

*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 math, we prepare our students to enter and succeed in the college of their choice.*

**Full Application  
September 21, 2010**

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

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## 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.

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.

**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 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>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>Genre Introductions and Literary Skills:</b>                      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</p>

	<p>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 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</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,</p>

<p>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>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</p> <p>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:</p> <p><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</p> <p><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>4. 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</p> <p><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. See the following examples:</p> <p><b>Writing:</b> Dramatic scene, 109, Anecdote, personal, 131, Description of a character, 299, Essay comparing imagery, 613</p> <p><b>Listening and Speaking:</b> Interview role-play, 299, Instructional presentation, 435, Discussion, informal, 509, Panel discussion, 998</p> <p><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</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:</p>

<p>to communicate with different audiences for a variety of purposes.</p>	<p>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 and audience.</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; 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>8. 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</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</p>

<p>communicate knowledge.</p>	<p>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</b> and <b>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:  <ul style="list-style-type: none"> <li>• <b>Fluency (TE lesson text)</b></li> <li>• <b>Support for English Language Learners (TE lesson text)</b></li> <li>• <b>Reader’s Notebook English Learner’s Version (TE referenced resource)</b></li> </ul> </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, 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>
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**Sample Exit Standards: 8<sup>th</sup> Grade Math**  
**SE = Student Edition - TE = Teacher Edition**

NEW YORK MATH CORE CURRICULUM	PAGE(S) WHERE TAUGHT	
Mathematic	s, Course 3, New York Edition © 2008	Connected Mathematics 2, 8th Grade Units © 2006
<b>Problem Solving Strand</b> Students will build new mathematical knowledge through problem solving.		
<b>8.PS.1 Use a variety of strategies to understand new mathematical content and to develop more efficient methods</b>	<b>SE/TE: xxxiv-xLi, 424-426, 491-494, 571-573, 581-585</b>	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: <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
<b>8.PS.2 Construct appropriate extensions to problem situations</b>	<b>SE/TE: 33-35, 38-41, 128</b>	<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><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 manipulatives to act out transactions and model relations and 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></p>
<p><b>8.PS.5 Make conjectures from generalizations</b></p>	<p><b>SE/TE: 15 #2, 302, 323, 387 #5</b></p>	

		<p>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  <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  <b>Kaleidoscopes, Hubcaps, and Mirrors</b>                      Students use manipulatives, 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  <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  <b>The Shapes of Algebra</b>                      Students use geometric figures on coordinate grids to generalize about and apply systems of equations and inequalities.                      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</p>
<p><b>Students will apply and adapt a variety of appropriate strategies to solve problems.</b></p>		
<p><b>8.PS.7 Understand that there is no one right way to solve</b></p>	<p><b>SE/TE: 39, 74, 131-132, 134 #16, 176, 177 #31, 225,</b></p>	<p>Students collaborate throughout to share, critique, refine solutions. In addition to the examples cited immediately above, see the</p>

mathematical problems but that different methods have advantages and disadvantages	273, 330, 382, 434, 493, 536, 563	following selected opportunities to adapt problem-solving strategies: <b>Thinking with Mathematical Models</b> SE: 18, 43 TG: 34, 59
8.PS.8 Understand how to break a complex problem into simpler parts or use a similar problem type to solve a problem	SE/TE: xxxix, 360, 383 #16	<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
8.PS.9 Work backwards from a solution	SE/TE: xL, 589	
8.PS.10 Use proportionality to model problems	SE/TE: 175-178, 181-184, 187-190, 192-195, 197-200	<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>		
8.PS.14 Determine information required to solve the problem	SE/TE: xxxii, 178 #43	<b>Looking for Pythagoras</b> 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

<p><b>8.PS.17 Evaluate the efficiency of different representations of a problem</b></p>	<p><b>SE/TE: 176, 179, 273, 275 #33, 536</b></p>	<p><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</p>
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**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 1**. 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 1**.

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 2**.

**C. Target Population**

Lamad will open with a 5<sup>th</sup> grade and 100 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 school culture, students that may be lost through attrition after 6<sup>th</sup> grade will not be replaced. We are assuming an average 8-10% attrition rate from grade 7 onward.

Anticipated Enrollment Table

Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
5 <sup>th</sup> Grade	100	100	100	100	100
6 <sup>th</sup> Grade		100	100	100	100
7 <sup>th</sup> Grade			90	90	90
8 <sup>th</sup> Grade				82	82
<b>Total</b>	100	200	290	372	372

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 100 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.

	Percentage of students that scored at or above Level 3		Total Tested
	0%	50%	100%
<b>English Language Arts</b>			
Grade 3	65%		1950
Grade 4	66%		1961
Grade 5	68%		1933
Grade 6	68%		2030
Grade 7	65%		2091
Grade 8	49%		2214
<b>Mathematics</b>			
Grade 3	87%		1978
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>

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.

Lamad will have a relentless focus on high quality **teaching** in every classroom and throughout the school. Lamad will support and cultivate great teachers by providing on-going

<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

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.

**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.

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

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 regular classroom setting.

**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 Standford-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 Standford-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, anecdotes, teacher assessments and observations; and benchmark assessments (i.e., Standford-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: 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 infractions that 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**.

**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, 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
Alfred Cockfield, Jr (lead)	X		X			X	
Cheryl Kilkenny (lead)	X				X		
Emma Fraser Pendleton	X		X				
Daryl Rock	X		X		X		
George Leonard	X		X				X
Maizelin Arnett Knowlin	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 **Attachment 5**.

- Alfred Cockfield, Jr; (Bronx, NY); Operations Manager, Churchill Homes, LLC
- 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
- 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
- Maizelin Arnett Knowlin, (Brooklyn, NY); Assistant Principal, PS 276K
- 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 6**.

**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 7**.

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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

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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.

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 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, Malcolm Smith 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 (buildingbloccs.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.

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### **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 8**). 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.

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## **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 9**.

- **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 4 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 2016 taking into consideration the data from all the other worksheets. The general revenue assumptions are all conservative estimates based on 2010 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 no-interest loan. 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 no-interest loan for up to \$250,000 to cover any shortfalls. The loan will be repaid over the course of the charter period starting in Year 2. A letter of commitment is provided in **Attachment 10**.

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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.

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### **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>).

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	April	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									

Lamad Academy Charter School

	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sep
Prepare class schedules and distribute to teachers									
Make arrangements to provide a range of special 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									

Lamad Academy Charter School

	Jan	Feb	Mar	Apr	May	Jun	July	Aug	Sep
policy									
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									

### Form 1: Certification Statement

Proposed Charter School Name: Lamad Academy Charter School

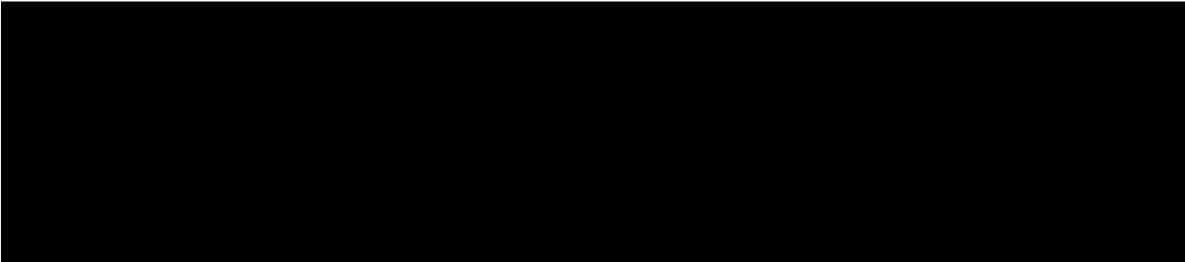
Proposed School Location (District): Brooklyn; Community School District 17

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 Authorized Person: Alfred Cockfield  
Date 9/17/10

(Please label the copy that has original signatures.)

Print/Type Name: Alfred Cockfield, Jr.



*Lamad Academy Charter School  
Forms and Attachments*

Proposed Charter School Name: Lamad Academy Charter School

Proposed School Location (District): Brooklyn; Community School District 17

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 Authorized Person:

*Cheryl Kilkenny*

Date 9/17/10

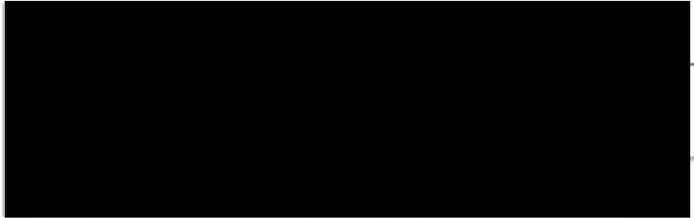
(Please label the copy that has original signatures.)

Print/Type Name: Cheryl Kilkenny

Address:

Daytime Phone:

Fax:





## Attachment 1: 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 Break	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	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 Ho</i>	<i>meroom Ho</i>	<i>meroom Ho</i>	<i>meroom</i>
<b>8:15– 9:45</b>	<i>ELA**^</i>	<i>ELA**^ ELA**^</i>	<i>ELA**^ 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 Math/Tech</i>		<i>Math 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 2: Proposed 2011-12 Draft Calendar

### 2011-12 Draft Calendar

Monday, August 22, 2011	First Day for Teachers
August 22-September 2, 2011	Pre-Opening Professional Development
Monday, September 5, 2011	Labor Day Holiday
Tuesday, September 6, 2011	First Day for Students
Monday, October 10, 2011	Columbus Day (observed)
Tuesday, November 3, 2011	Election Day
Friday, November 11, 2011	Veteran's Day
Thurs-Fri, Nov. 21-25, 2011	Thanksgiving Recess
Dec. 22, 2011-Jan. 3, 2012	Winter Recess
Mon, January 16, 2012	MLK Jr. Day
Mon-Fri, Feb. 13-17, 2012	Mid-Winter Recess
Mon.-Fri, April 16-20, 2012	Spring Break
Mon, May 28, 2012	Memorial Day
Thursday, June 29, 2012	Last Day for Students
Tuesday, July 3, 2012	Last Day for Teachers
<b>Total Days for Students</b>	<b>190</b>
<b>Total Days for Teachers</b>	<b>202</b>

### Attachment 3: 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 4: 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;

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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 5: Founding Board Information: Resumes

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### PROFILE

Experienced specialist in real estate sales, management and human resources; government affairs strategist for God's Battalion of Prayer Church and God's Battalion of Prayer Church School's legislative and funding agenda; represent political interest of the church and school in Washington D.C, Albany and New York City; successful in establishing, building and maintaining business and religious alliances through community activities and special marketing events; proven track record in business/education with strong: leadership and interpersonal skills, communication/written skills and meeting sales goals.

### EXPERIENCE

God's Battalion of Prayer Church Inc Brooklyn, NY  
Chief Operating Officer August 2007 –  
present

- Develop and implement God's Battalion of Prayer Church and its school federal, state and city funding and legislative portfolio.
- *Key Accomplishments: Developed government relations strategy that resulted in securing \$100,000 for God's Battalion of Prayer Church from city and state government sources in the last three years.*

Churchill Homes, LLC Bronx, NY  
Operations Manager July 2005 – July 2007

- Responsible for monthly \$10 million sales quota. Manage, hire, train and coach sales team of 20.
- *Key Accomplishments: Maintain inventory of 300 real estate properties; manage and coordinate construction and renovation projects; develop sales and marketed promotions and buyer incentive programs.*

Better Homes Depot Ozone Park, NY  
Senior Sales Agent November 2001 – June 2005

- Developed property listings from leads generated from community outreach initiatives and referrals. Coordinated property closing by conferring with escrow companies, lenders, home inspectors, and pest control operators to ensure that terms and conditions of the purchase agreements.
- *Key Accomplishments: Met and surpassed monthly sales quota of \$2 million.*

Espire Communications, Inc., New York, NY  
Account Executive 11 (AE11) May 1999 – October 2001

#### **Senior Account Executive Status (SAE)**

- Serviced major production studios with a broad spectrum of high-end circuits from DS3 to Gigabit Ethernet solutions as well as other internet carriers.
- *Key Accomplishments: Exceeded yearly quota and made the Presidents Club to Las Vegas.*

### EDUCATION

BS Nyack College, Nyack, NY  
May 2001 BS - Business Administration/Bible; minor in Music Business

MBA Nyack College, Nyack, NY  
May 2007 MBA - Concentration in International Business with major fields of study: marketing, management, and commerce

### PROFESSIONAL MEMBERSHIPS

- National Black MBA Association

**Cheryl Kilkenny**

**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

**KENNETH J. HALPERIN**

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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.

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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**

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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



**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.

**MAIZELIN ARNETT KNOWLIN**

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**EXPERIENCE**

**New York City Department of Education, Brooklyn, New York**

*Assistant Principal (Grades 3-5 & Special Education) @ PS 276K, September 2006 – Present*

Responsible for the daily, rigorous academic instruction to students in Grades 3-5. Develop and facilitate a supportive learning environment for students and teachers. Serve as Liaison (e.g., Special Education, Community Based Organization/Outreach, Gifted and Talented, Professional

**New York Department of Education, Brooklyn, New York**

*September 2006 – Present*

*AIDP-STH After school Curriculum/Program Coordinator*

Develop after school enrichment curriculum (Highlights of Curriculum: Visual Arts, Social Studies, and Science). Supervise personnel at shelters throughout Brooklyn and Staten Island

**Touro College, Brooklyn & Staten Island, New York Campuses**

*Jan 2007 – Present*

**Adjunct Professor (Elementary Education, Special Education)**

Serve as an Adjunct Professor in Teaching Methodologies; Reading Disabilities

**New York City Department of Education, Brooklyn, New York**

*Math Coach, Lead Teacher, Self-Contained Teacher*

*June 1999 – June 2006*

Taught throughout Brooklyn in elementary and middle schools. Developed and supported a culture of reflective practices among teachers. Coached teachers, modeled lessons, and provided feedback to colleagues in order to implement CORE programs (*Everyday Mathematics and Math Steps*).

