encounter (group guidance)

1999-2001

New York City Department of Education

## **Language Coordinator**

- Provided New York City public school special needs students with language development skills
- Prepared special needs students to move into the mainstream.
- Maintained records of students' progress and provided feedback to primary teachers and parents.

1993-2004

New York City Department of Education

## **Teacher of Speech and Hearing Handicapped**

- Provided speech and language services to New York City public school
- Maintained records of student progress
- Held conferences with teachers and parents of students to provide updates of student's progress

## **Education**

2004- 2007      College of New Rochelle  
New Rochelle, NY

- M.A., Speech Pathology and Audiology

1999-2001      City College of New York  
New York, New York

- M.A., Supervision and Administration

1997-1999      College of Mount St. Vincent  
Riverdale, NY

- M.A., Urban and Multicultural Education

1989-1993      Norfolk State University  
Norfolk, VA

- B.S. Speech Pathology and Audiology

## **Licenses**

Supervision and Administration  
Teacher of Speech and Hearing Handicapped

\*References furnished upon request

**KENNETH J. HALPERIN**  
Roslyn Heights, NY11577

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<b>Education</b>	<b>S.U.N.Y Albany</b> – BA – Political Science, 1989 Cum Laude  <b>Brooklyn Law School</b> - Juris Doctor, May 1992
<b>Professional experience</b>	Wingate, Russotti & Shapiro, LLP – 1996- Present Partner/Shareholder Partner in charge of the firm's complex litigation department. Responsible for the day to day running of this department, which includes overseeing the handling of individual cases, supervising the firm's associate attorneys and staff and conducting complex arbitrations, mediations and jury trials.
<b>Professional memberships</b>	Association of the Bar of the City of New York New York State Bar Association New York State Trial Lawyers Institute (Labor Law Committee) Jewish Lawyers Guild – (Officer) Kings County Judicial Screening Committee – 2010 Cancer Advocacy Program (Provides Pro Bono legal assistance to cancer victims involved in disputes with their insurance company)

**BIOGRAPHY**

I have been a practicing attorney for over seventeen years. During that time I have represented hundreds of accident victims who have suffered catastrophic injuries due to the negligence of other individuals and faulty products. On their behalf I have successfully fought hundreds of companies and through those efforts, along with the other members of my profession, made many of the products we use daily and drugs we take regularly safer to the general public. I thrive and take great pride in providing representation to those people who otherwise would not be able to afford it. It is through these efforts that they are able to stand up to large corporations and insurance companies in their fight for justice.

During my time as an Associate and Partner at Wingate, Russotti & Shapiro, a boutique litigation firm in Manhattan, I have litigated cases in State and Federal Court and conducted numerous jury trials. I am responsible for the day to day management of the firm, as well as our complex litigation unit, which handles many of the most lucrative and complicated cases in our office.

I have also involved myself in many charitable endeavors. For several years I was a volunteer at the Ronald McDonald House in New York City. Assisting children stricken with cancer was very important to me as I lost both of my parents to the disease at a relatively young age. I also provide Pro Bono legal services to cancer victims who are engaged in a variety of disputes with their health insurance companies. Performing charitable and pro bono work such as this is important to me as it is imperative that I give back to the community.

Outside of work and charitable causes I am an avid sports fan. I enjoy playing golf and basketball in my spare time. I currently reside on Long Island with my wife and two daughters.

# CHARLENE A. GAYLE

Brooklyn, New York 11213

## EXPERIENCE:

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2004 – Present

**Proprietor:** *Macon Realty Inc. Brooklyn, New York*

- Established a Real Estate Company which acquires, sells, manages residential and commercial properties in New York City
- Oversee staff consisting of five Sales Agents and three administrators
- Created a development division which oversees procurements of professional contracts
- Develop vacant properties owned by the various companies into low income and subsidized rentals
- Managed gut- rehab development projects from planning to occupancy
- Retain and coordinate a team of professionals for development including Attorneys, Architects, Accountants, Engineers, General Contractors, Financial Advisors, and Interior Designers
- Created Risk Management division to verify and review all contractor's license, insurance certificate, permits and bonds
- Produce and submit to owners a complete and comprehensive project overview report which includes the scope of work, progress reports, financial reports and chronological photographic record of project

2003 –Present

**Executive Director:** Pentagon Real Estate Management Brooklyn,  
New York

- Operate and manage over 300 commercial and residential units
- Implement computerized management system to track account receivables and account payables
- Hire, oversee, and supervise staff of 16
- Conduct monthly meetings with shareholders to update on overall operations and financial status of the various companies
- Direct, evaluate and review budget operations and expenditures
- Facilitate sales of over 5 million dollars in equity sales and transactions
- Supervised the marketing, sales and rental of properties
- Ensure compliance with federal, state, and local regulatory agencies in all aspects of the companies

- Review and access liability and structural coverage for property insurance

1996 – 2003

**Managing Agent:** 124 New York Realty Brooklyn, New York

- In addition to responsibilities and duties of Court Liaison,
- Negotiated all residential and commercial rental leases
- Ensured safe and efficient maintenance of properties in compliance with all federal, state and city laws and regulations
- Oversee the renovation of vacant apartments
- Researched then implemented environmental awareness and energy saving ideas for tenants and maintenance

1992 - 1996

**Court Liaison:** 124 New York Realty Brooklyn, New York

- Coordinated and managed all aspects of litigation involving the business
- Retained Legal counsel for all litigation
- Attended court appearances on behalf of the ownership interest
- Organized , prepared and testified for trial
- Negotiated settlements

**EDUCATION:**

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1988 -1992 University of Maryland College Park, MD  
B.S., 1992

**NEW YORK STATE PROFESSIONAL  
LICENSES:**

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- REAL ESTATE BROKER
- NOTARY PUBLIC

**REFERNCES:**

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AVAILABLE ON REQUEST

**Attachment 8: Statement of Assurances for Each Board Member Applicant**

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, Cheryl Kilkenny, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.

Signature



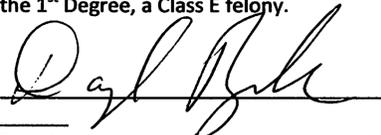
Date

3/27/11

**Attachment 8: Statement of Assurances for Each Board Member Applicant**

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I,           Daryl Rock           (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.

  
Signature

          3/15/2011            
Date



**Attachment 8: Statement of Assurances for Each Board Member Applicant**

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, George Leonard, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.



\_\_\_\_\_  
Signature

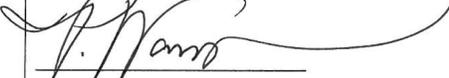
\_\_\_\_\_  
Date 3/27/11

\_\_\_\_\_

**Attachment 8: Statement of Assurances for Each Board Member Applicant**

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, Pamela Washington, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.



Signature

March 3, 2011

Date

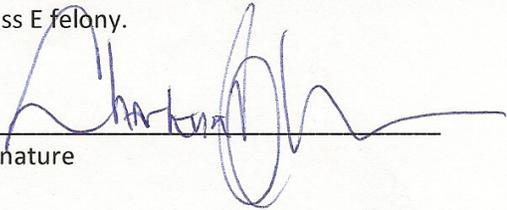


**Attachment 8: Statement of Assurances for Each Board Member Applicant**

A Statement of Assurance must be signed by and submitted for each Board Member Applicant.

I, Charlene Gayle, (print name of board member applicant) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to the New York Penal Law, a person who knowingly offers a false instrument for filing to a public official or public servant may be subject to criminal prosecution, including for the crimes of Offering a False Instrument for Filing in the 2<sup>nd</sup> Degree, a Class A Misdemeanor, or, if there is intent to defraud, of Offering a False Instrument for Filing in the 1<sup>st</sup> Degree, a Class E felony.