**EDUCATION**

**Pace University, New York, New York**

Master's in Education Administration and Supervision (CPAC; SAS; SBA; SDA), January 2005

**Pace University, New York, New York**

Master's of Science in Teaching, January 2001

**Pace University, New York, New York**

Bachelor of Arts degree in Psychology, Minor in Business Management, May 1998

**CERTIFICATES/EXAMINATIONS**

- Mandated Case Reporter of Child Abuse and Neglect, Certificate #734514
- LAST, ATS-W, Childhood Annotation - New York City Teaching Examinations (Passed)
- School Violence Prevention Workshop
- Elementary Grade Levels (K-6) Common Branches Certification (Provisional Certification)
- School Business Administrator (Permanent Certification)
- School District Administrator (Permanent Certification)
- School Administrator & Supervisor (Permanent Certification)

**HONORARY AFFILIATIONS**

- Kappa Delta Pi (Educational Honor Society) – *President, Academic Year 2001 - 2002*
- International Reading Association, Member #505717
- Pi Delta Kappa, Member

**SKILLS**

*Languages:* Intermediate knowledge of French and Spanish

*Computers:* Expertise with Microsoft Office XP, ClarisWorks, SPSS, IDX rad System, ICD-9 Codes, Hyperstudio, PowerPoint, Excel, FrontPage, PalmOne, Outlook and Internet

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Form 3: Statement of Assurances

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I, Alfred Cockfield (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.

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Signature:

Alfred Cockfield

Date:

9/17/10

**Form 3: Statement of Assurances**

I, Cheryl Kilkenny (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:

Cheryl Kilkenny  
9/17/16

Date:

## Form 4: Request for Information from Prospective Charter School Board

Name:	Alfred Cockfield	(Include preferred honorific.)
		
Charter School Name:	Lamad Academy Charter School	
Charter School Address:	TBD	

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

**I am asking to be appointed as the Board Chair and to the Executive Committee.**

### **Background information: Alfred Cockfield**

1. Alfred Cockfield's resume attached.
2. I affirm
3. I am the origin of the Lamad Academy Charter School. From the beginning, I sought for experienced individuals who were committed to the mission of the school.
4. The reason why I wish to serve on the Lamad Board is because the autonomy given to charter schools increases the accountability for what happens to students and how well they perform. As a youth I was given the opportunity to attend private schools and received an excellent education. I still hold true to those same educational values and believe that a charter school is a viable alternative.
5. This does not apply to me.
6. In 1998 I was convicted of courier drug felony. Since then I have turned my life around and have become an asset to our society. Also you can look at my resume to see all I have done in 12 years. I will also provide letters of character letters from former employers.
7. No
8. Cheryl Killkenny is the CPA for God's Battalion Church. I work closely with Ms. Killkenny in my role as COO of the church. I was introduced to through a colleague. I met Maizelin Knowlin, George Leonard and Dr. Rock through mutual friends. Kenneth Halperin is an attorney that I asked to join board.
9. 15. No/Not applicable
16. I would gather the facts to see if there is validity to the allegations. If the accused is guilty I would suggest that board look and consider removing that person from the board.
17. The mission of the Lamad Academy Charter School is to create an environment where intellectual rigor, disciplined inquiry, teamwork, and respect for others in instilled in each of our students. We will prepare students to achieve high academics levels in the four core academic subject areas and with an emphasis on science and math.
18. A rigorous education defined for 5<sup>th</sup> to 8<sup>th</sup> grade with concentrations in science and math.
19. The major steps will to be ensuring the right adults are running the school.
20. The role of a board trustee is establish the proper keystone for students to learn and achieve at the highest level possible. Board members primary agenda also includes raising student achievements and involving the community in the attainment of that goal.
21. I have read and understand the application, bylaws and policies.
22. None

Lamad Academy Charter School  
Forms and Attachments

Name:	Cheryl Kilkenny	(Include preferred honorific.)
		
Charter School Name:	Lamad Academy Charter School	
Charter School Address:	TBD	

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

I am asking to be appointed as the Vice-Chair, to the Executive and Finance Committees.

**Background: Cheryl Kilkenny**

1. Résumé is attached.
2. I affirm.
3. I became aware of the proposed charter school at a meeting where Alfred Cockfield shared his vision for the charter school.
4. I wish to serve on the board because it provides me with the opportunity to make a difference in the lives of the children in district 17. I was a part of the educational system for approximately 9 years and am aware of the failing schools in many districts. I know that affording students the opportunity to be in a nurturing environment would be a factor for their success.
5. 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.
6. This does not apply to me.
7. This does not apply to me.
8. Yes, Alfred Cockfield and I attend the same church.
9. I do not know any such persons.
10. No.
11. -15. Not applicable/None.
16. 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 a conflict and request that the board deals with it. The resolution of the conflict would be appropriately documented in the minutes of the board meeting.
17. My understanding of the school's philosophy is that Lamad will seek 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.
18. My understanding of the 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.
19. The success of the charter school depends on the type of staff hired to run the school especially the principal. I believe that principal should be a strong person, able to take charge and ensure that there is order.
20. 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.
21. I affirm that I have read and understand the application, by-laws and all proposed policies.
22. N/A

*Lamad Academy Charter School  
Forms and Attachments*

Name:	Kenneth J. Halperin	(Include preferred honorific.)
Charter School Name:	Lamad Academy Charter School	
Charter School Address:	TBD	

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

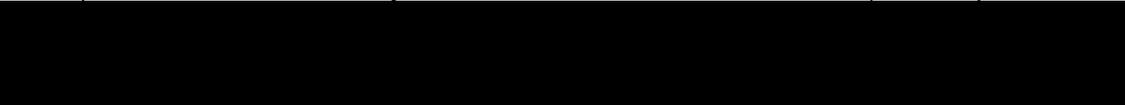
***I am asking to be appointed to the Governance Committee.***

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**Background information: Kenneth Halperin**

1. Kenneth J. Halperin's resume is attached.
2. I affirm.
3. I was asked to serve as a member fo the board by Alfred Cockfield.
4. I believe that the Charter School will provide excellent educational opportunity for the students who attend.
5. This does not apply to me.
6. This does not apply to me.
7. This does not apply to me.
8. Yes, I was invited to attend by Mr. Alfred Cockfield.
9. I do not know any such persons.
10. No.
11. Not applicable because the School does not/will not contract with a management company or charter management organization.
12. I have no such interest.
13. I do not anticipate conducting any such business.
14. This does not apply to me, my spouse or other family members.
15. .None.
16. I would report it to the appropriate officers/employees.
17. It is my understanding that Lamad seeks to provide a school which will afford children an excellent and special educational opportunity.
18. LAMAD's educational program will have a comprehensive middle school curriculum with an emphasis on math and science.
19. I believe that a Charter School can be successful by having passionate individuals in place to promote a culture of responsibility, education and strong personal values to its students.
20. To oversee as part of a team the running and governance of the school and to ensure that the school's mission is being followed as well as the rules and regulations promulgated by the City.
21. I have reviewed and understand the mentioned materials.
22. N/A

*Lamad Academy Charter School  
Forms and Attachments*

Name:	Dr. Daryl Rock	(Include preferred honorific.)
		
Business Address:	_____	
Business E-Mail/Fax:	_____	
Charter School Name:	Lamad Academy Charter School	
Charter School Address:	TBD	

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

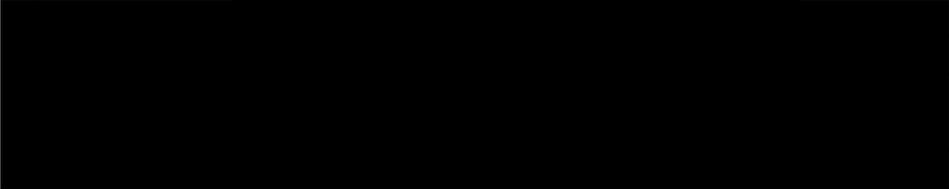
***I would like to be on the Academic Accountability and Development Committees.***

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**Background information: Dr. Daryl Rock**

1. Resume attached
2. I am at least 18 years old
3. I was approached by Mr. Cockfield. He asked if I would help in the development of the Charter school and I agreed.
4. I 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.
5. I have never served on a school board. 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 % when I left. Additionally, I have a PhD in math education and two master's degrees in education.
6. I have never been convicted of a misdemeanor or a felony.
7. I have no criminal charges pending against me.
8. . I know George Leonard who was a colleague of mine when I was a principal.
9. -10. I do not know any such person
11. – 15. Not applicable.
16. I would report them to the board and other appropriate authorities.
17. The school's mission is to eliminate the achievement gap between poor Black and Latino students and their white counterparts.
18. The school will be a 5-8 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.
19. The charter school needs to find the right school leader and adult personnel. The culture needs to be one of caring, concern, and supportive. 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.
20. The role of a board member 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.
21. I have read and understand the charter school application, the charter school boards by-law and all proposed policies.
22. None provided

Lamad Academy Charter School  
Forms and Attachments

Name:	Emma Fraser Pendleton	(Include preferred honorific.)
		
Charter School Name:	Lamad Academy Charter School	
Charter School Address:	TBD	

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

***I am asking to be appointed to the Academic Accountability Committee.***

**Background: Emma Fraser Pendleton**

1. Resume is attached.
2. I affirm.
3. I was invited to attend a board meeting by Alfred Cockfield
4. I want to support the development of schools that can better address the needs of students who are at risk.
5. I am an educator with 37 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 in charge of curriculum, professional development and assessment.
6. This does not apply to me.
7. This does not apply to me.
8. I / we do not know any such persons.
9. I / we do not know any such persons.
10. No.
11. – 15. Not applicable/None.
16. The matter would be addressed in an open forum, and resolved according to the bylaws, and state regulations that apply to the situation.
17. The mission of Lamad is to provide a rigorous academic program for all students, to maximize student ability to excel beyond state standards.
18. The educational program of Lamad provides an instructional program that addresses the multiple learning styles and needs of all students. The design and implementation of the program is comprehensive, rigorous and goes beyond required grade level expectations. In order to accomplish the goals as set forth in the proposal, the school day and year has been extended in order to provide additional instructional time for students and training of its staff.
19. A successful Charter School has 3 basic characteristics: 1. Ensure the academic success of all students. 2. To provide a rigorous academic program that also addresses the social and emotional needs of its entire student population, in collaboration with parents/guardians, and community based organizations hired to support the full implementation of the schools charter. 3. To select qualified staff and to provide continuous professional development in order to enhance, train and increase staff capacity to deliver the mandates of Lamad.
20. The role of a board member is to provide oversight in the overall implementation of board policies, the development and articulation of the vision, and to ensure that the operation of the school is aligned to the highest academic goals attainable by its students.
21. I affirm that I have read and understand the charter school by-laws, and all proposed policies.
22. Not applicable.

*Lamad Academy Charter School  
Forms and Attachments*

Name:	George Lenoard	(Include preferred honorific.)
Charter School Name:	Lamad Academy Charter School	
Charter School Address:	TBD	

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

***I am asking to be appointed to the Academic Accountability and Finance Committees.***

**Background: George Leonard**

1. Resume is Attached
2. Yes, I affirm.
3. The 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.
4. 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.
5. I am presently the CEO of my own non-profit known as the Friends of Bedford. This corporation is engaged in a contract with DCPS as the managing partner for two failing high schools. Our role is to provide a methodology and strategies for improving school outcomes. This experience can provide a major benefit to development of Lamad Academy.
6. – 7. This does not apply to me.
8. I do not know any such persons.
9. I do not know any such persons.
10. No.
11. – 15. Not applicable/None.
16. I would call for an emergency meeting and highlight the negative influences of these members on the board and ultimately on the school. I would present undisputable evidence before the board and make a motion for their removal.
17. The school's mission is to create a learning environment with a primary focus on science and math rich curricula and strict discipline.
18. The educational program is designed to place heavy emphasis on science and math. The students in grades 5<sup>th</sup> thru 8<sup>th</sup> will be taught science and math by highly qualified teachers in order to ensure a more effective preparation for Regents courses and the SAT.
19. The characteristics of a successful charter school are reflected in the halls during a smooth change of classes each period. Teacher morale is high and school spirit is contagious. The Principal is in the classrooms and knows every student. The steps necessary by the board is to have regularly scheduled meetings to review school data and assessments.
20. The appropriate role of a board member is to ensure that the overall mission of the school is clearly understood and his/her primary role is to offer support for maintaining this mission.
21. I affirm that I have read and understand the charter school by-laws, and all policies.
22. The experience that I have gained in 3 years doing turnaround business in DCPS has given me greater insight in changing the lives of struggling students. The success in creating a more conducive environment led to double digit gains in two different failing schools. This is the level of commitment and passion I will offer as a board member.

*Lamad Academy Charter School  
Forms and Attachments*

Name:	Maizelin A. Knowlin	(Include preferred honorific.)
<div style="background-color: black; width: 100%; height: 100%;"></div>		
Charter School Name:	Lamad Academy Charter School	
Charter School Address:	TBD	

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

***I will be appointed to the Academic Accountability and Development Committees.***

**Background: Maizeline Knowlin**

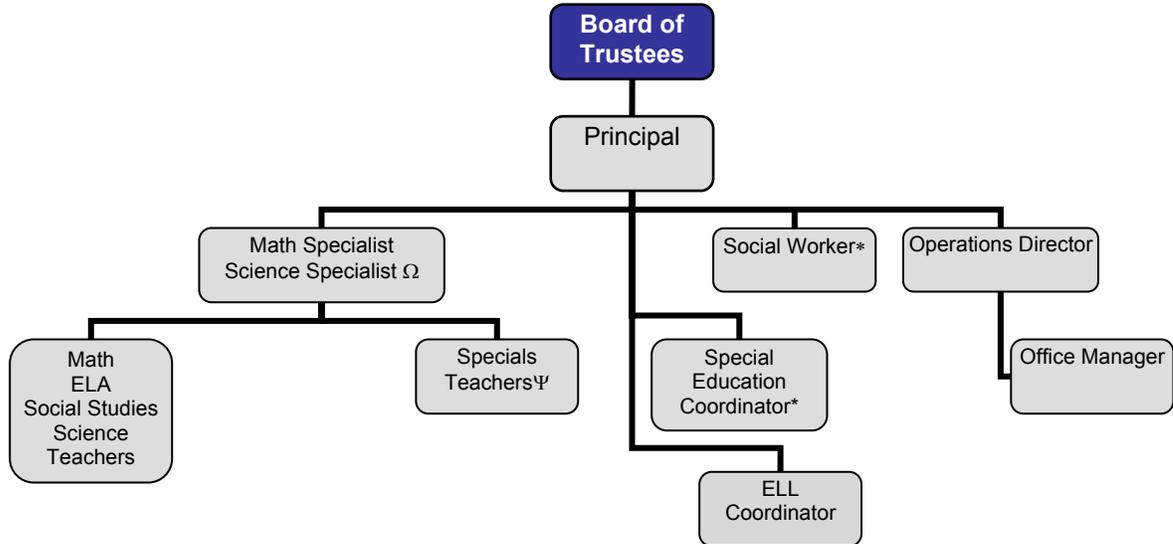
1. Resume Attached
2. I affirm.
3. I became aware of the charter school as a direct result of being asked by Alfred Cockfield.
4. I wish to serve on the board to affect change for students in the middle school population. I would like to be a catalyst for educational reform; to ensure that students in District 17 have an advocate for higher standards and a zero tolerance for academic failure.
5. I have never served or I am not currently serving on another board of a school district. Based on my professional and educational background, I believe I possess the qualifications relevant to serve on this board
6. - 7. This does not apply to me.
8. Yes. I know Alfred Cockfield. I was introduced to him three years prior by a mutual friend. The nature of the relationship is social and infrequent.
9. I do not know any such persons.
10. No.
11. – 15. Not applicable/None.
16. The board should meet to discuss the allegations. All information regarding the allegation should be presented. Based on the findings, a determination will be made to ensure the highest standards of integrity for the school, even if it means terminating the member.
17. I believe that the Lamad Academy’s mission and/or philosophy is to provide a safe and secure learning environment for all students and promote and foster a sense of educational ownership in each student as they progress throughout the program.
18. Lamad Academy students will be afforded more time and attention in the areas of math and science. Throughout the school year, students will also be provided opportunities to reinforce skills pertinent for academic success throughout the school year.
19. I believe that critical continuous characteristics for a successful charter school includes communication between the board members and the school officials; analysis of the budgetary constraints of the school based on the population being served and the goals of the program; and meaningful measures of academic growth aligned.
20. My understanding of the appropriate role of a public charter school board member includes advocating for children throughout the school district and meeting with school officials; ensuring that the vision of the school and the program outlined in the application is being implemented in the school.
21. I affirm.
22. Not Applicable at this time.

### Attachment 6: Organizational Chart

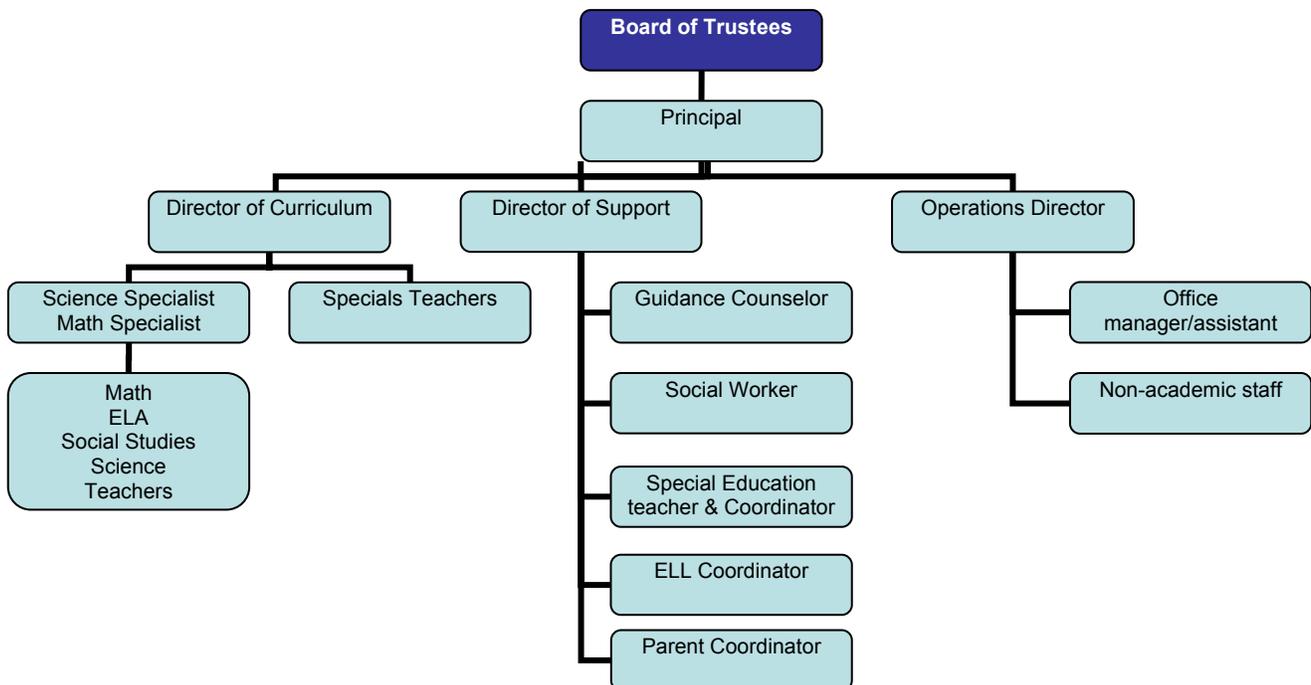
Ψ **Specials: Technology, Art, Music, PE, Health**

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

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



Lamad Academy Charter School Organizational Chart: Year 4 at full enrollment and staffing, 16  
Classes: 4 each of 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> & 8<sup>th</sup> Grade = ~ 375 Students



## **Attachment 7: 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

*Lamad Academy Charter School  
Forms and Attachments*

- 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

*Lamad Academy Charter School  
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- 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;

*Lamad Academy Charter School  
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- 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.

Lamad Academy Charter School  
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Attachment 8: Letters of Support and Petitions (abbreviated)

JOHN L. SAMPSON  
SENATOR, 19TH DISTRICT  
DEPUTY MAJORITY LEADER  
FOR STATE/FEDERAL RELATIONS

CHAIR  
JUDICIARY COMMITTEE  
ARRC  
ETHICS  
COMMITTEES  
BANKS  
CODES  
CRIME & CORRECTIONS  
FINANCE  
HEALTH  
INSURANCE  
VETERANS



THE SENATE  
STATE OF NEW YORK

PLEASE RESPOND TO:  
 ALBANY OFFICE:  
ROOM 409, LOB  
ALBANY, NEW YORK 12247  
518-455-2788  
FAX: 518-426-6806  
 DISTRICT OFFICE:  
914 FLATLANDS AVENUE  
BROOKLYN, NEW YORK 11236  
718-649-7693  
FAX: 718-649-7661

June 30, 2009

Joel Klein  
Chancellor, New York City  
Department of Education  
52 Chambers Street  
New York, NY 10007

Dear Chancellor Klein,

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

I personally know the school founder, Alfred Cockfield, Jr. and 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 cursive script that reads "John L. Sampson".

Senator John L. Sampson  
19<sup>th</sup> District

Lamad Academy Charter School  
Forms and Attachments

YVETTE D. CLARKE  
11TH DISTRICT, NEW YORK

123 LINDEN BOULEVARD, 4TH FLOOR  
BROOKLYN, NY 11226  
(718) 287-1142

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

MANAGEMENT, INVESTIGATIONS, AND  
OVERSIGHT SUBCOMMITTEE

TRANSPORTATION SECURITY AND  
INFRASTRUCTURE PROTECTION SUBCOMMITTEE

CONTRACTING AND TECHNOLOGY  
SUBCOMMITTEE

RURAL AND URBAN  
ENTREPRENEURSHIP SUBCOMMITTEE

May 7, 2009

Joel Klein  
Chancellor  
New York City Department of Education  
52 Chambers Street  
New York, NY 10007

Dear Chancellor Klein:

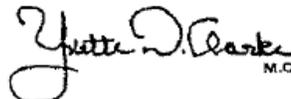
I am writing this letter to express my support of the proposed Lamad Academy Charter School. I was extremely pleased to hear that the application for this charter school is under consideration by the City's Department of Education to attract students from grades five through eight through their focus on science and technology.

As a member of the House Education and Labor Committee and the federal representative of the eleventh Congressional District, I am in full support for new opportunities that will enable our youth to excel in their academics. On behalf of the residents in central Brooklyn, I believe they would welcome this newly proposed school into their midst as it would offer their children the tools and skills they will need in preparation for higher learning. The Lamad Academy Charter School would be a great addition to Community School District 17, a district that prides itself on academic excellence.

I commend its founder, Alfred Cockfield, Jr., for his innovative vision to create an environment where students would be challenged in science and technology while gaining a competitive edge for admittance into the City's specialized high schools. I applaud Mr. Cockfield, Jr. and his Board for renewing their dedication to our children and education at large. We have a great responsibility to ensure that these future leaders are well-prepared to take their rightful roles in our society. I am confident that the curriculum of the Lamad Academy Charter School will equip these students to thrive and attain academic success.

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

*Lamad Academy Charter School  
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**MALCOLM A. SMITH**  
NEW YORK STATE SENATE  
MAJORITY LEADER

**THE SENATE  
STATE OF NEW YORK  
ALBANY 12247**

May 12<sup>th</sup>, 2009

Joel Klein  
Chancellor, New York City  
Department of Education  
52 Chambers Street  
New York, NY 10007

Dear Chancellor Klein,

This purpose of this letter is to lend my enthusiastic support to the Lamad Academy Charter School application that your Department will be reviewing.

I am an ardent supporter of public charters and welcome these institutions that strive for academic excellence. Therefore, when I couple the proposal of the charter school with the leadership of Alfred Cockfield, Jr., and the board members I know and have worked with, I am confident the Lamad Academy will be a beacon in Community School District 17, a community in need.

There is great concern throughout this state as to the preparedness and competitiveness of our children, and thus a great need for exemplary academic environments, such as those proposed by the Lamad Academy. Lamad's focus will be on science and technology, subjects that some of our children are currently lacking proficiency in; and serve grades 5-8, a population sorely in need of assistance; in CSD 17, an area in need of more quality public middle schools. The Lamad Academy will be a much welcomed addition.

Additionally, the Lamad Academy Charter School mission states the intent "... to create a joyful environment where intellectual rigor, disciplined inquiry, teamwork, and respect for others are instilled in each of our students." Envisioning a rigorous, yet joyful environment, where not only children will learn, but thrive, is something that I fully support. Please add my earnest recommendation to the many others for the Lamad Academy Charter School.

Thanking you in advance for your thoughtful consideration, I remain...

Sincerely Yours,

A handwritten signature in black ink that reads "Malcolm A. Smith". The signature is written in a cursive style with a large, prominent 'M' and 'S'.

Malcolm A. Smith  
President Pro Tem & Majority Leader



Lamad Academy Charter School  
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**CHAIRMAN**  
VETERANS, HOMELAND SECURITY  
& MILITARY AFFAIRS  
RACING, GAMING & WAGERING

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



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

**ALBANY OFFICE:**  
ROOM 915  
LEGISLATIVE OFFICE BUILDING  
ALBANY, NEW YORK 12247  
(518) 475-2481  
FAX: (518) 426-6856

**DISTRICT OFFICE:**  
972 FLATBUSH AVENUE  
BROOKLYN, NEW YORK 11225  
(718) 284-4700  
FAX: (718) 282-3385

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

**WEBSITE:**  
www.nysenate20.com

April 23, 2009

Joel I. Klein, Chancellor  
NYC Department of Education  
Twced Courthouse  
52 Chambers Street  
New York, New York 10007

Dear Chancellor Klein:

On behalf of my constituents in New York State Senate District #20, I would like to express my wholehearted endorsement of the Lamad Academy Charter School application. The Lamad Academy will be a public charter school serving grades 5-8, with a focus on science and technology. The proposed location for the school, Community School District 17, is a region I represent. This area needs more quality public middle schools, and the Lamad Academy would be a superb addition, satisfying the needs of many of Brooklyn's under-served children and creating a strong foundation for their success.