Signature



Date

3/5/2011

**Attachment 9: Request for Information from Prospective Charter School Board Members**

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

**Name:** Cheryl Kilkenny

**(Include preferred honorific.)**

**Daytime Telephone:** \_\_\_\_\_

**Home Mailing Address:** Valley Stream, NY 11581

**Personal E-Mail/Fax:** \_\_\_\_\_

**Business Address:** Brooklyn, NY 11203

**Business E-Mail/Fax:** \_\_\_\_\_

**Charter School Name:** Lamad Academy Charter School

**Charter School Address:** \_\_\_\_\_

**To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):**

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

**Background**

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

**Answer:** I became aware of the proposed charter school when the lead applicant asked me to attend a meeting scheduled where he planned to share his vision for the charter school.

5. Please explain why you wish to serve on the board.

**Answer:** I wish to serve on the board because it provides me with the opportunity to make a difference in the lives of our children. I was a part of the educational system for about 9 years and am aware of the failing schools in many districts. I know that affording children the opportunity to be in a nurturing environment would be a factor for their success.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):

**Answer:** I currently serve on two non-profit boards in the capacity as a treasurer and believe that my experience on those boards will allow me to serve on this board.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
 This does not apply to me.  Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide an explanation.

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No.  Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.  Yes.

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest.  Yes.

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business.  Yes.

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes.

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.  
 None.  Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

**Answer:** If I believe that one or more members of the school's board are involved in a conflict, I would first confirm that there is indeed a conflict and request that the board deals with that conflict. The resolution of the conflict would be appropriately documented in the minutes of the board meeting.

### **Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy.

**Answer:** My understanding of the school's philosophy is that Lamad's seeks to afford each child the joy of life-long **learning** within a warm, nurturing atmosphere and academically challenging and intellectually rigorous learning environment. At Lamad, the emphasis will be on student **effort** rather than **aptitude** as the key to high achievement. Lamad will embrace noted researcher Jeff Howard's mantra that, "Smart isn't something you are, it's something you get" through hard work and intellectually rigorous and challenging curriculum. In addition, create a school culture where **high expectations** for **all** students in academic achievement and respectful and appropriate student behavior will be the norm.

Lamad's will ensure that each student is afforded high quality **teaching**. Lamad will also support and cultivate great teachers by providing on-going professional development and training that focuses on data driven instruction, classroom management, and appropriate implementation of varied teaching styles e.g., project learning; direct instruction; and small group instruction.

18. Please explain your understanding of the educational program of the charter school.

**Answer:** My understanding of the school's educational program is that students will receive a standards-based, research-proven, curriculum focusing on core subjects that will create a strong foundation for life-long learning and ensure high levels of student learning and achievement. The curriculum will focus on core content with a special emphasis on math and science. Each of the basic educational programs for reading, writing, math, social studies, and science has been extensively researched and field-tested, resulting in multiple revisions and improvements. The school's educational programs are fully aligned with the New York State's 28 learning standards to ensure that students acquire the required knowledge and skills at the end of each grade level. The content of the curriculum will mainly consist of an array of Pearson's educational products in each subject area.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

**Answer:** The characteristics of a successful charter school are: (1) Having the right people on the team; (2) Holding staff accountable; (3) Providing appropriate feedback to staff; (4) Forging partnerships with parents and the community; and (5) Providing a disciplined yet warm and nurturing environment for the students.

This could only be accomplished if the board ensures that the appropriate staff is hired and they buy into the vision of the school. Also, develop systems and policies that will make staff accountable. In addition, staff should be evaluated so that both positive and negative feedback could be communicated. The accomplishments of the staff should be celebrated so that good team spirit is fostered. The board should endorse and encourage a vibrant PTA which will help to foster good relationships with parents and the community. This will make them feel a part of the success of the school. The culture of the school should be of such that the students want to be good citizens because they see Lamad Academy as a second home where each child plays an important part in its success.

**Other**

20. Please explain your understanding of the appropriate role of a public charter school board member.

**Answer:** My role of a public charter school board member is one of fiscal responsibility. I understand that as a board member I am responsible for the success of the school and my decision can have either a positive or negative impact on the school's ability to succeed. Also, I understand that as a board member my general responsibilities and roles may include, but are not limited to:

- Ratifying the school's mission statement and any modifications thereto.
- Selecting, evaluating, and dismissing the head of the school.

- Attending and participating in meetings of the Board and its committees.
- Establishing and adhering to the school's code of ethics, and enforcing the same upon employees and officers of the school.
- Approving any management, operational, and service contracts and holding accountable such contractors for performance.
- Authorizing broad curricular guidelines or specific curricular programs, or delegating such authority.
- Approving assessment measures and performance standards.
- Providing ongoing support and oversight of the academic program and performance of the school.
- Approving admission policies and procedures for the school, consistent with the terms of the charter agreement.
- Setting personnel policies, including: establishing qualification criteria for employees, creating dismissal procedures, approving codes of conduct, and authorizing and approving collective negotiations.
- Hearing complaints from any individual or group alleging any violation of the provisions of the Charter Schools Act, the charter itself, or any other provision of law relating to the management or operation of the charter school.
- Ensuring that necessary accountability measures are in place, including the performance of audits and annual reports, and that all necessary records and reports are transmitted to the proper charter school oversight entities.
- Providing necessary and proper oversight of all financial aspects of the charter school, including approving the annual budget and providing guidance on fundraising.
- Involving parents and staff in the governance and administration of the school.

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

**Answer:** I affirm that I have read and understand the charter school application, the charter school school's by-laws and all proposed policies.

22. Please provide any other information that you feel is pertinent to the Department's review.

**Attachment 9: Request for Information from Prospective Charter School Board Members**

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

**Name:** \_\_\_\_\_ Daryl Rock \_\_\_\_\_  
(Include preferred honorific.)

**Daytime Telephone:** \_\_\_\_\_

**Home Mailing Address:** Brooklyn, NY 11238

\_\_\_\_\_

**Personal E-Mail/Fax:** \_\_\_\_\_

**Business Address:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Business E-Mail/Fax:** \_\_\_\_\_

**Charter School Name:** Lamad Academy Charter School

**Charter School Address:** \_\_\_\_\_

\_\_\_\_\_

**To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):**

\_\_\_\_\_

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

## Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

**Answer:** I was approached by Mr. Cockfield. He asked if I would help in the development of the charter school and I agreed.

5. Please explain why you wish to serve on the board.

**Answer:** want to use my expertise and many years as an educator to help develop a school that will serve the needs of the students in Brooklyn. Many of our children are not getting what they need and deserve. This school will help in this regard.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):

**Answer:** I was a math teacher for fifteen years and a principal for ten years. The school where I was a principal had a graduation rate of 98 percent when I left. Additionally, I have a doctorate degree in math education and two master's degrees in education. I have not previously served on a board.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or

your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide an explanation. I have no criminal charges pending against me.

### Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

I / we do not know any such persons.  Yes.

If your answer is yes, please indicate the precise nature of your relationship here: I know George Leonard who was a colleague of mine when I was a principal.

10. Please indicate whether you, your spouse, or other family member knows any

person who is a prospective or current charter school employee.

I / we do not know any such persons.  Yes.

If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

No.  Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.  Yes.

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest.  Yes.

14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
- Not applicable because the School does not/will not contract with a management company or charter management organization.
- I / we do not anticipate conducting any such business.  Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
- None.  Yes.
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. I would report them to the board and other appropriate authorities.

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy. The school's mission is to eliminate the achievement gap between poor Black and Latino students and their white counterparts. Moreover, the school will teach children how to respect themselves and their community and to take pride in their culture
19. Please explain your understanding of the educational program of the charter school. The school will be a 6-12 school. There will be an extended day and year. It will have an accelerated curriculum and there will be high expectations for students and staff.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. The charter school needs to find the right school leader and adult personnel. The culture needs to be one of caring, concern, and support. In addition the school needs to be fiscally sound so that the extra services will never be interrupted. The board's job is to make sure the standards are maintained at a high level. This includes choosing the right leadership

and supervising the principal. The board should also see that the school receives the necessary resources to maintain excellence throughout the school.