I know personally and have worked with the founder of the school, Alfred Cockfield, Jr., and several of the members of his board. Their dedication to the children of CSD 17 is apparent in the proposal for their scholastic institution. They envision a rigorous but joyful educational environment in which student's minds will acquire knowledge while their spirits thrive. Intellectual rigor, disciplined inquiry, teamwork, and respect for others will be instilled, and an emphasis on science and technology will prepare Lamad students to enter and succeed in academically competitive high schools of their choice.

Youngsters require a strong academic foundation and the guidance of dedicated and experienced educators. Lamad Academy will provide these essential mechanisms for achievement. As a service not only to the citizens of Brooklyn but also to the residents of New York City and New York State, we must support and encourage those who devote themselves to the wellbeing of our children. I am confident that Lamad Academy will provide a rigorous and nurturing environment for our young men and women as they grow to become vital adult members of our communities. I urge you to approve the application of the Lamad Academy Charter School.

Very truly yours,

A handwritten signature in black ink that reads 'Eric Adams' in a cursive style.

Eric Adams  
NYS Senator  
District #20

3

*Lamad Academy Charter School  
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KARIM CAMARA  
Assemblyman 43<sup>rd</sup> District  
Kings County

THE ASSEMBLY  
STATE OF NEW YORK  
ALBANY

COMMITTEES  
Banks  
Children & Families  
Cities  
Consumers  
Housing  
Mental Health

May 14, 2009

Joel Klein  
Chancellor, New York City  
Department of Education  
52 Chambers Street  
New York, NY 10007

Dear Chancellor Klein,

I am writing to lend my unyielding support to the Lamad Academy Charter School application that your Department will be considering.

The Lamad Academy will be a public charter school serving grades 5-8 in Community School District 17. The school's primary focus on science and technology is one that will go a long way to correcting the achievement gap that still affects low-income minority students. The Lamad Academy would be a much-welcomed addition to a district that is in need of more quality public middle schools.

I personally know the school founder, Alfred Cockfield, Jr. having worked with him on several ventures, and I can personally attest to his commitment to the education of children. His proposal to create a rigorous yet 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.

Sincerely,

A handwritten signature in black ink, appearing to read 'Karim Camara', written over a horizontal line.

Karim Camara  
Member of the Assembly

Lamad Academy Charter School  
Forms and Attachments



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

467 Thomas S. Boyland Street  
Brooklyn, New York 11212  
718-498-8681  
FAX: 718-498-1796

Room 540  
Legislative Office Building  
Albany, New York 12248  
518-455-4466  
FAX: 518-455-3894

THE ASSEMBLY  
STATE OF NEW YORK  
ALBANY

COMMITTEES  
Aging  
Banks  
Economic Development,  
Job Creation,  
Commerce & Industry  
Housing  
Local Governments

CHAIR  
Subcommittee on  
Outreach and Oversight of  
Senior Citizen Programs

August 5, 2009

Joel Klein  
Chancellor, New York City  
Department of Education  
52 Chambers Street  
New York, NY 10007

Dear Chancellor Klein,

I am writing to add my enthusiastic support to the Lamad Academy Charter School application that your Department will be considering. The Lamad Academy will be a public charter school serving grades 5-8 with a focus on science and technology. 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 the school founder, Alfred Cockfield, Jr. and 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 cursive script that reads 'William Boyland Jr'.

William F. Boyland, Jr.  
Member of the Assembly

# BUILDING BLOCS

Building Blocs  
1958 Fulton St  
Room 407  
Brooklyn, NY 11233

718.554.7799

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



June 1, 2009

Dear Department of Education,

Financial Literacy

Entrepreneurism

Career

This is a letter of support for the proposed Lamad Academy Charter School.

As a provider of services to community teens, I know the inherent challenges and obstacles in providing quality education in Brooklyn. Anyone taking on the such a monumental task needs to be a committed and competent visionary with a passion and the resources to see it through.

This is why Alfred Cockfield, Jr. is the ideal person to lead this necessary initiative. I have know the applicant personally for over 30 years and believe he is committed to helping his community. He has demonstrated his commitment in every aspect of his community outreach.

I strongly recommend the applicant be granted permission to create the Lamad Academy Charter School. Upon creation, Lamad will continue to have our full support.

Sincerely,

A handwritten signature in black ink, appearing to read "Dale Bryant".

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

Lamad Academy Charter School  
Forms and Attachments



DEPARTMENT OF PUBLIC ADMINISTRATION

July 30, 2009

Joel Klein  
Chancellor, New York City  
Department of Education  
52 Chambers Street  
New York, NY 10007

Dear Chancellor Klein,

I am an attorney and also an assistant professor at Medgar Evers College. I further am a member of Community Board 3 and a long time community advocate in Central Brooklyn.

I am writing to add my strong support to the Lamad Academy Charter School application that your Department will be considering. It is my understanding that the Lamad Academy will be a public charter school serving grades 5-8 with a focus on science and technology. I further am informed that the school is proposing to be located in Community School District 17, an area that I am a life long resident, and have worked for many years. I am a parent of a child in a District 17 public school and I was also educated in the same schools. I am professionally and personally aware that District 17 needs more quality public middle schools. I have no doubt that the Lamad Academy would be a great and very welcomed addition.

I am proud to personally know the school founder, Alfred Cockfield, Jr. and several board members. We have worked successfully together on several projects in the past. Their dedication to the children of District 17 can be seen by the school they are proposing. Their vision is a rigorous yet joyful environment where not only children will learn but thrive. This is a mission that I fully support. I further will use whatever resources I have at Medgar Evers to assist the Lamad Academy's purpose of educating the young people of our community.

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

Sincerely,

A handwritten signature in black ink that reads 'Mark Pollard'. The signature is written in a cursive style with a large, looping 'P' at the end.

Mark Pollard, Esq.

Lamad Academy Charter School  
Forms and Attachments



BROOKLYN CAMPUS  
1 University Plaza • Brooklyn, New York 11201-5372

August 11, 2009

Joel Klein  
Chancellor  
NYC Department of Education  
52 Chambers Street  
New York, NY 10007

Dear Chancellor Klein,

It is with great pleasure that I write this letter in support of the Lamad Charter School ("Lamad") located in Brooklyn Community School District 17.

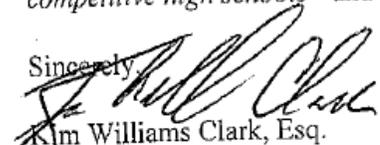
The Lamad Charter School with an emphasis on Science and Technology will be a public charter school serving community youth in grades five through eight. The program is proposing to emerge at a time when advanced science and technology skills in urban youth are drastically needed. Programs like Lamad have proven to lead to higher test scores, increased in class performance and overall enhanced social and academic development for youth.

At the Brooklyn campus of Long Island University, we serve over 8,000 students annually, many of whom live and/or reside in Community School District 17. We are certain that the Lamad Academy Charter School will be a welcome addition to a community already in dire need of educational resources.

Moreover, I have worked with the founder, Dr. Alfred Cockfield and various administrators of the Lamad Charter School and can attest to the level of professionalism, dedication to youth, quality programming and high standards of academic excellence that will be enforced throughout the institution. Moreover, I am certain that the inclusive programming approach proposed - will help to advance the social development of the student.

Furthermore, we look forward to a productive partnership and are pleased to endorse the Lamad Charter School proposal in its efforts to "*prepare students to enter and succeed academically in competitive high schools*" and be good citizens of the community at large.

Sincerely,



Kim Williams Clark, Esq.  
Dean of Institutional Advancement

Lamad Academy Charter School  
Forms and Attachments



HOME CARE SERVICES, INC.

1125 FULTON STREET 3<sup>rd</sup> FLOOR BROOKLYN, NY 11238  
Telephone: (718) 856-6800 Fax: (718) 856-6878

May 29, 2009

Mr. Joel Klein  
Chancellor, New York City  
Department of Education  
52 Chambers Street  
New York, NY 10007

Dear Chancellor Klein,

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

I personally know the school founder, Mr. Alfred Cockfield, Jr. and 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 "Fanell Alerte", written over a horizontal line.

Fanell Alerte M.D.  
CEO/President  
Citi Health Services

*Lamad Academy Charter School  
Forms and Attachments*

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



*Building a Community*

Bill Wren, President

May 29, 2009

Joel Klein, Chancellor  
New York City  
Department of Education  
52 Chambers Street  
New York, NY 10007

Dear Chancellor Klein,

I am writing to enthusiastically add my support to the Lamad Academy Charter School application, that is under consideration and review by the New York City Department of Education. The Lamad Academy will be a public charter school serving grades 5-8 with a focus on science and technology. 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 founder, Alfred Cockfield, Jr., is a visionary, and he'll be dedicated to the children of Community School District 17. I'm envisioning a rigorous yet joyful environment where not only children will learn, but also thrive in academia, and I fully support this venture.

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

Sincerely,

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)

Lamad Academy Charter School  
Forms and Attachments

## 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

July 29, 2009



**BUSINESS ADMINISTRATOR**

Vivian Y. Bright

**CHURCH OPERATIONS DIRECTOR**

Joseph A E. Jones

Joel Klein  
Chancellor, New York City  
Department of Education  
52 Chambers Street  
New York, NY 10007

Dear Chancellor Klein,

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

I personally know the school founder, Alfred Cockfield, Jr. and 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,

  
Dr. Arlee Griffin, Jr.  
Pastor

/ah

**PETITION OF INTEREST OF THE  
LAMAD ACADEMY CHARTER SCHOOL**

The Lamad Academy Charter School, if approved by the State, would open in school year 2011-12 and serve children in Fifth Grade. The school will eventually grow to serve grades 5-9.

If you have a child who will be 10 years old by December 31 of 2011, your child will be eligible to attend the Lamad Academy Charter School when it opens!

By signing this petition, you are indicating your personal interest of the proposed free, public charter school to serve children in Community School District 17.

*NOTE: Information is confidential and shall not be made public.*

NAME	SIGNATURE	ADDRESS (INCLUDING SCHOOL DISTRICT OF LOCATION)	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2011-12	CSD OF RESIDENCE
Vanessa Biron	<i>[Signature]</i>	[REDACTED]	9	5 <sup>th</sup>	17
James		[REDACTED]	8	5 <sup>th</sup>	17
Paienta	<i>[Signature]</i>	[REDACTED]	8	5 <sup>th</sup>	19
Ivoria's 1	<i>[Signature]</i>	[REDACTED]	8	5 <sup>th</sup>	12
Clarence Miller	<i>[Signature]</i>	[REDACTED]	9	5	17
Tenny Clarke	<i>[Signature]</i>	[REDACTED]	9	3	17
Sanel Siminer	<i>[Signature]</i>	[REDACTED]	8	5	17

**PETITION OF INTEREST OF THE  
LAMAD ACADEMY CHARTER SCHOOL**

The Lamad Academy Charter School, if approved by the State, would open in school year 2011-12 and serve children in Fifth Grade. The school will eventually grow to serve grades 5-9.

**If you have a child who will be 10 years old by December 31 of 2011, your child will be eligible to attend the Lamad Academy Charter School when it opens!**

By signing this petition, you are indicating your personal interest of the proposed free, public charter school to serve children in Community School District 17.  
**NOTE: Information is confidential and shall not be made public.**

NAME	SIGNATURE	ADDRESS (INCLUDING SCHOOL DISTRICT)	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2011-12	CSD OF RESIDENCE
Aiesha London	<i>[Signature]</i>	[REDACTED]	7 1/2	5 <sup>th</sup> Grade	17
Aiesha London	<i>[Signature]</i>	[REDACTED]	4 1/2	5 <sup>th</sup> grade	17
Michelle Benjamin	<i>[Signature]</i>	[REDACTED]	9	5	17
Kerry Lockhart	<i>[Signature]</i>	[REDACTED]	8	5	17
Vernice Thompson	<i>[Signature]</i>	[REDACTED]	8	5	14
Shantal Hairston	<i>[Signature]</i>	[REDACTED]	9	5	17
Judith Cyrus	<i>[Signature]</i>	[REDACTED]	8	5	17

**PETITION OF INTEREST OF THE  
LAMAD ACADEMY CHARTER SCHOOL**

The Lamad Academy Charter School, if approved by the State, would open in school year 2011-12 and serve children in Fifth Grade. The school will eventually grow to serve grades 5-9.

**If you have a child who will be 10 years old by December 31 of 2011, your child will be eligible to attend the Lamad Academy Charter School when it opens!**

By signing this petition, you are indicating your personal interest of the proposed free, public charter school to serve children in Community School District 17.