**Other**

21. Please explain your understanding of the appropriate role of a public charter school board member. The role of a member of the board, is to supervise the principal and control the school's funds and staff, and we are responsible for making sure the school reaches the goals set forth in its charter as well as the New York State Regents standards.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. I have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
23. Please provide any other information that you feel is pertinent to the Department's review. Resume attached.

**Attachment 9: Request for Information from Prospective Charter School Board Members**

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

**Name:** Emma Fraser Pendleton

**Daytime Telephone:** \_\_\_\_\_

**Home Mailing Address:** Laurelton, NY 11413

**Personal: E-Mail/Fax:** \_\_\_\_\_

**Business Address:** Turnaround for Children, 25 West 45 St. New York

**Business: Fax:**

**Charter School : Lamad Academy Charter School**

**Address:** \_\_\_\_\_

**To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):**  
**Curriculum & Instruction**

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

## Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **I was invited to join the board by Alfred Cockfield**
5. Please explain why you wish to serve on the board. **To support the development of schools that can better address the needs of students who are at risk, and students who are achieving but need a more rigorous instructional program.**

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here): I am an educator with 40 years of experience in public education. I have served in the capacity of teacher, administrator, staff developer, director of guidance, director of curriculum, instruction and assessment, and as the Assistant Supt. of Schools.

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

x  This does not apply to me.  Yes.

If the answer to this question is yes, please provide an explanation.

### **Conflict of Interest**

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.

x  I / we do not know any such persons.  Yes.

If your answer is yes, please indicate the precise nature of your relationship here:

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.

x  I / we do not know any such persons.  Yes.

If yes, please indicate the precise nature of your relationship here:

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.

x  No.  Yes.

If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

x  Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not know any such persons.  Yes.

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For

any interest indicated, please provide a detailed description.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we have no such interest.  Yes.

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business.  Yes.

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes.

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None.  Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. **The situation would be addressed in an open forum, and resolved according to the bylaws, and state regulations that apply to the matter.**

#### **Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy. **The Charter School Mission is to provide a rigorous educational program that addresses the full needs of the student in collaboration with parent/guardians.**

18. Please explain your understanding of the educational program of the charter school. **The educational program will be data-driven and support the maximum academic and social emotional achievement for all students**

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. **A successful Charter School has 3 basic characteristics: 1. Ensures the academic success for all students. 2. To provide a rigorous academic program that also addresses the social and emotional needs of its students, in collaboration with parents/guardians, and community based organizations hired to support the full implementation of the schools charter. 3. To select highly qualified staff and to provide continuous professional development that will enhance, train and increase staff capacity to deliver the mandates of the Charter School.**

**Other**

20. Please explain your understanding of the appropriate role of a public charter school board member. **The role of board is to provide oversight and direction of the full implementation of the curriculum and school mandates.**
21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. **I affirm that I have read and understand the application and by-laws.**
22. Please provide any other information that you feel is pertinent to the Department's review.

**Attachment 9: Request for Information from Prospective Charter School Board Members**

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

**George E. Leonard**  
**Name:** \_\_\_\_\_

\_\_\_\_\_  
**(Include preferred honorific.)**

**Daytime Telephone:** \_\_

**Home Mailing Address:** Valley Stream, NY 11580

\_\_\_\_\_

**Personal: E-Mail/Fax**

**Business Address:** Washington DC 20001

\_\_\_\_\_

**Business: E-Mail/Fax:** \_\_\_\_\_

**Charter School Name:** Lamad Academy

\_\_\_\_\_

### Background

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. The former primary applicant is familiar with my accomplishments as an educator and offered me the opportunity to serve as a board member due to my expertise.

5. Please explain why you wish to serve on the board.

I wish to serve as a board member because of my commitment to education and my passion for being involved in any initiative which promotes excellence in academic achievement for inner-city students. I strongly believe that the best approach for preparing middle school students for the rigor of high school and college preparedness requires a course of study which reflects the basic concepts of the NY State Regents.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. See resume. This does not apply to me.  Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
 This does not apply to me.  Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide an explanation.

### **Conflict of Interest**

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  
X I / we do not know any such persons.  Yes.  
If your answer is yes, please indicate the precise nature of your relationship here:
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.  
X.I / we do not know any such persons.  Yes.  
If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.  
X No.  Yes.  
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.  
X Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not know any such persons.  Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  
X Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we have no such interest.  Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  
X. Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not anticipate conducting any such business.  Yes.

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.  
 None.  Yes.

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family. )? I would form a committee within the body of the board which would address all issues threatening the integrity of the board and or the mission of the school.

### **Educational Philosophy**

18. Please explain your understanding of the charter school's mission and/or philosophy. The school's mission is to create a learning environment with a primary focus on science and math rich curricula and strict discipline. The goal is to design instructional modalities which engages the students in classroom activities which requires rigor and arithmetic derivations. Scientific inquiry coupled with research skills will be infused in all lesson plan designs so that the students can meet the challenges and demands of an aggressive college readiness program in high school. This philosophical approach is derived from the Bedford Academy model which exposes students to pre-college level courses early enough to be able to perform well in regents and advanced placement courses in high school.

19. Please explain your understanding of the educational program of the charter school.  
**The educational program is designed to place a heavy emphasis on science and math through the use of technology. The students in grades 5<sup>th</sup> thru 9<sup>th</sup> will be taught science and math by H.S. teachers in order to ensure a more effective preparation for regents courses and the SAT. ELA will focus heavily on grammar and research skills thus providing a seamless bridge across all disciplines.**

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful. The school's mission is to create a learning environment with a primary focus on science and math rich curricula and strict discipline. The goal is to design instructional modalities which engages the students in classroom activities which requires rigor and arithmetic derivations. Scientific inquiry coupled with research skills will be infused in all lesson

plan designs so that the students can meet the challenges and demands of an aggressive college readiness program in high school. This philosophical approach is derived from the Bedford Academy model which exposes students to pre-college level courses early enough to be able to perform well in regents and advanced placement courses in high school.

The Board must monitor all assessment data and create a think tank towards analyzing the significant trends of the data which leads to modified methodologies for academic progress. Collectively the board must harness the qualities and individual strengths of all members towards identifying the changes necessary for maintaining a superior learning institution void of excuses for failure. All actions of the board have to be directed towards the Charter School sustaining a clear vision and never self serving for any member. The board is the backbone of the learning body by offering never ending support.

**Other**

21. Please explain your understanding of the appropriate role of a public charter school board member. . **The appropriate role of a board member is to oversee and manage the overall operations of the charter school. This also includes acquiring funds for the school and ensuring that the overall mission and philosophy remains as the primary objective each year.**
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. . I clearly understand all the proposed policies of the Charter School Application as it pertains to Lamad Academy. I also have a clear understanding of all the by-laws which typically serve to maintain the integrity of the board.
23. Please provide any other information that you feel is pertinent to the Department's review. I strongly feel confident that this Charter School will surpass the expectations of all the stakeholders committed to this project. The vision and expertise of the board members is the defining quality which will separate Lamad Academy from your typical Middle School which serves this Pop. of students geographically. Our Curr. Design coupled with our passion for educating children in these communities will promote a level of student achievement never before seen since the inception of Bedford Academy high school.



**Background**

1. Please provide your educational and employment history. You may do so by attaching a résumé. X Resume Attached

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. X I affirm.

3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. X I affirm.

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

Answer: I was approached to be a member by Rev. Alfred Cockfield. Rev. Cockfield would like for me to bring by expertise in the area of education to the vision and mission of Lamad Academy.