*NOTE: Information is confidential and shall not be made public.*

NAME	SIGNATURE	ADDRESS (INCLUDING SCHOOL DISTRICT OF LOCATION)	AGE OF CHILD(REN)	GRADE OF CHILD(REN) IN 2011-12	CSD OF RESIDENCE
Amelie Beldreau	<i>Amelie Beldreau</i>	[REDACTED]	8	5	17
Kemi Desalu	<i>Kemi Desalu</i>	[REDACTED]	9	5	17
Lisa Brooks	<i>Lisa Brooks</i>	[REDACTED]	8	5	17
Samie Steer	<i>Samie Steer</i>	[REDACTED]	9	5	17
Jennifer Richardson	<i>Jennifer Richardson</i>	[REDACTED]	9	5	17
Darlene Allison	<i>Darlene Allison</i>	[REDACTED]	8	4.5	17
Linda Stinson	<i>Linda Stinson</i>	[REDACTED]	9	5	17

Lamad Academy Charter School  
Forms and Attachments

Attachment 9: Budgets

Lamad Academy Charter School PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD January 1, 2011 to June 30, 2011			DESCRIPTION OF ASSUMPTIONS
Total Revenue	225,000		
Total Expenses	228,494		
Net Income	(3,494)		
Actual Student Enrollment	-		
Total Paid Student Enrollment	100		
		START-UP PERIOD	
<b>REVENUE</b>			
<b>REVENUES FROM STATE SOURCES</b>			
Per Pupil Revenue	CY Per Pupil Rate		
School District 1 (New York City)	13,527		We assume all of Lamad students will in residents of New York City
School District 2 (Enter Name)	-		
School District 3 (Enter Name)	-		
School District 4 (Enter Name)	-		
School District 5 (Enter Name)	-		
School District 6 (Enter Name)	-		
School District 7 (Enter Name)	-		
School District 8 (Enter Name)	-		
School District 9 (Enter Name)	-		
School District 10 (Enter Name)	-		
School District 11 (Enter Name)	-		
School District 12 (Enter Name)	-		
School District 13 (Enter Name)	-		
School District 14 (Enter Name)	-		
School District 15 (Enter Name)	-		
School District - ALL OTHER	-		
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527		
Special Education Revenue			
Grants			
Stimulus			
DYCD (Department of Youth and Community Developm.)			
Other			
Other			
TOTAL REVENUE FROM STATE SOURCES			
<b>REVENUE FROM FEDERAL FUNDING</b>			
IDEA Special Needs			
Title I			
Title Funding - Other			
School Food Service (Free Lunch)			
Grants			
Charter School Program (CSP) Planning & Implementation		100,000	
Other			
Other			
TOTAL REVENUE FROM FEDERAL SOURCES		100,000	
<b>LOCAL and OTHER REVENUE</b>			
Contributions and Donations			
Fundraising			
Erate Reimbursement			
Earnings on Investments			
Interest Income			
Food Service (Income from meals)			
Text Book			
OTHER		125,000	Start-up loan from God's Battalion of Prayer (see letter of commitment)
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		125,000	
<b>TOTAL REVENUE</b>		<b>225,000</b>	

Lamad Academy Charter School  
Forms and Attachments

Lamad Academy Charter School PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD January 1, 2011 to June 30, 2011		
<b>Total Revenue</b>	225,000	<b>DESCRIPTION OF ASSUMPTIONS</b>
<b>Total Expenses</b>	228,494	
<b>Net Income</b>	(3,494)	
<b>Actual Student Enrollment</b>	-	
<b>Total Paid Student Enrollment</b>	100	
<b>START-UP PERIOD</b>		
<b>EXPENSES</b>		
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>		
	No. of Positions	
Executive Management	1.00	56,500
Instructional Management	-	-
Deans, Directors & Coordinators	-	-
CFO / Director of Finance	1.00	32,500
Operation / Business Manager	1.00	13,333
Administrative Staff	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>3.00</b>	<b>102,333</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>		
Teachers - Regular	2.00	40,000
Teachers - SPED	-	-
Substitute Teachers	-	-
Teaching Assistants	-	-
Specialty Teachers	-	-
Aides	-	-
Therapists & Counselors	-	-
Other	-	-
<b>TOTAL INSTRUCTIONAL</b>	<b>2.00</b>	<b>40,000</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>		
Nurse	-	-
Librarian	-	-
Custodian	-	-
Security	-	-
Other	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>-</b>	<b>-</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>5.00</b>	<b>142,333</b>
<b>PAYROLL TAXES AND BENEFITS</b>		
Payroll Taxes		12,720
Fringe / Employee Benefits		21,941
Retirement / Pension		-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>34,661</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>5.00</b>	<b>176,994</b>
<b>CONTRACTED SERVICES</b>		
Accounting / Audit		3,000
Legal		5,000
Management Company Fee		-
Nurse Services		-
Food Service / School Lunch		-
Payroll Services		3,200
Special Ed Services		-
Titement Services (i.e. Title I)		-
Other Purchased / Professional / Consulting		13,500
<b>TOTAL CONTRACTED SERVICES</b>		<b>24,700</b>

Lamad Academy Charter School  
Forms and Attachments

Lamad Academy Charter School PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD January 1, 2011 to June 30, 2011		
		DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b>	225,000	
<b>Total Expenses</b>	228,494	
<b>Net Income</b>	(3,494)	
<b>Actual Student Enrollment</b>	-	
<b>Total Paid Student Enrollment</b>	100	
<b>START-UP PERIOD</b>		
<b>SCHOOL OPERATIONS</b>		
Board Expenses	1,000	Initial board training
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	4,000	Curriculum and activity resources selected and evaluated by Principal and Math & Science Specialists
Supplies & Materials other	300	
Equipment / Furniture	6,000	School office equipment for administration and teachers.
Telephone	1,200	assumed at \$200 per month
Technology	2,800	2 Computers
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	4,000	
Staff Development	-	
Staff Recruitment	4,000	Web-marketing, teacher recruitment fairs, branding for recruitment
Student Recruitment / Marketing	3,000	Fliers, public presentations, marketing materials, public advertisements
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
<b>TOTAL SCHOOL OPERATIONS</b>	<b>26,800</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>		
Insurance	-	
Janitorial	-	
Building and Land Rent / Lease	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	<b>-</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>	<b>-</b>	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	<b>-</b>	
<b>TOTAL EXPENSES</b>	<b>228,494</b>	
<b>NET INCOME</b>	<b>(3,494)</b>	

Lamad Academy Charter School  
Forms and Attachments

Lamad Academy Charter School PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD January 1, 2011 to June 30, 2011		
<b>Total Revenue</b>	225,000	<b>DESCRIPTION OF ASSUMPTIONS</b>
<b>Total Expenses</b>	228,494	
<b>Net Income</b>	(3,494)	
<b>Actual Student Enrollment</b>	-	
<b>Total Paid Student Enrollment</b>	100	
<b>START-UP PERIOD</b>		
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>		
School District 1 (New York City)	-	
School District 2 (Enter Name)	-	
School District 3 (Enter Name)	-	
School District 4 (Enter Name)	-	
School District 5 (Enter Name)	-	
School District 6 (Enter Name)	-	
School District 7 (Enter Name)	-	
School District 8 (Enter Name)	-	
School District 9 (Enter Name)	-	
School District 10 (Enter Name)	-	
School District 11 (Enter Name)	-	
School District 12 (Enter Name)	-	
School District 13 (Enter Name)	-	
School District 14 (Enter Name)	-	
School District 15 (Enter Name)	-	
School District - ALL OTHER	-	
<b>TOTAL ENROLLMENT</b>	-	
<b>REVENUE PER PUPIL</b>	-	
<b>EXPENSES PER PUPIL</b>	-	

Lamad Academy Charter School  
Forms and Attachments

Lamad Academy Charter School PROJECTED CASH FLOW FOR PRE-OPENING PERIOD January 1, 2011 to June 30, 2011							
	30,000	30,000	45,000	45,000	37,500	37,500	225,000
<b>Total Revenue</b>	30,000	30,000	45,000	45,000	37,500	37,500	225,000
<b>Total Expenses</b>	28,329	25,529	43,109	42,509	42,509	42,509	224,494
<b>Net Income</b>	1,671	4,471	1,891	2,491	(5,009)	(5,009)	506
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-
<b>Net Income</b>	1,671	4,471	1,891	2,491	(5,009)	(5,009)	506
	January	February	March	April	May	June	TOTAL
<b>REVENUE</b>							
<b>REVENUES FROM STATE SOURCES</b>							
Per Pupil Revenue							
School District 1 (New York City)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	-	-	-	-	-	-	-
<b>REVENUE FROM FEDERAL FUNDING</b>							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants	-	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	-	-	25,000	25,000	25,000	25,000	100,000
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	-	-	25,000	25,000	25,000	25,000	100,000
<b>LOCAL and OTHER REVENUE</b>							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-

Lamad Academy Charter School  
Forms and Attachments

Lamad Academy Charter School PROJECTED CASH FLOW FOR PRE-OPENING PERIOD January 1, 2011 to June 30, 2011							
	30,000	30,000	45,000	45,000	37,500	37,500	225,000
<b>Total Revenue</b>	30,000	30,000	45,000	45,000	37,500	37,500	225,000
<b>Total Expenses</b>	28,329	25,529	43,109	42,509	42,509	42,509	224,494
<b>Net Income</b>	1,671	4,471	1,891	2,491	(5,009)	(5,009)	506
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-
<b>Net Income</b>	1,671	4,471	1,891	2,491	(5,009)	(5,009)	506
	January	February	March	April	May	June	TOTAL
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	30,000	30,000	20,000	20,000	12,500	12,500	125,000
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	30,000	30,000	20,000	20,000	12,500	12,500	125,000
<b>TOTAL REVENUE</b>	30,000	30,000	45,000	45,000	37,500	37,500	225,000
<b>EXPENSES</b>							
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
	No. of Positions						
Executive Management	1.00	9,417	9,417	9,417	9,417	9,417	56,500
Instructional Management	-	-	-	-	-	-	-
Deans, Directors & Coordinators	-	-	-	-	-	-	-
CFD / Director of Finance	1.00	5,417	5,417	5,417	5,417	5,417	32,500
Operation / Business Manager	1.00	-	-	3,333	3,333	3,333	13,333
Administrative Staff	-	-	-	-	-	-	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	3.00	14,833	14,833	18,167	18,167	18,167	102,333
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	2.00	-	-	10,000	10,000	10,000	40,000
Teachers - SPED	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL INSTRUCTIONAL</b>	2.00	-	-	10,000	10,000	10,000	40,000
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>TOTAL NON-INSTRUCTIONAL</b>	-	-	-	-	-	-	-
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	5.00	14,833	14,833	28,167	28,167	28,167	142,333
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes		1,326	1,326	2,517	2,517	2,517	12,720
Fringe / Employee Benefits		2,287	2,287	4,342	4,342	4,342	21,941
Retirement / Pension		-	-	-	-	-	-
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		3,612	3,612	6,859	6,859	6,859	34,661

Lamad Academy Charter School  
Forms and Attachments

Lamad Academy Charter School PROJECTED CASH FLOW FOR PRE-OPENING PERIOD January 1, 2011 to June 30, 2011								
<b>Total Revenue</b>		30,000	30,000	45,000	45,000	37,500	37,500	225,000
<b>Total Expenses</b>		28,329	25,529	43,109	42,509	42,509	42,509	224,494
<b>Net Income</b>		1,671	4,471	1,891	2,491	(5,009)	(5,009)	506
<b>Cash Flow Adjustments</b>		-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>		-	-	-	-	-	-	-
<b>Net Income</b>		1,671	4,471	1,891	2,491	(5,009)	(5,009)	506
		<b>January</b>	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>TOTAL</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	5.00	18,446	18,446	35,026	35,026	35,026	35,026	176,994
<b>CONTRACTED SERVICES</b>								
Accounting / Audit		500	500	500	500	500	500	3,000
Legal		833	833	833	833	833	833	5,000
Management Company Fee		-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-
Payroll Services		533	533	533	533	533	533	3,200
Special Ed Services		-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		2,250	2,250.00	2,250	2,250	2,250	2,250	13,500
<b>TOTAL CONTRACTED SERVICES</b>		4,117	4,117	4,117	4,117	4,117	4,117	24,700
<b>SCHOOL OPERATIONS</b>								
Board Expenses		167	167	167	167	167	167	1,000
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	1,000	1,000	1,000	1,000	4,000
Supplies & Materials other		133	133	133	133	133	133	800
Equipment / Furniture		1,000	1,000	1,000	1,000	1,000	1,000	6,000
Telephone		200	200	200	200	200	200	1,200
Technology		2,800	-	-	-	-	-	2,800
Student Testing & Assessment		-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-
Office Expense		-	-	-	-	-	-	-
Staff Development		-	-	-	-	-	-	-
Staff Recruitment		667	667	667	667	667	667	4,000
Student Recruitment / Marketing		800	800	800	200	200	200	3,000
School Meals / Lunch		-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-
<b>TOTAL SCHOOL OPERATIONS</b>		5,767	2,967	3,967	3,367	3,367	3,367	22,800
<b>FACILITY OPERATION &amp; MAINTENANCE</b>								
Insurance		-	-	-	-	-	-	-
Janitorial		-	-	-	-	-	-	-
Building and Land Rent / Lease		-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-
Security		-	-	-	-	-	-	-
Utilities		-	-	-	-	-	-	-

Lamad Academy Charter School  
Forms and Attachments

Lamad Academy Charter School PROJECTED CASH FLOW FOR PRE-OPENING PERIOD January 1, 2011 to June 30, 2011							
<b>Total Revenue</b>	30,000	30,000	45,000	45,000	37,500	37,500	225,000
<b>Total Expenses</b>	28,329	25,529	43,109	42,509	42,509	42,509	224,494
<b>Net Income</b>	1,671	4,471	1,891	2,491	(5,009)	(5,009)	506
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-
<b>Net Income</b>	1,671	4,471	1,891	2,491	(5,009)	(5,009)	506
	January	February	March	April	May	June	TOTAL
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>28,329</b>	<b>25,529</b>	<b>43,109</b>	<b>42,509</b>	<b>42,509</b>	<b>42,509</b>	<b>224,494</b>
<b>NET INCOME</b>	<b>1,671</b>	<b>4,471</b>	<b>1,891</b>	<b>2,491</b>	<b>(5,009)</b>	<b>(5,009)</b>	<b>506</b>
<b>CASH FLOW ADJUSTMENTS</b>							
OPERATING ACTIVITIES							
Example - Add Back Depredation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES							
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-
FINANCING ACTIVITIES							
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-
<b>Total Cash Flow Adjustments</b>	-	-	-	-	-	-	-
<b>NET INCOME</b>	<b>1,671</b>	<b>4,471</b>	<b>1,891</b>	<b>2,491</b>	<b>(5,009)</b>	<b>(5,009)</b>	<b>506</b>
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-
<b>ENDING CASH BALANCE</b>	<b>1,671</b>	<b>4,471</b>	<b>1,891</b>	<b>2,491</b>	<b>(5,009)</b>	<b>(5,009)</b>	<b>506</b>

Lamad Academy Charter School  
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Lamad Academy Charter School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2011 to June 30, 2012						
<b>Total Revenue</b>	1,365,350	343,404	-	-	10,000	1,718,754
<b>Total Expenses</b>	823,046	291,346	135,105	1,452	405,167	1,656,126
<b>Net Income</b>	542,304	52,058	(135,105)	(1,452)	(395,167)	62,628
<b>Actual Student Enrollment</b>	-	-	-	-	-	-
<b>Total Paid Student Enrollment</b>	88	12	-	-	-	100
	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR	SPECIAL	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
	EDUCATION	EDUCATION	EDUCATION	EDUCATION	EDUCATION	EDUCATION
<b>REVENUE</b>						
<b>REVENUES FROM STATE SOURCES</b>						
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 (New York City)	13,527	1,190,376	276,600	-	-	1,466,976
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER:	-	-	-	-	-	-
<b>TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)</b>	13,527	1,190,376	276,600	-	-	1,466,976
Special Education Revenue	-	-	-	-	-	-
Grants	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	1,190,376	276,600	-	-	-	1,466,976
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs	-	15,444	-	-	-	15,444
Title I	109,657	14,953	-	-	-	124,610
Title Funding - Other	3,608	492	-	-	-	4,100
School Food Service (Free Lunch)	109	15	-	-	-	124
Grants	-	-	-	-	-	-
Charter School Program (CSP) Planning & Implementation	55,000	35,000	-	-	10,000	100,000
Other	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	168,374	65,904	-	-	10,000	244,278
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
Grate Reimbursement	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-
Text Book	5,600	900	-	-	-	7,500
OTHER	-	-	-	-	-	-
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	5,600	900	-	-	-	7,500
<b>TOTAL REVENUE</b>	1,365,350	343,404	-	-	10,000	1,718,754

Lamad Academy Charter School  
Forms and Attachments

Lamad Academy Charter School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2011 to June 30, 2012						
	1,365,350	343,404	-	-	10,000	1,718,754
Total Revenue	1,365,350	343,404	-	-	10,000	1,718,754
Total Expenses	823,046	291,346	135,105	1,462	405,167	1,656,126
Net Income	542,304	52,058	(135,105)	(1,462)	(395,167)	62,628
Actual Student Enrollment	-	-	-	-	-	-
Total Paid Student Enrollment	88	12	-	-	-	100
	PROGRAM SERVICES		SUPPORT SERVICES			
	REGULAR	SPECIAL		FUNDRAISING	MANAGEMENT & GENERAL	
	EDUCATION	EDUCATION	OTHER			TOTAL
<b>EXPENSES</b>						
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>						
	No. of Positions					
Executive Management	1.00	50,000	30,000	-	33,000	113,000
Instructional Management						
Deans, Directors & Coordinators						
CFO / Director of Finance	1.00				65,000	65,000
Operation / Business Manager	1.00				40,000	40,000
Administrative Staff						
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>3.00</b>	<b>50,000</b>	<b>30,000</b>	<b>-</b>	<b>138,000</b>	<b>218,000</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>						
Teachers - Regular	8.00	199,200	70,400	-	82,400	352,000
Teachers - SPED	1.00	9,000	42,000	-	9,000	60,000
Substitute Teachers						
Teaching Assistants						
Specialty Teachers	2.00	98,600	17,400	-		116,000
Aides						
Therapists & Counselors	0.50	13,750	6,875	-	6,875	27,500
Other						
<b>TOTAL INSTRUCTIONAL</b>	<b>9.50</b>	<b>320,550</b>	<b>136,675</b>	<b>-</b>	<b>98,275</b>	<b>555,500</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>						
Nurse						
Librarian						
Custodian						
Security	1.00			30,000		30,000
Other						
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>1.00</b>			<b>30,000</b>		<b>30,000</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>13.50</b>	<b>370,550</b>	<b>166,675</b>	<b>30,000</b>	<b>236,275</b>	<b>803,500</b>
<b>PAYROLL TAXES AND BENEFITS</b>						
Payroll Taxes		33,108	14,892	2,880	-	50,880
Fringe / Employee Benefits		94,176	42,361	7,625	-	144,162
Retirement / Pension						
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>127,284</b>	<b>57,253</b>	<b>10,505</b>	<b>-</b>	<b>195,042</b>
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>13.50</b>	<b>497,834</b>	<b>223,928</b>	<b>40,505</b>	<b>-</b>	<b>1,079,500</b>
<b>CONTRACTED SERVICES</b>						
Accounting / Audit		9,256	2,466	-	111	11,833
Legal					15,000	15,000
Management Company Fee						
Nurse Services		15,000				15,000
Food Service / School Lunch						
Payroll Services		2,924	776	-	351	4,051
Special Ed Services			18,000			18,000

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Lamad Academy Charter School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2011 to June 30, 2012						
Total Revenue	1,355,350	343,404	-	-	10,000	1,718,754
Total Expenses	823,046	291,346	135,105	1,462	405,167	1,656,126
Net Income	542,304	52,058	(135,105)	(1,462)	(395,167)	62,628
Actual Student Enrollment	-	-	-	-	-	-
Total Paid Student Enrollment	88	12	-	-	-	100
	PROGRAM SERVICES		SUPPORT SERVICES			
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Tierment Services (i.e. Title I)	8,800	1,200	-	-	-	10,000
Other Purchased / Professional / Consulting	3,800	3,800	-	-	-	7,600
TOTAL CONTRACTED SERVICES	30,779	25,231	-	462	19,182	85,654
<b>SCHOOL OPERATIONS</b>						
Board Expenses	-	-	-	-	5,000	5,000
Classroom / Teaching Supplies & Materials	6,040	780	-	-	-	6,820
Special Ed Supplies & Materials	-	5,000	-	-	-	5,000
Textbooks / Workbooks	25,840	2,180	-	-	-	28,020
Supplies & Materials other	-	-	-	-	-	-
Equipment / Furniture	8,800	1,200	-	-	2,000	12,000
Telephone	2,000	2,000	-	-	6,000	10,000
Technology	61,500	-	-	-	15,000	76,500
Student Testing & Assessment	3,080	400	-	-	-	3,500
Field Trips	1,780	240	-	-	-	2,000
Transportation (student)	-	-	-	-	-	-
Student Services - other	4,400	600	-	-	-	5,000
Office Expense	7,040	960	-	-	10,000	18,000
	18,000	7,500	-	-	4,500	30,000
Staff Development	-	-	-	-	-	-
Staff Recruitment	4,200	900	-	-	900	6,000
Student Recruitment / Marketing	-	-	1,000	-	-	1,000
School Meals / Lunch	128	18	-	-	-	146
Travel (Staff)	425	50	-	-	150	625
Fundraising	-	-	-	1,000	-	1,000
Other	-	-	3,400	-	-	3,400
TOTAL SCHOOL OPERATIONS	143,313	21,828	4,500	1,000	43,580	214,271
<b>FACILITY OPERATION &amp; MAINTENANCE</b>						
Insurance	-	-	20,000	-	-	20,000
Janitorial	-	-	20,000	-	-	20,000
Building and Land Rent / Lease	142,120	19,380	-	-	-	161,500
Repairs & Maintenance	-	-	25,000	-	-	25,000
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	-	-	25,200	-	-	25,200
TOTAL FACILITY OPERATION & MAINTENANCE	142,120	19,380	90,200	-	-	251,700
<b>DEPRECIATION &amp; AMORTIZATION</b>						
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	25,000	25,000
<b>TOTAL EXPENSES</b>	<b>823,046</b>	<b>291,346</b>	<b>135,105</b>	<b>1,462</b>	<b>405,167</b>	<b>1,656,126</b>
<b>NET INCOME</b>	<b>542,304</b>	<b>52,058</b>	<b>(135,105)</b>	<b>(1,462)</b>	<b>(395,167)</b>	<b>62,628</b>

Lamad Academy Charter School  
Forms and Attachments

Lamad Academy Charter School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2011 to June 30, 2012						
Total Revenue	1,265,350	243,404	-	-	10,000	1,718,754
Total Expenses	623,046	291,346	135,105	1,462	405,167	1,656,126
Net Income	542,304	52,058	(135,105)	(1,462)	(395,167)	62,628
Actual Student Enrollment	-	-	-	-	-	-
Total Paid Student Enrollment	88	12	-	-	-	100
	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
School District 1 (New York City)	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
<b>TOTAL ENROLLMENT</b>	-	-	-	-	-	-
<b>REVENUE PER PUPIL</b>	-	-	-	-	-	-
<b>EXPENSES PER PUPIL</b>	-	-	-	-	-	-

Lamad Academy Charter School  
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Lamad Academy PROJECTED BUDGET / July 1, 2011	DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b> <b>Total Expenses</b> <b>Net Income</b> <b>Actual Student Enrollment</b> <b>Total Paid Student Enrollment</b>	
<b>REVENUE</b>	
<b>REVENUES FROM STATE SOURCES</b>	
Per Pupil Revenue School District 1 (New York City) <span style="float: right;">CY Per Pupil Rate</span> School District 2 (Enter Name) <span style="float: right;">13,527</span> School District 3 (Enter Name) <span style="float: right;">-</span> School District 4 (Enter Name) <span style="float: right;">-</span> School District 5 (Enter Name) <span style="float: right;">-</span> School District 6 (Enter Name) <span style="float: right;">-</span> School District 7 (Enter Name) <span style="float: right;">-</span> School District 8 (Enter Name) <span style="float: right;">-</span> School District 9 (Enter Name) <span style="float: right;">-</span> School District 10 (Enter Name) <span style="float: right;">-</span> School District 11 (Enter Name) <span style="float: right;">-</span> School District 12 (Enter Name) <span style="float: right;">-</span> School District 13 (Enter Name) <span style="float: right;">-</span> School District 14 (Enter Name) <span style="float: right;">-</span> School District 15 (Enter Name) <span style="float: right;">-</span> School District - ALL OTHER <span style="float: right;">-</span> <b>TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)</b> <span style="float: right;"><b>13,527</b></span>	2011 Special Ed Excess Cost - 20-50% at \$9523 for 12% of student population
Special Education Revenue Grants Stimulus DYCD (Department of Youth and Community Development) Other <b>TOTAL REVENUE FROM STATE SOURCES</b>	2011 Special Ed Excess Cost - 20-50% at \$9523 for 12% of student population
<b>REVENUE FROM FEDERAL FUNDING</b>	
IDEA Special Needs Title I Title Funding - Other School Food Service (Free Lunch) Grants Charter School Program (CSP) Planning & Implementation Other <b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	2011 IDEA assumptions at \$1287 for 12% of student population 2011 Title I assumption at \$1,466 for 85% of population Title II for professional development at \$38 per student; Title III for tech literacy at \$3 per student 2011 Free Lunch cost assumptions at \$1.46 for 85% of population we are assuming \$100K grant funds
<b>LOCAL and OTHER REVENUE</b>	
Contributions and Donations Fundraising State Reimbursement Savings on Investments Interest Income Food Service (Income from meals) Text Book OTHER <b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	2011 NSTL assumptions at \$75 per student
<b>TOTAL REVENUE</b>	

Lamad Academy Charter School  
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Lamad Academy PROJECTED BUDGET / July 1, 20	DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b> <b>Total Expenses</b> <b>Net Income</b> <b>Actual Student Enrollment</b> <b>Total Paid Student Enrollment</b>	
<b>EXPENSES</b>	
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>	<b>No. of Positions</b>
Executive Management	1.00
Institutional Management	-
Deans, Directors & Coordinators	-
CFO / Director of Finance	1.00
Operation / Business Manager	1.00
Administrative Staff	-
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>3.00</b>
<b>INSTRUCTIONAL PERSONNEL COSTS</b>	
Teachers - Regular	6.00
Teachers - SPED	1.00
Substitute Teachers	-
Teaching Assistants	-
Specialty Teachers	2.00
Aides	-
Therapists & Counselors	0.50
Other	-
<b>TOTAL INSTRUCTIONAL</b>	<b>9.50</b>
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>	
Nurse	-
Librarian	-
Custodian	-
Security	1.00
Other	-
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>1.00</b>
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>13.50</b>
<b>PAYROLL TAXES AND BENEFITS</b>	
Payroll Taxes	
Fringe / Employee Benefits	
Retirement / Pension	
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>13.50</b>
<b>CONTRACTED SERVICES</b>	
Accounting / Audit	
Legal	
Management Company Fee	
Nurse Services	
Food Service / School Lunch	
Payroll Services	
Special Ed Services	

Principal: Leader of the school, time will primarily spent on education and management

Operations Director, 100% of time spent on management  
Office Manager, 100% of time spent on management

Includes Math & Science Specialists (\$80K) who will lead teachers (\$58K) for Year 1;  
Sped teacher/coordinator at \$60K

ELL teacher (\$80K) and Specials (art, music, PE) teacher at \$58K

Social Worker, half time at \$35K

Security guard at \$30K

Per State and Federal law (FICA, Workers Compensation & Unemployment Insurance) based upon above salaries.  
Employer contributions for Health, Dental & Disability Insurance based upon above salaries.