5. Please explain why you wish to serve on the board.

I believe that I would be an asset with my background in Special Education. Bringing over 18 years of experience in education, I will be able to provide this institute of higher learning new and innovative methods in Special Education. Providing a quality education to students with special needs is of utmost importance in these ever changing times. It will be my charge to assure that all students are well educated and afforded opportunities that will let their greatness shine!

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. X This does not apply to me.  Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

X This does not apply to me.  Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of

counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.  
X This does not apply to me.  Yes.  
If the answer to this question is yes, please provide an explanation.

#### **Conflict of Interest**

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  
X I / we do not know any such persons.  Yes.  
If your answer is yes, please indicate the precise nature of your relationship here:
9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.  
X I / we do not know any such persons.  Yes.  
If yes, please indicate the precise nature of your relationship here:
10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.  
X No.  Yes.  
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
X I / we do not know any such persons.  Yes.
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
X I / we have no such interest.  Yes.
13. If the charter school is partnered with an educational services provider, please

indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

Not applicable because the School does not/will not contract with a management company or charter management organization.

X I / we do not anticipate conducting any such business.  Yes.

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. X This does not apply to me, my spouse or other family members.  Yes.

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

X None.  Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

This situation must be handled very delicately. We want to assure that if the person is an asset to the organization that we keep their vision focused on Lamad and its success. A board member must not disclose confidential information to further their personal interests. If their perspective is one that is of self gain, and they do not adhere to the rules and regulations of the Lamad philosophy, then they may be removed from the board

### **Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy.

The mission of Lamad Charter School is foster an environment for students that is creative, rigorous, and respectful. Lamad Charter School's educational philosophy is to educate all students with academic supports that will enhance their knowledge base.

18. Please explain your understanding of the educational program of the charter school.

The educational program will emphasize science and math. The learning environment will also build a foundation for students to excel toward Regents Diploma's and enter a major college or university of their choice. Also, the students at Lamad will increase their social skills with community based activities, technology, and Career development.

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

A charter school must keep the needs of the students in the community that they are serving at its core. In these ever changing times it is a necessity for Lamad to remain in the forefront of providing quality education that is unprecedented. First, characteristic of a charter school to remain successful is to foster a learning environment that a student enjoys spending their day. Next, a support team infuse into the students minds that a quality education will shape their future. Also, provide instructional leaders the tools that will move their souls to push the students into the academic stratosphere. And last, keep parental involvement and community relationships at the core. Our parents need resources that are familiar and easy to access for use. If our parents are well rounded, our students will be well rounded.

**Other**

20. Please explain your understanding of the appropriate role of a public charter school board member.

A board members role is to provide quality education to all students who are seeking options to traditional public education. Also, to foster relationships with students, families and communities through support, active engagement of all stakeholders, and effective organizational philosophy.

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I have read and affirm that I understand the charter school application and the charter school board's by-laws and all proposed policies.

22. Please provide any other information that you feel is pertinent to the Department's review.

As an educator for the past 18 years, it is mandatory that fundamental principles of education remain the same, but the instructional base for our students must continuously evolve for all students to excel. Not only am I an asset to this board, I am an advocate for our students future.

**Attachment 9: Request for Information from Prospective Charter School Board Members**

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

**Name:** Kenneth Halperin  
**(Include preferred honorific.)**

**Daytime Telephone:** \_\_\_\_\_

**Home Mailing Address:** Roslyn Heights, NY 11577

**PersonalE-Mail/Fax:** \_\_\_\_\_

**Business Address:** New York, NY

**BusinessE-Mail/Fax:** \_\_\_\_\_

**CharterSchoolName:** Lamad Academy

**Charter School Address:** Brooklyn Community School District 17

**To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):**

Board of Directors

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

**Background**

1. Please provide your educational and employment history. You may do so by attaching a résumé. X Resume Attached

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. X I affirm.

3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. X I affirm.

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.

*I became aware of the school through Alfred Cockfield, Jr.*

5. Please explain why you wish to serve on the board.

*I wish to serve on the Board because I see this Charter School as an opportunity to provide children with a tremendous and unique education experience.*

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. X Yes. (Include description here):

*I have only served on the Board of the Condominium in which I resided. It was a terrific experience as I played a role in determining the building's budget, use of the budget for capital expenditures and assisted in the overall running of the building.*

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

X This does not apply to me.  Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of

counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

7. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.  
X This does not apply to me.  Yes.  
If the answer to this question is yes, please provide an explanation.

### **Conflict of Interest**

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  
 I / we do not know any such persons. X Yes.  
If your answer is yes, please indicate the precise nature of your relationship here:

*I have met the other Board members in connection with serving together at the Lamad Academy.*

9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.  
X I / we do not know any such persons.  Yes.  
If yes, please indicate the precise nature of your relationship here:

10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.  
X No.  Yes.  
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.  
X Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not know any such persons.  Yes.

12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  
X Not applicable because the School does not/will not contract with a management

company or charter management organization.

I / we have no such interest.  Yes.

13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

X Not applicable because the School does not/will not contract with a management company or charter management organization.

I / we do not anticipate conducting any such business.  Yes.

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. X This does not apply to me, my spouse or other family members.  Yes.

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

X None.  Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

*I believe that any member who is not serving on the Board for the purpose of which it is enacted should be removed. To the extent that the conflict pertains to a limited issue the member should recuse themselves from having any input or vote on the matter or issue in which the conflict exists.*

### **Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy.

*The school's mission is to provide students with a wonderful learning environment that stresses hard work and effort as well as an inherent culture of learning.*

18. Please explain your understanding of the educational program of the charter school.

*I have reviewed the school's executive summary and maintain ongoing discussions about it with the other Board members.*

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the

charter school will need to take to ensure that this charter school is and remains successful.

*I think that the Board needs to take an active role in ensuring that the School provides an excellent atmosphere for the educational growth of the students in the community. I believe that we need to work with the principal and other management to ensure that the School's mission is successfully realized.*

**Other**

20. Please explain your understanding of the appropriate role of a public charter school board member.

*As a Board Member I will be charged with the responsibility of ensuring that the school is being run in accordance with the rules and regulations of the NYC Board of Education and in the best interests of the student body.*

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

*I have read and understand the application.*

22. Please provide any other information that you feel is pertinent to the Department's review.

*None*

**Attachment 9: Request for Information from Prospective Charter School Board Members**

Each Prospective Charter School Board Member must provide the Information requested in the next three pages.

**Name:** Charlene Gayle \_\_\_\_\_  
(Include preferred honorific.)

**Daytime Telephone:** \_\_\_\_\_

**Home Mailing Address:** Brooklyn New York 11216

**Personal E-Mail/Fax** \_\_\_\_\_

**Business Address:** Brooklyn New York 11216

**Business E-Mail/Fax:** \_\_\_\_\_

**Charter School Name:** Lamad Academy Charter School

**Charter School Address:** n/a

**To which charter school board position and/or office are you asking to be appointed? (e.g., parent representative, vice-president, Finance subcommittee, etc.):**

As you may know, serving on a public charter school board of trustees (“board”) is a position of great trust and responsibility. As a member of a public charter school’s board, you would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department’s consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members, we ask that you please provide full and complete answers to each of the items below and provide the required assurance indicated. Note that providing false, misleading, and/or incomplete information may lead to a withdrawal of the Department’s approval, nullifying your appointment to the board.

**Background**

1. Please provide your educational and employment history. You may do so by attaching a résumé.  Resume Attached

2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.  I affirm.

3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute.  I affirm.

4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. *The opportunity to serve on this board was presented to me by Rev. Al Cockfield.*

5. Please explain why you wish to serve on the board. *As a Real Estate Professional working within the community where we anticipate the charter school to be, I often hear the concerns of parents about the district school's curriculum. I believe it is imperative to ensure that children within the community receive a comprehensive education that will enable them to be successful in today's evolving society.*

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board.  This does not apply to me.  Yes. (Include description here):

7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.  
 This does not apply to me.  Yes.

If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Your response to question six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.

This does not apply to me.  Yes.

If the answer to this question is yes, please provide an explanation.

### **Conflict of Interest**

8. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.  
 I / we do not know any such persons.  Yes.  
If your answer is yes, please indicate the precise nature of your relationship here:
9. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.  
 I / we do not know any such persons.  Yes.  
If yes, please indicate the precise nature of your relationship here:
10. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.  
 No.  Yes.  
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
11. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we do not know any such persons.  Yes.
12. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.  
 Not applicable because the School does not/will not contract with a management company or charter management organization.  
 I / we have no such interest.  Yes.
13. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.  
 Not applicable because the School does not/will not contract with a management

company or charter management organization.

I / we do not anticipate conducting any such business.  Yes.

14. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate.  This does not apply to me, my spouse or other family members.  Yes.

15. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.

None.  Yes.

16. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.

*If such an unfortunate situation occurs within this Charter School, I would inform other Board members and request for that member to be expunged from the Board.*

### **Educational Philosophy**

17. Please explain your understanding of the charter school's mission and/or philosophy. *Lamad Academy mission is to create a mirthful academic and social environment that would enhance each student's learning ability.*

18. Please explain your understanding of the educational program of the charter school. *The curriculum's focal point will be centered around mathematics and science*

19. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.

*I envision a successful charter school that would create an inclusive community working together with the school administrators along with professional volunteers to support student achievement and a strong sense of self-worth.*

*Along with overseeing the operation policy, financial budget and the curriculum of the school, it is imperative that the Board members carefully select effective leaders to uphold the school's educational philosophy and principles.*

### **Other**

20. Please explain your understanding of the appropriate role of a public charter school board member.

*A well selected dedicated governing board is tantamount to the school's success.*

*It is the role of the school board to be committed to the school's mission, possesses substantial leadership skills and expertise, sets policy that guides the school's work, and evaluates both the school and itself with an eye*

*toward continuous improvement.*

21. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.

I, Charlene Gayle, hereby affirm that I have read and comprehend this charter school application, charter school board's by-laws and all proposed policies.

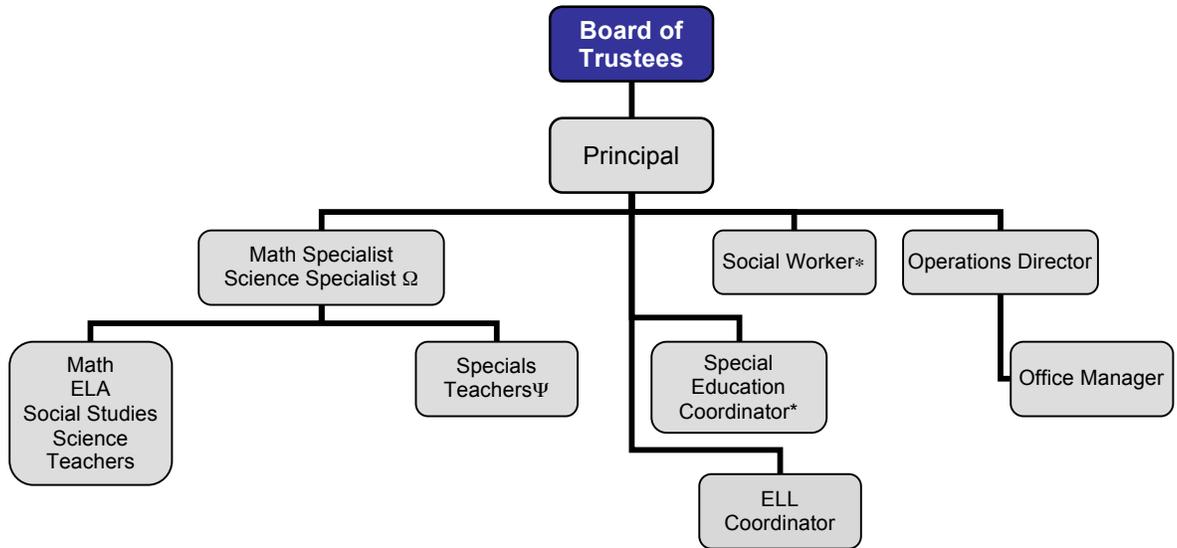
22. Please provide any other information that you feel is pertinent to the Department's review.

## Attachment 10: Organizational Chart

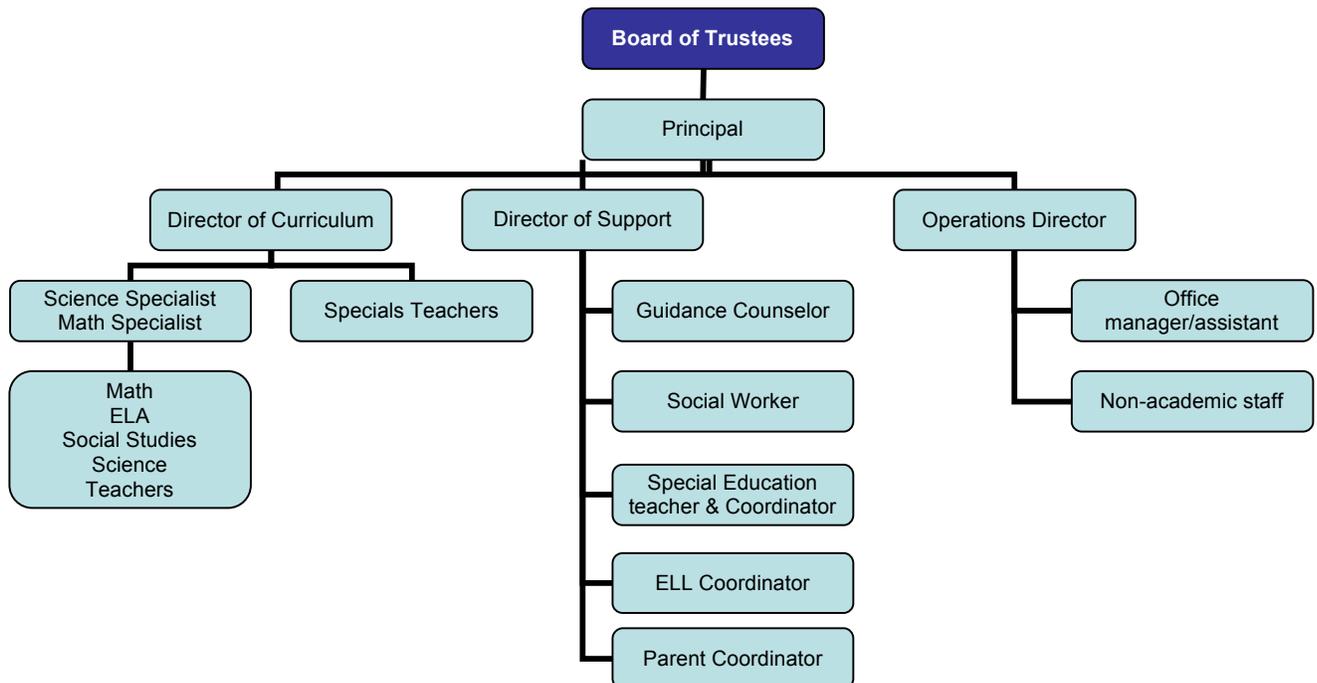
**Ψ** **Specials: Technology, Art, Music, PE, Health**

**\*** **Part time positions in year 1 Full time by year 2**

**Ω** **Year 1, Math and Science Specialist teachers will take on Director of Curriculum responsibilities**



Lamad Academy Charter School Organizational Chart: Year 4 at full enrollment and staffing, 20 Classes: 4 each of 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> Grade = ~ 500 Students



## **Attachment 11: Key Position Descriptions**

The Lamad Academy Charter School shall ensure that all personnel meet any applicable certification requirements specified under the Article 56 of the Education Law, but generally will not impose any certification requirements beyond what is mandated by law. A single individual may assume the responsibilities of multiple positions, which especially may be appropriate in the initial years of the school's operation. Lamad assures that background checks and child abuse registry will be conducted for every employee in accordance with the law.