External auditor: \$15,000 based on estimates from operating charter schools of similar size.  
\$5,000 annually for legal with an additional \$10,000 in Year 1 for legal associated with negotiating a lease for a new building.

Contracted nurse at quarter time

\$10 per employee per 25 payrolls in the year.  
\$1,500 per special education student for related services (speech, OT, etc.).

Lamad Academy Charter School  
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Lamad Academy PROJECTED BUDGET / July 1, 20	DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b>	
<b>Total Expenses</b>	
<b>Net Income</b>	
<b>Actual Student Enrollment</b>	
<b>Total Paid Student Enrollment</b>	
Titement Services (i.e. Title I)	outside providers
Other Purchased / Professional / Consulting	Substitutes, 10 days/classroom teacher @ \$190/day
<b>TOTAL CONTRACTED SERVICES</b>	
<b>SCHOOL OPERATIONS</b>	
Board Expenses	board trainings, board conferences, best practice research, board cultivation events, travel.
Classroom / Teaching Supplies & Materials	Classroom \$100/student, Arts \$15/student, Music \$15/student and Physical Ed \$3,000 Estimated amount for intervention programs, visuals, manipulatives, etc. \$100 per new student and \$10,000 fixed amount to stock the library.
Special Ed Supplies & Materials	
Textbooks / Workbooks	
Supplies & Materials other	
Equipment / Furniture	Classroom Equipment \$10,000 and Office Equipment \$2,000.
Telephone	Telephone service contract, regular service, internet access, walkie talkies, intercom services.
Technology	25 laptops, 2 laptop carts, 4 laser printers, 12 staff laptops, network infrastructure and telephone infrastructure, educational software \$15,000.
Student Testing & Assessment	School based assessments.
Field Trips	Field Trips, Summer, etc. \$30/student
Transportation (student)	Parent responsibility
Student Services - other	Uniforms contingency: \$1000; extracurricular activities estimated at \$4,000 for the year.
Office Expense	Postage \$10 per student, printing \$20 per student, office supplies \$50 per student and lease of 2 copy machine (scan, fax, e-copy) \$10,000 for the year.
Staff Development	Professional development -- leadership directed, includes teaching, learning & assessment consultants \$15,000 and Professional development -- staff directed \$15,000
Staff Recruitment	\$6K Estimated amount for the year plus \$-6K during start up
Student Recruitment / Marketing	\$1K Estimated amount for the year plus \$3K during start up
School Meals / Lunch	2011 Federal Lunch cost assumptions at \$1.46
Travel (Staff)	\$5k \$50 per employee
Fundraising	Initial fundraising for Year 1
Other	Membership dues \$3,000, bank fees \$600
<b>TOTAL SCHOOL OPERATIONS</b>	
<b>FACILITY OPERATION &amp; MAINTENANCE</b>	
Insurance	Based on estimates from operating charter schools of similar size.
Janitorial	Supply estimates given by the NYC Charter Center.
Building and Land Rent / Lease	Rent at \$17/sq ft and 95 sq feet per student.
Repairs & Maintenance	Estimates given by the NYC Charter Center.
Equipment / Furniture	
Security	
Utilities	Based on estimates from operating charter schools of similar size.
<b>TOTAL FACILITY OPERATION &amp; MAINTENANCE</b>	
<b>DEPRECIATION &amp; AMORTIZATION</b>	
<b>DISSOLUTION ESCROW &amp; RESERVES / CONTINGENCY</b>	Scrow fund
<b>TOTAL EXPENSES</b>	
<b>NET INCOME</b>	

*Lamad Academy Charter School  
Forms and Attachments*

Lamad Aca PROJECTED BUDGET / July 1, 20	DESCRIPTION OF ASSUMPTIONS
<b>Total Revenue</b> <b>Total Expenses</b> <b>Net Income</b> <b>Actual Student Enrollment</b> <b>Total Paid Student Enrollment</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b> School District 1 (New York City) School District 2 (Enter Name) School District 3 (Enter Name) School District 4 (Enter Name) School District 5 (Enter Name) School District 6 (Enter Name) School District 7 (Enter Name) School District 8 (Enter Name) School District 9 (Enter Name) School District 10 (Enter Name) School District 11 (Enter Name) School District 12 (Enter Name) School District 13 (Enter Name) School District 14 (Enter Name) School District 15 (Enter Name) School District - ALL OTHER	
<b>TOTAL ENROLLMENT</b>	
<b>REVENUE PER PUPIL</b>	
<b>EXPENSES PER PUPIL</b>	

Lamad Academy Charter School  
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Lamad Academy Charter School PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS July 1, 2011 to June 30, 2012												
	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Total Revenue</b>	344,496	-	244,508	87,512	244,508	12	324,307	12	244,508	12	20,012	308,863
<b>Total Expenses</b>	236,240	131,595	139,019	131,486	127,066	127,486	128,586	127,486	126,586	126,986	126,586	126,986
<b>Net Income</b>	8,256	(131,595)	105,489	(43,973)	117,423	(127,473)	195,722	(127,473)	117,923	(126,973)	(106,573)	181,878
<b>Cash Flow Adjustments</b>	-	-	-	-	-	-	-	-	-	-	-	-
<b>Beginning Cash Balance</b>	-	-	-	-	-	-	-	-	-	-	-	-
<b>Net Income</b>	8,256	(131,595)	105,489	(43,973)	117,423	(127,473)	195,722	(127,473)	117,923	(126,973)	(106,573)	181,878
	July	August	September	October	November	December	January	February	March	April	May	June
<b>REVENUE</b>	* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Bud Assumptions'.											
<b>REVENUES FROM STATE SOURCES</b>												
Per Pupil Revenue	CY Per Pupil Rate											
School District 1 (New York City)	13,527											
School District 2 (Enter Name)												
School District 3 (Enter Name)												
School District 4 (Enter Name)												
School District 5 (Enter Name)												
School District 6 (Enter Name)												
School District 7 (Enter Name)												
School District 8 (Enter Name)												
School District 9 (Enter Name)												
School District 10 (Enter Name)												
School District 11 (Enter Name)												
School District 12 (Enter Name)												
School District 13 (Enter Name)												
School District 14 (Enter Name)												
School District 15 (Enter Name)												
School District - ALL OTHER												
<b>TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)</b>	13,527											
Special Education Revenue												
Grants												
Stimulus												
DYCD (Department of Youth and Community Development)												
Other												
<b>TOTAL REVENUE FROM STATE SOURCES</b>	244,496		244,496		244,496		244,496		244,496			244,496
<b>REVENUE FROM FEDERAL FUNDING</b>												
IDEA Special Needs							15,444					
Title I							62,305					62,305
Title Funding - Other							2,050					2,050
School Food Service (Free Lunch)			12	12	12	12	12	12	12	12	12	12
Grants												
Charter School Program (CSP) Planning & Implementation				80,000								20,000
Other												
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>			12	80,012	12	12	79,811	12	12	12	20,012	64,357
<b>LOCAL and OTHER REVENUE</b>												
Contributions and Donations												
Fundraising												
Grants Reimbursement												
Earnings on Investments												
Interest Income												
Food Service (Income from meals)												
Tuition Book				7,500								
OTHER												
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>				7,500								
<b>TOTAL REVENUE</b>	244,496		244,508	87,512	244,508	12	324,307	12	244,508	12	20,012	308,863

Lamad Academy Charter School  
Forms and Attachments

Lamad Academy Charter School PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
	Year 1 2012	Year 2 2013	Year 3 2014	Year 4 2015	Year 5 2016	
<b>Total Revenue</b>	1,718,754	3,237,508	4,694,387	6,021,765	6,021,765	
<b>Total Expenses</b>	1,656,126	3,226,625	4,145,901	4,999,876	4,975,296	
<b>Net Income (Before Cash Flow Adjustments)</b>	62,628	10,884	548,486	1,021,890	1,046,469	
<b>Actual Student Enrollment</b>	-	-	-	-	-	
<b>Total Paid Student Enrollment</b>	100	200	290	372	372	
	Year 1 2012	Year 2 2013	Year 3 2014	Year 4 2015	Year 5 2016	
<b>REVENUE</b>	*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5					
	Per Pupil Revenue Percentage Increase					
	0.0%	0.0%	0.0%	0.0%	0.0%	
<b>REVENUES FROM STATE SOURCES</b>						
Per Pupil Revenue	CY Per Pupil Rate					
School District 1 (New York City)	13,527	1,382,700	2,705,400	3,922,800	5,032,044	5,032,044
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
<b>TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)</b>	13,527	1,382,700	2,705,400	3,922,800	5,032,044	5,032,044
Special Education Revenue	114,376	228,752	351,400	425,107	425,107	Special Ed Excess Cost - 20-55% at \$923 for 12% of student population
Grants						
Stimulus	-	-	-	-	-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-
Other	-	-	-	-	-	-
<b>TOTAL REVENUE FROM STATE SOURCES</b>	1,466,976	2,933,952	4,254,200	5,457,151	5,457,151	
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs	15,444	30,888	46,332	61,776	61,776	IDEA assumptions at \$1287 for 12% of student population
Title I	124,610	249,220	373,830	498,440	498,440	Title I assumption at \$1,466 for 33% of population
Title Funding - Other	4,100	8,200	12,300	16,400	16,400	Title II for professional development at \$30 per student; Title III for each library at \$3 per student
School Food Service (Free Lunch)	124	248	372	496	496	Free Lunch cost assumptions at \$1.45 for 55% of population
Grants						
Charter School Program (CSP) Planning & Implementation	100,000	-	-	-	-	Assume \$100K CSP funding
Other	-	-	-	-	-	-
<b>TOTAL REVENUE FROM FEDERAL SOURCES</b>	244,278	388,556	518,406	636,716	636,716	
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-
Enrollees Reimbursement	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-
Food Service (Income from meals)	7,500	15,000	21,750	27,900	27,900	NGTL assumptions at \$75 per student
Tuition	-	-	-	-	-	-
OTHER	7,500	15,000	21,750	27,900	27,900	
<b>TOTAL REVENUE FROM LOCAL and OTHER SOURCES</b>	7,500	15,000	21,750	27,900	27,900	
<b>TOTAL REVENUE</b>	1,718,754	3,237,508	4,694,387	6,021,765	6,021,765	