### **PRINCIPAL**

#### Responsibilities

- Embody and advocate the mission, vision, and strategic direction of the school
- Provide leadership and direction to staff;
- Hire, evaluate, and terminate staff; except that such action with respect to the business and operations manager position shall be subject to review and/or approval by the Board;
- Administer scheduling, enrollment and curriculum;
- Facilitate parent education and involvement;
- Make formal reports to the Board of Trustees and charter entity;
- Implement and follow policies and procedures;
- Provide a safe environment for learning;
- Ensure proper budgeting, accounting, auditing, and financial planning.
- Create, monitor, and sustain the high standards of a rigorous school climate and school culture
- Focus on achieving dramatic improvement in student academic and civic performance
- Ensure rigorous academic performance and teaching quality in every classroom every day
- Support the professional development and growth of all teaching and administrative staff
- Communicate as the primary spokesperson for the school and advocate to all external audiences including investors, media, community partners, government agencies, education organizations, and local leaders
- Lead community meetings, town hall meetings, faculty meetings, and administrative-team meetings
- Ensure smooth operation of all school functions without excuses or exceptions
- Evaluate academic achievement through detailed data analysis of student and teacher performance
- Provide all necessary resources, training, and materials for the staff to effectively raise student academic and civic performance
- Recommend staffing levels and budgetary priorities to the Board of Trustees
- Document and disseminate the school's academic and operational processes
- Establish personnel and discipline policies and standards of conduct for students and staff in conjunction with the administrative team
- Mediate and manage the sometimes conflicting demands of different school constituencies

- Handle all matters regarding employment and dismissal of personnel; salaries and contracts; job assignments and performance evaluation; and orientation and training
- Prepare and submit timely reports, evaluations, and data to all external agencies and funding sources
- Manage and allocate the finances of the school (budget, cash flow, development, grants, contracts, bonuses, etc.) prudently, efficiently, and to provide maximum benefit for student academic and civic success
- Other tasks as assigned by the Board of Trustees

#### Qualifications

- Demonstrated successful leadership in a senior administrative position in a public or private school, preferably but not necessarily as a Principal;
- Demonstrated successful teaching experience;
- Exhibited leadership in working with professional staff, students, and the community;
- Agreement with the academic goals and philosophy of the charter school;
- Demonstrated willingness to implement merit pay approach for teachers;
- Commitment to accountability, including a rigorous student testing regime;
- Demonstrated success in encouraging parental involvement.

### **OPERATIONS DIRECTOR**

#### Responsibilities

- The OD will locate, cultivate, and evaluate the administrative staff while ensuring that the operations at Lamad are of the highest caliber to create a financially strong and publicly viable organization.
- Operations will include budgeting, marketing, reporting, payroll, human resources, technology, facilities, insurance, health services, transportation, food provision, data management, enrollment, and facilities maintenance.
- Supervise administrative staff, including the Office Manager, Administrative Assistant, Accountant, and other non-academic staff.
- Coordinate all financial transactions, including revenue activities, expenditures, record keeping, reporting, auditing, etc.;
- Coordinate all administrative transactions, including the provisions of personnel services, record keeping, reporting, inventory, purchasing, etc.;
- Coordinate the collection of any data required for the preparation of reports to the chartering entity and other appropriate bodies.

#### Qualifications

- Demonstrated organizational skills;
- Prior experience in an operations manager position.
- MBA/ Master's Degree or equivalent preferred.

### **DIRECTOR OF CURRICULUM**

#### Responsibilities

- Directly developing and implementing the academic excellence goals as established by the charter, this application, and the Principal.
- The DC will locate, cultivate, and evaluate the core subject teaching staff (math, science and technology, English, and Social Studies), specials teachers and special education staff that report to them while working with the Principal in ensuring that

curriculum and instruction at Lamad are of the highest caliber and lead to academic excellence.

- Embody and advocate the mission, vision, and strategic direction of the school
- Focus on dramatic achieving improvement in student academic and civic performance
- Ensure smooth operation of all curricular and instructional functions without excuses or exceptions
- Design and implement a coherent research-based curriculum in the six core subjects
- Serve on the administrative team, providing the Principal with all relevant data, reports, and information to effectively manage the school
- Serve as the primary instructional coach for the faculty, providing daily observations, feedback and support on instructional methods, classroom management, and curriculum
- Recruit, interview, select, evaluate, and retain outstanding faculty members
- Coordinate and support the professional development and instructional growth of all teaching staff
- Lead community meetings, town hall meetings, faculty meetings, and other committees
- Create, monitor, and sustain a disciplined culture of high academic and behavioral standards
- Evaluate academic achievement through detailed data analysis of student and teacher performance on a wide variety of metrics and present the data to school constituencies in an easily accessible format
- Provide all necessary resources, training, and materials to the teaching staff to effectively raise student academic and civic achievement
- Set and monitor core subject grading policies and practices to ensure consistency across the school
- Design the school's academic standards, benchmarks, assessments, and curriculum crosswalks to align with state and national standards
- Document and disseminate the school's curriculum units and academic processes
- Mediate and manage conflicting demands of the teaching staff
- Set and monitor the teaching schedule for the core faculty
- Prepare and submit timely reports, evaluations, to all external agencies and funding sources as required
- Other tasks as assigned by the Principal

#### Qualifications & Experience

- Results-driven educational leader with experience in, and commitment to, standards-based curriculum and the use of data and assessments to drive instructional decisions
- Experienced, outstanding classroom teacher who has demonstrated quantifiable and objective student performance gains that surpass state averages
- Manager of an urban classroom that used discipline, structure, positive incentives, and high expectations to achieve measurable academic and civic success
- Exceptional and experienced public speaker, writer, and editor, especially of lesson plans, unit plans, and other curricular materials
- Technological proficiency with a basic understanding of statistics, regression, and data analysis
- Incredibly high amount of energy & the entrepreneurial spirit necessary for a start-up school

- Professional demeanor, strong work-ethic, detail-driven work style with excellent organizational skills
- Ability to prioritize, multi-task, delegate, and lead by example
- Ambitious, interested in growing as an educational leader
- Committed to getting the job done well, no matter what the obstacles or how long it takes.
- Passionate, completely dedicated to Lamad's mission and a steadfast belief that all students deserve preparation for the college of their choice
- Five years of urban teaching and educational leadership experience preferred
- Advanced degree and fluency in Spanish preferred

## TEACHERS ("Classroom" and "Specialty")

### Responsibilities

- Maintain and enrich their expertise in the subject area they will teach;
- Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter;
- Coordinate lesson plans with other teachers to maximize possibilities for teaching similar topics in the same general time frame, thus reinforcing student knowledge on an interdisciplinary basis;
- Provide direct and indirect instruction;
- Long and short-term planning addressing individual needs of students;
- Prepare students adequately for all required assessments;
- Evaluate students' progress;
- Prepare monthly individual student achievement reports for parents;
- Provide an inviting, exciting, innovative, learning environment;
- Engage in effective and appropriate classroom management;
- Serve as advisors to students;
- Report directly to the Principal;
- Perform other duties, as deemed appropriate, by the Principal.

### Qualifications

- Demonstrated expertise in the subject they will teach, as evidenced by personal skills and knowledge, an undergraduate major or minor or graduate degree in the subject they will teach, or direct subject-area teaching experience;
- If not covered by any of the exemptions provided under New York's charter-school law, possess any required state teaching certification and meet any other applicable credentialing requirements.
- Demonstrated experience working with young children (examples include, but are not limited to: parenting, babysitting, involvement with community youth organizations, supervisory roles in the Boy Scouts or Girl Scouts, and mentorships);
- Demonstrated communication skills;
- Demonstrated ability to engage the interest of young children;
- Flexibility and sense of humor;
- Demonstrated ability to work with diverse children, including those with special needs;
- Teaching experience in a public or private school, preferably in an urban setting;
- Demonstrated ability to work well with parents;
- Demonstrated ability to work effectively as a team member;
- Demonstrated ability to evaluate tests and measurements of achievement; and
- Demonstrated willingness to be held accountable for student results.

## Community Support

JOHN L. SAMPSON  
MINORITY LEADER

THE SENATE  
STATE OF NEW YORK



PLEASE RESPOND TO:

ALBANY OFFICE:  
ROOM 907, LOB  
ALBANY, NEW YORK 12247  
518-455-2788  
FAX: 518-426-6806

DISTRICT OFFICE:  
1222 EAST 96TH STREET  
BROOKLYN, NEW YORK 11236  
718-649-7653  
FAX: 718-649-7661

CAPITOL OFFICE:  
ROOM 315  
ALBANY NEW YORK 12247  
518-455-2715

March 22, 2011

Commissioner David Steiner  
NYSED  
89 Washington Avenue  
Albany, NY 12234

Dear Commissioner David Steiner,

I am writing to add my enthusiastic support to the Lamad Academy Charter School application that NYSED will be considering.

The Lamad Academy will be a public charter school serving grades 5-8 with a focus on math and science. The school is proposing to be located in Community School District 17, an area that I represent and reside in and one that needs more quality public middle schools. The Lamad Academy would be a much welcomed addition.

I personally know several board members. Their dedication to the children of CSD 17 can be seen by their plans and mission statement for this proposed charter school. Envisioning a rigorous yet joyful environment where not only children will learn but thrive is something that I fully support.

Please add my recommendation to the many others for the Lamad Academy Charter School.

Sincerely,

A handwritten signature in blue ink that reads "John L. Sampson".

John L. Sampson  
Senate District 19

*The mission of the Lamad Academy Charter School is to create a joyful environment where intellectual rigor, disciplined inquiry, teamwork, and respect for others are instilled in each of our students. With an emphasis in science and technology, we prepare our students to enter and succeed in academically competitive high schools of their choice.*



YVETTE D. CLARKE  
11TH DISTRICT, NEW YORK

1029 LONGWORTH HOUSE OFFICE BUILDING  
(202) 225-6231

EDUCATION AND LABOR COMMITTEE

HOMELAND SECURITY COMMITTEE

SMALL BUSINESS COMMITTEE

**Congress of the United States**  
**House of Representatives**  
**Washington, DC 20515-3211**

HEALTH, EMPLOYMENT, LABOR, AND  
PENSIONS SUBCOMMITTEE

HEALTHY FAMILIES AND  
COMMUNITIES SUBCOMMITTEE

CHAIRWOMAN: EMERGING THREATS,  
CYBERSECURITY,  
AND SCIENCE AND TECHNOLOGY SUBCOMMITTEE

INTELLIGENCE, INFORMATION SHARING AND  
TERRORISM RISK ASSESSMENT SUBCOMMITTEE

CONTRACTING AND TECHNOLOGY  
SUBCOMMITTEE

RURAL DEVELOPMENT, ENTREPRENEURSHIP AND  
TRADE SUBCOMMITTEE

January 27, 2011

Commissioner David Steiner  
NY State Education Department  
89 Washington Avenue  
Albany, NY 12234

Dear Commissioner Steiner:

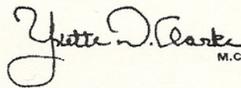
I am writing this letter to renew my support of the Lamad Academy Charter School. The Lamad Academy will be a public charter school serving grades 5-8, with a focus on Math and Science. The proposed location for this academic institution is in Community School District 17, an area that falls within my congressional district, which I proudly represent in the U.S. House of Representatives.

The mission of the Lamad Academy Charter School is to create a joyful environment where intellectual rigor, disciplined inquiry, teamwork, and respect for others are instilled in each of their students.

I am in full support of this academic institution which prides itself on a rigorous curriculum that will prepare its students for the academic challenges of high school and college. Our students deserve superior education in order to excel beyond all expectations and strive for excellence. I look forward to the next academic year when our parents and their children will have access to more opportunities and resources to ensure a brighter future for tomorrow's generations. Please add my recommendation to the many others for the Lamad Academy Charter School.

Should you have any further questions or concerns, please feel free to contact my District Director, Anita Taylor in my district office at (718) 287-1142 or via email: [anita.taylor@mail.house.gov](mailto:anita.taylor@mail.house.gov).

Respectfully,



M.C.

Yvette D. Clarke  
Member of Congress

YDC:kb

**CHAIRMAN**  
VETERANS, HOMELAND SECURITY  
& MILITARY AFFAIRS  
RACING, GAMING & WAGERING

**COMMITTEE ASSIGNMENTS**  
ENERGY & TELECOMMUNICATIONS  
CONSUMER PROTECTION  
JUDICIARY  
BANKS  
MENTAL HEALTH



**ERIC L. ADAMS**  
**20TH SENATORIAL DISTRICT**  
**STATE OF NEW YORK**

**ALBANY OFFICE:**  
ROOM 915  
LEGISLATIVE OFFICE BUILDING  
ALBANY, NEW YORK 12247  
(518) 455-2431  
FAX: (518) 426-6856

**DISTRICT OFFICE:**  
572 FLATBUSH AVENUE  
BROOKLYN, NEW YORK 11225  
(718) 284-4700  
FAX: (718) 282-3585

**EMAIL ADDRESS:**  
eadams@senate.state.ny.us

**WEBSITE:**  
adams.nysenate.gov

March 22, 2011

Commissioner David Steiner  
New York State Education Department  
89 Washington Avenue  
Albany, NY 12234

Dear Commissioner Steiner:

It is with great pleasure that I write this letter to support the proposed Lamad Academy Charter School.

The Lamad Academy, a charter school that will serve grades 5 thru 8 with special emphasis on math and science, is proposing to be located within Community School District 17, an area that services students within the 20<sup>th</sup> Senatorial District that I represent.

I am confident that with a sincere commitment to provide quality education to the children of our district, the Lamad Academy will accomplish its mission to intellectually challenge and instill core values that will empower our young people to achieve. The Lamad Academy would be a welcomed addition to our community, providing an excellent educational option that will position our students for future success.

If you have any additional questions or concerns, you may contact Ingrid P. Lewis-Martin, Chief of Staff, at my district office.

Yours truly,

Eric Adams  
**NYS Senator**  
**District #20**



KARIM CAMARA  
Assemblyman 43<sup>rd</sup> District  
Kings County

THE ASSEMBLY  
STATE OF NEW YORK  
ALBANY

COMMITTEES  
Banks  
Children and Families  
Education  
Housing  
Mental Health  
Consumer Affairs and Protection

February 7, 2011

Commissioner David Steiner  
New York State Education Department  
89 Washington Avenue,  
Albany, New York 12234

Dear Commissioner Steiner,

I write this letter of support for the Lamad Academy Charter School whose application is currently under consideration with NYSED.

The Lamad Academy will be a public charter school serving grades 5-8 with a focus on math and science. The schools proposed location in Community School District 17 falls within the confines of the 43<sup>rd</sup> Assembly District and is an area that could benefit immensely from more quality public middle schools. The Lamad Academy would be a much welcomed addition.

I have been made familiar with the plans of this school and can attest to the dedication of Lamad's Board of Directors. The fusion of rigorous science and technological education with joyful environment where not only children will learn but thrive is something that I fully support.

Please do not hesitate to contact me if I can be of further assistance in this matter.