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Lamad Academy Charter School PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS	
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.							
	Year 1 2012	Year 2 2013	Year 3 2014	Year 4 2015	Year 5 2016		
<b>Total Revenue</b>	1,718,754	3,237,508	4,694,387	6,021,765	6,021,765		
<b>Total Expenses</b>	1,656,126	3,226,625	4,145,901	4,999,876	4,975,296		
<b>Net Income (Before Cash Flow Adjustments)</b>	62,628	10,884	548,486	1,021,889	1,046,469		
<b>Actual Student Enrollment</b>	-	-	-	-	-		
<b>Total Paid Student Enrollment</b>	100	200	290	372	372		
<b>EXPENSES</b>							
<b>ADMINISTRATIVE STAFF PERSONNEL COSTS</b>							
	No. of Positions						
Executive Management	1.00	113,000	116,390	119,002	123,470	127,182	Principal w/ COLA assumptions at 3%
Instructional Management		130,000	133,900	137,900	137,917	142,000	Director of Support and Curriculum w/ COLA
Deans, Directors & Coordinators		60,000	60,000	61,800	63,654	65,564	Parent Coordinator, begins in Year 2
CFO / Director of Finance	1.00	65,000	66,900	68,950	71,027	73,138	Operations Director w/ COLA
Operation / Business Manager	1.00	40,000	41,200	42,436	43,709	45,020	Business Manager w/ COLA
Administrative Staff		30,000	30,000	30,900	31,827	32,800	Administrative Staff two by year 4
<b>TOTAL ADMINISTRATIVE STAFF</b>	<b>3.00</b>	<b>210,000</b>	<b>444,540</b>	<b>487,078</b>	<b>501,612</b>	<b>516,061</b>	
<b>INSTRUCTIONAL PERSONNEL COSTS</b>							
Teachers - Regular	6.00	302,000	714,500	1,007,967	1,472,637	1,472,630	Include Math & Science Specialists (\$60K) who will lead teachers (\$50K) for Year 1
Teachers - SPED	1.00	60,000	121,800	125,454	128,210	133,094	Sped Teacher/Coordinator; two budgeted by Year 2
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	2.00	116,000	235,400	242,544	249,821	257,315	ELL teacher (\$60K) and Special (art, music, PE) teacher at \$50K, three Special budgeted for Year 2
Aides	-	-	35,000	71,000	106,102	111,427	School Aids: One position for year 1, and 2 for year 3 and 3 for yrs 4 & 5
Therapists & Counselors	0.50	27,500	111,650	170,000	175,099	180,302	Soc Worker FT in Year 2; Guidance Counselor in Y2, additional counselor in Yr 3
Other	-	-	-	-	-	-	
<b>TOTAL INSTRUCTIONAL</b>	<b>9.50</b>	<b>505,500</b>	<b>1,219,490</b>	<b>1,607,045</b>	<b>2,136,950</b>	<b>2,154,827</b>	
<b>NON-INSTRUCTIONAL PERSONNEL COSTS</b>							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	
Security	1.00	30,000	45,900	62,277	64,145	66,070	Security guard; 1.5 in Year 2, 2 in Year 3
Other	-	-	-	-	-	-	
<b>TOTAL NON-INSTRUCTIONAL</b>	<b>1.00</b>	<b>30,000</b>	<b>45,900</b>	<b>62,277</b>	<b>64,145</b>	<b>66,070</b>	
<b>SUBTOTAL PERSONNEL SERVICE COSTS</b>	<b>13.50</b>	<b>803,500</b>	<b>1,708,930</b>	<b>2,217,199</b>	<b>2,700,714</b>	<b>2,737,557</b>	
<b>PAYROLL TAXES AND BENEFITS</b>							
Payroll Taxes		71,790	152,688	198,100	241,301	244,593	Per State and Federal law (FICA, Workers Compensation & Unemployment Insurance) based upon above salaries.
Fringe / Employee Benefits		204,210	434,325	563,503	696,389	696,753	Employer contributions for Health, Dental & Disability Insurance based upon above salaries.
Retirement / Pension		-	85,447	110,866	136,036	136,878	In Year 2, up to 5% matching
<b>TOTAL PAYROLL TAXES AND BENEFITS</b>		<b>276,001</b>	<b>672,461</b>	<b>872,469</b>	<b>1,073,726</b>	<b>1,078,224</b>	
<b>TOTAL PERSONNEL SERVICE COSTS</b>	<b>13.50</b>	<b>1,079,501</b>	<b>2,381,391</b>	<b>3,089,668</b>	<b>3,774,440</b>	<b>3,815,781</b>	
<b>CONTRACTED SERVICES</b>							
Accounting / Audit		15,000	16,500	18,150	19,965	21,962	External auditor: \$15,000 based on estimate from operating charter schools of similar size, annual increase of 10%
Legal		15,000	5,000	5,000	5,000	5,000	\$5,000 annually for legal with an additional \$10,000 in Year 1 for legal associated with negotiating a lease for a new building.
Management Company Fee		-	-	-	-	-	
Nurse Services		15,000	30,900	31,827	32,782	33,765	Contracted nurse at quarter time Yr 1; half time Yr 2
Food Service / School Lunch		-	-	-	-	-	
Payroll Services		8,054	6,240	9,360	10,400	10,400	\$10 per employee per 25 payroll in the year.
Special Ed Services		10,000	36,000	52,000	66,960	66,960	\$1,500 per special education student for related services (speech, CFT, etc.) outside providers
Tilement Services (i.e. Tiles)		10,000	1,500	20,000	25,000	25,000	
Other Purchased / Professional / Consulting		7,000	7,828	8,651	9,505	9,854	Substitute, 10 days/classroom teacher @ \$190/day with COLA escalation
<b>TOTAL CONTRACTED SERVICES</b>		<b>65,054</b>	<b>103,968</b>	<b>144,600</b>	<b>169,412</b>	<b>171,641</b>	

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Lamad Academy Charter School PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS
*NOTE: If a Planning Year is Taken in the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
Total Revenue	1,718,754	3,237,508	4,694,387	6,021,765	6,021,765	
Total Expenses	1,656,126	3,226,625	4,145,901	4,999,876	4,975,296	
Net Income (Before Cash Flow Adjustments)	62,628	10,884	548,486	1,021,890	1,046,469	
Actual Student Enrollment	-	-	-	-	-	
Total Paid Student Enrollment	100	200	290	372	372	
	Year 1 2012	Year 2 2013	Year 3 2014	Year 4 2015	Year 5 2016	
<b>REVENUE</b>						
<b>REVENUES FROM STATE SOURCES</b>						
Per Pupil Revenue	*Year 1 should tie to Totals for Year 1 on Tabs 4 and 5					
	Per Pupil Revenue Percentage Increase					
	0.0%	0.0%	0.0%	0.0%	0.0%	
School District 1 (New York City)	13,527					
School District 2 (Enter Name)	-					
School District 3 (Enter Name)	-					
School District 4 (Enter Name)	-					
School District 5 (Enter Name)	-					
School District 6 (Enter Name)	-					
School District 7 (Enter Name)	-					
School District 8 (Enter Name)	-					
School District 9 (Enter Name)	-					
School District 10 (Enter Name)	-					
School District 11 (Enter Name)	-					
School District 12 (Enter Name)	-					
School District 13 (Enter Name)	-					
School District 14 (Enter Name)	-					
School District 15 (Enter Name)	-					
School District - ALL OTHER	-					
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527					
Special Education Revenue	114,376	223,552	331,400	425,107	425,107	Special Ed Direct Cost - 20-55% at \$9223 for 12% of student population
Grants						
Stimulus						
DYCD (Department of Youth and Community Development)						
Other						
TOTAL REVENUE FROM STATE SOURCES	1,466,976	2,933,952	4,254,200	5,457,151	5,457,151	
<b>REVENUE FROM FEDERAL FUNDING</b>						
IDEA Special Needs	15,444	20,000	44,730	27,452	27,452	IDEA assumptions at \$1287 for 12% of student population
Title I	124,610	249,220	361,309	453,549	453,549	Title I assumption at \$1,405 for 85% of population
Title Funding - Other	4,100	8,200	11,990	15,232	15,232	Title II for professional development at \$30 per student; Title III for tech literacy at \$3 per student
School Food Service (Free Lunch)	124	248	360	462	462	Free Lunch cost assumptions at \$1.46 for 85% of population
Grants						
Charter School Program (CSP) Planning & Implementation	100,000					Assume \$100K CSP funding
Other						
TOTAL REVENUE FROM FEDERAL SOURCES	244,278	287,556	418,406	536,715	536,715	
<b>LOCAL and OTHER REVENUE</b>						
Contributions and Donations						
Fundraising						
Travel Reimbursement						
Earnings on Investments						
Interest Income						
Food Service (Income from meals)						
Text Book	7,500	15,000	21,750	27,900	27,900	NTFL assumptions at \$75 per student
OTHER						
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	7,500	15,000	21,750	27,900	27,900	
<b>TOTAL REVENUE</b>	<b>1,718,754</b>	<b>3,237,508</b>	<b>4,694,387</b>	<b>6,021,765</b>	<b>6,021,765</b>	

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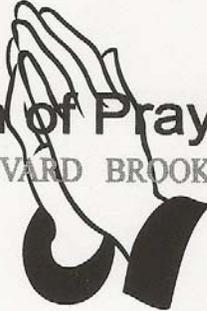
Lamad Academy Charter School PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD						DESCRIPTION OF ASSUMPTIONS
*NOTE: If a Planning Year is Taken In the Beginning of the Charter, the Charter Will Be Extended to Encompass Five Years of Operation. Projected Five Year Budget on this Tab Should Be For the First Five Years of Actual Operations.						
	1,718,754	3,237,508	4,694,387	6,021,765	6,021,765	
Total Revenue						
Total Expenses	1,656,126	3,226,625	4,145,901	4,999,876	4,975,296	
Net Income (Before Cash Flow Adjustments)	62,628	10,884	548,486	1,021,890	1,046,469	
Actual Student Enrollment	-	-	-	-	-	
Total Paid Student Enrollment	100	200	290	372	372	
	Year 1	Year 2	Year 3	Year 4	Year 5	
	2012	2013	2014	2015	2016	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONINGENCY	25,000	25,000	25,000	25,000	25,000	Escrow Fund
<b>TOTAL EXPENSES</b>	<b>1,656,126</b>	<b>3,226,625</b>	<b>4,145,901</b>	<b>4,999,876</b>	<b>4,975,296</b>	
<b>NET INCOME</b>	<b>62,628</b>	<b>10,884</b>	<b>548,486</b>	<b>1,021,890</b>	<b>1,046,469</b>	
<b>ENROLLMENT - *School Districts Are Linked To Above Entries*</b>						
School District 1 (New York City)	-	-	-	-	-	
School District 2 (Enter Name)	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	
<b>TOTAL ENROLLMENT</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>REVENUE PER PUPIL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>EXPENSES PER PUPIL</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>CASH FLOW ADJUSTMENTS</b>						
<b>OPERATING ACTIVITIES</b>						
Example - Add Back Depreciation	-	-	-	-	-	
Other	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	
<b>INVESTMENT ACTIVITIES</b>						
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	
Other	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	
<b>FINANCING ACTIVITIES</b>						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
<b>Total Cash Flow Adjustments</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	
<b>NET INCOME</b>	<b>62,628</b>	<b>10,884</b>	<b>548,486</b>	<b>1,021,890</b>	<b>1,046,469</b>	
Beginning Cash Balance	-	62,628	73,512	621,990	1,643,887	
<b>ENDING CASH BALANCE</b>	<b>62,628</b>	<b>73,512</b>	<b>621,990</b>	<b>1,643,887</b>	<b>2,690,356</b>	

## Attachment 10: Letter of Commitment

Rev. Dr. Alfred S. Cockfield, Pastor  
Telephone: (718) 774-5447  
Fax: (718) 774-4295  
Email: Battalionp@aol.com

# God's Battalion of Prayer Church, Inc.

661 LINDEN BOULEVARD BROOKLYN, NEW YORK 11203



September 20, 2010

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

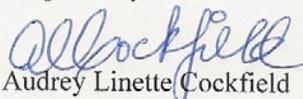
### TO WHOM IT MAY CONCERN

God's Battalion of Prayer Church believes and supports the mission of the Lamad Academy Charter School. As such, the church commits up to \$250,000 to make up any such budget deficits not raised from other sources during the start-up period of Lamad Academy Charter School.

The Church will make such funds available through a no-interest loan to the charter school and expects to be reimbursed by Lamad over the course of the school's first charter period.

If you have any further questions please feel free to get in touch with the undersigned.

Respectfully,

  
Audrey Linette Cockfield  
Administrator

"We Build People"

Lamad Academy Charter School  
Forms and Attachments

Attachment 11: Insurance Quote



**Insurance Estimate - Year 1**

*(This is a ballpark estimate and is subject to completed applications and underwriting review. Rates subject to change.)*

For: Lamad Academy Charter School		Date Prepared: 9/20/2010	
Coverage's		Limits	Estimated Premium
1	<b>Property - Choice Form</b> Business Personal Property incl Improvements Replacement Cost & Agreed Value Private School SPICE Equipment Breakdown  <i>Property Deductible:</i> <i>Wind Deductible:</i>	250,000    1,000 N/A	\$2,400
2	<b>Business Interruption</b> Business Income with Extra Expense	500,000	Incl. in 1
3	<b>Inland Marine</b> Computerized Business Equipment Hardware/Software	Included in BPP Definition	Incl. in 1
4	<b>Crime</b> Employee Dishonesty Forgery Computer Fraud	250,000 250,000 250,000	Incl. in 1
5	<b>Automobile Liability</b> Hired & Non-Owned Liability	1,000,000	Incl. in 1
6	<b>General Liability</b> Any One Occurrence Annual Aggregate Limit Abuse & Molestation Coverage Employee Benefits Liability  <i>Each Claim</i> <i>Aggregate</i> <i>Student Enrollment</i>	1,000,000 3,000,000 Included Included 1,000,000 1,000,000 100	\$3,951
7	<b>Directors &amp; Officers</b> Including Educators Legal Liability & Employment Practices Liability Fiduciary Liability  <i>Deductible</i>	1,000,000 1,000,000 5,000	\$2,600
8	<b>Umbrella Liability</b> Each Occurrence General Aggregate  Attach to Directors & Officers Attach to Abuse & Molestation Coverage Fiduciary Liability  <i>Retention</i>	5,000,000 5,000,000  Yes Yes 2,000,000 10,000	\$2,500

*This Insurance Estimate does not constitute a contract between the issuing insurer(s), authorized representative or producer, and the insured, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the policies listed.*

Lamad Academy Charter School  
Forms and Attachments



**Insurance Estimate - Year 1**

*(This is a ballpark estimate and is subject to completed applications and underwriting review. Rates subject to change.)*

For: Lamad Academy Charter School		Date Prepared: 9/20/2010	
Coverage's		Limits	Estimated Premium
9	<u>Workers' Compensation &amp; Employers' Liability</u> Experience Modification Estimated Payroll - Code 8868: School/Prof & Clerical Code 9101: School All other	Statutory Limits N/A 773,500 30,000	<b>\$7,500</b> <i>(not including dividend returns)</i>
10	<u>Student Accident</u> Accident Medical Expense Accident Dental Expense <span style="float: right;"><i>Deductible</i></span> Accidental Death Accidental Dismemberment <sup>(1)</sup> AD&D Aggregate, Per Accident Benefit Period Type of Coverage Emergency Medical Evacuation Territory - Domestic Repatriation of Remains	25,000 Included 0 15,000 50,000 500,000 3 years Excess 25,000 25,000	<b>\$300</b>
11	<u>Catastrophic Student Accident</u> Accident Medical Expense Home Health Care Accident Dental Expense <span style="float: right;"><i>Deductible</i></span> <span style="float: right;"><i>Deductible Satisfaction Period</i></span> Benefit Period Type of Coverage	1,000,000 30,000 Included 25,000 2 years 10 years Excess	<b>\$300</b>
<b>Total Annual Estimated Premium</b>			<b>\$19,551</b>

*This Insurance Estimate does not constitute a contract between the issuing insurer(s), authorized representative or producer, and the insured, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the policies listed.*

(1) Dismemberment benefits vary based on "Schedule of Covered Losses" up to the maximum shown above.