Sincerely,

Karim Camara  
Member of the Assembly



THE ASSEMBLY  
STATE OF NEW YORK  
ALBANY

WILLIAM F. BOYLAND, JR.  
Assemblyman 55<sup>TH</sup> District  
Kings County

ALBANY OFFICE  
Room 540  
Legislative Office Building  
Albany, New York 12248  
518-455-4466

DISTRICT OFFICE  
467 Thomas S. Boyland Street  
Brooklyn, New York 11212  
718-496-8681

COMMITTEES  
Aging  
Banks  
Economic Development, Job Creation,  
Commerce & Industry  
Housing  
Local Governments  
CHAIR  
Subcommittee on Outreach and  
Oversight of Senior Citizen Programs

February 8, 2011

Honorable David Steiner  
**Commissioner**  
New York School Education Department  
89 Washington Avenue,  
Albany, New York 12234

Dear Commissioner Steiner,

I am writing to add my enthusiastic support to the Lamad Academy Charter School (LACS) application that the New York School Education Department will be considering. The LACS will be a public charter school serving grades 5-8 with a focus on Mathematics and Science. The school is proposing to be located in Community School District 17, an area in which I represent and one that needs more quality public middle schools. The Lamad Academy would be a much-welcomed addition.

I personally know several board members of LACS. I admire the dedication that LACS has for the children of Community School District 17. Envisioning a rigorous yet joyful environment where not only children will learn but thrive is something that I can fully support.

Please add my recommendation to the many others for the Lamad Academy Charter School.

Sincerely,

William F. Boyland Jr.  
Member



**HOME CARE SERVICES, INC.**

1137 Flatbush Avenue, BROOKLYN, NY 11226

Telephone: (718) 856-6800 Fax: (718) 856-6878

February 10, 2011  
Commissioner David Steiner  
NYSED  
89 Washington Avenue,  
Albany, New York 12234

Dear Commissioner David Steiner,

I am writing to add my enthusiastic support to the Lamad Academy Charter School application that NYSED will be considering. The Lamad Academy will be a public charter school serving grades 5-8 with a focus on math and science. The school is proposing to be located in Community School District 17, an area that I *represent/reside in* and one that needs more quality public middle schools. The Lamad Academy would be a much welcomed addition.

I personally know several board members. Their dedication to the children of CSD 17 can be seen by the school they are proposing. Envisioning a rigorous yet joyful environment where not only children will learn but thrive is something that I fully support.

Please add my recommendation to the many others for the Lamad Academy Charter School.

Sincerely,

A handwritten signature in black ink, appearing to read "F. Alerte", with a long horizontal line extending to the left and a shorter one to the right.

Fanell Alerte MD  
Citi Health Home Care Services, Inc.  
CEO & President.

# Berean Baptist Church

Incorporated 1850

1635-49 Dr. Hylton L. James Boulevard (Bergen Street) - Brooklyn, New York 11213

**DR. ARLEE GRIFFIN, JR., PASTOR**

*"These Were More Noble in Berea to Receive the Word and Study the Scriptures" Acts 17:10, 11*

**BOARD OF DEACONS**

Ronald J. Bridges, Chairman

**BOARD OF TRUSTEES**

Willie J. Armstrong, Sr., Chairman



**BUSINESS ADMINISTRATOR**

Vivian Y. Bright

**CHURCH OPERATIONS DIRECTOR**

Joseph A E. Jones

February 14, 2011

Commissioner David Steiner  
NYSED  
89 Washington Avenue  
Albany, New York 12234

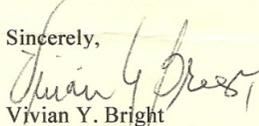
Dear Commissioner David Steiner:

I am writing to add my enthusiastic support to the Lamad Academy Charter School application that NYSED will be considering. The Lamad Academy will be a public charter school serving grades 5-8 with a focus on math and science. The school is proposing to be located in Community School District 17, an area that several of the parishioners of Berean Baptist Church reside in and one that needs more quality public middle schools. The Lamad Academy would be a much welcomed addition.

I personally know several board members. Their dedication to the children of CSD 17 can be seen by the school they are proposing. Envisioning a rigorous yet joyful environment where not only children will learn but thrive is something that I fully support.

Please add my recommendation to the many others for the Lamad Academy Charter School.

Sincerely,

  
Vivian Y. Bright  
Business Administration



## **LENOX ROAD BAPTIST CHURCH**

1356 Nostrand Avenue, Brooklyn, NY 11226

Telephone: (718) 941-3359 Fax: (718) 287-0999 E-mail: ([www.lrbc.net](http://www.lrbc.net))

---

**Kirkpatrick G. Cohall, D. Min., Ph.D.**  
Senior Pastor

February 9, 2011

Commissioner David Steiner  
NYSED  
89 Washington Avenue,  
Albany, New York 12234

Dear Commissioner David Steiner,

I am writing to add my enthusiastic support to the Lamad Academy Charter School application that NYSED will be considering. The Lamad Academy will be a public charter school serving grades 5-8 with a focus on math and science. The school is proposing to be located in Community School District 17, an area where many of my congregants reside and one that needs more quality public middle schools. The Lamad Academy would be a much welcomed addition.

I personally know several board members. Their dedication to the children of CSD 17 can be seen by the school they are proposing. Envisioning a rigorous yet joyful environment where not only children will learn but thrive is something that I fully support.

Please add my recommendation to the many others for the Lamad Academy Charter School.

Sincerely,

Rev. Dr. Kirkpatrick Cohall  
Senior Pastor

# BUILDING BLOCS

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305 Broadway  
9th Fl  
New York NY 10007

212.822.1468

[www.buildingblocs.org](http://www.buildingblocs.org)



Financial Literacy

Entrepreneurism

Career

March 28, 2011

Commissioner David Steiner  
NYSED  
89 Washington Avenue,  
Albany, New York 12234

Dear Commissioner David Steiner,

I am writing to add my enthusiastic support to the Lamad Academy Charter School application that NYSED will be considering. The Lamad Academy will be a public charter school serving grades 5-8 with a focus on math and science. The school is proposing to be located in Community School District 17, an area that our organization recruits our students from and one that needs more quality public middle schools. The Lamad Academy would be a much welcomed addition.

I personally know several board members. Their dedication to the children of CSD 17 can be seen by the school they are proposing. Envisioning a rigorous yet joyful environment where not only children will learn but thrive is something that I fully support.

Please add my recommendation to the many others for the Lamad Academy Charter School.

Sincerely,

Dale Bryant  
President  
[info@buildingblocs.org](mailto:info@buildingblocs.org)

Central Brooklyn Community Services Corp. (CBCS)  
Real Estate Development and Property Management



Bill Wren, President/CEO

*Building a Community*

February 9, 2011

Commissioner David Steiner  
NYSED  
89 Washington Ave  
Albany, NY 12234

Dear Commissioner Steiner:

I am writing to enthusiastically add my support to the Lamad Academy Charter School application that is under consideration and review by the NYSED. The Lamad Academy will be a public charter school serving grades 5-8 with a focus on math and science. The proposed location of the school will be in Community School District 17, an area that desperately needs more quality public middle schools. The Lamad Academy would be a much welcomed addition.

The Board Members are dedicated to the children of CSD 17, and this dedication can be seen by the school they are proposing. I fully support an environment where children can learn and thrive, so once again, I fully support this venture.

Please add my recommendation to the many others for the Lamad Academy Charter School.

Sincerely,

A handwritten signature in black ink that reads "Bill Wren". The signature is fluid and cursive, with the first letters of "Bill" and "Wren" being capitalized and prominent.

Bill Wren

Central Brooklyn Community Services Corp.  
1958 Fulton Street, 5<sup>th</sup> floor · Brooklyn, New York 11233  
Phone (718) 363-2750 Fax# (718) 363-2753  
Email address: [bwren13@aol.com](mailto:bwren13@aol.com)  
Website: [www.wrenhousing.com](http://www.wrenhousing.com)

